

2007 handbook

Koori Centre



The University of Sydney

Acknowledgments



The Arms of the University

Sidere mens eadem mutato

*Though the constellation may change
the spirit remains the same*

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1. The following material contains references to persons who may be deceased.
2. The information in this handbook was as accurate as possible at the time of printing. The University reserves the right to make changes to the information in this handbook, including prerequisites for units of study, as appropriate. Students should check with faculties for current, detailed information regarding units of study.

All authorised amendments to this handbook can be found at www.usyd.edu.au/handbooks/handbooks_admin/updates.shtml

Disability

Accessible versions of this document in Microsoft Word are available at www.usyd.edu.au/handbooks/handbooks_disability/index.shtml

Resolutions

Numbering of Faculty Resolutions is for convenience only and does not affect the interpretation of the Faculty Resolutions, unless the context otherwise requires.

Price

The price of this handbook can be found on the back cover and is in Australian dollars. The price includes GST.

Handbook purchase

You can purchase handbooks at the Student Centre, or online at www.usyd.edu.au/handbooks/

Production

Publications Office:
www.usyd.edu.au/about/organisation/pub/publications.shtml

Printing

University Publishing Service
Website: www.usyd.edu.au/ups/

Handbook enquiries

For any enquiries relating to the handbook, please email the publisher at handbooks@publications.usyd.edu.au

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CRICOS Provider Code 00026A

How to use a handbook

What is a handbook?

The handbook is an official publication and an essential guide for every student who studies at the University of Sydney. It is an important source of enrolment information. It can also help you with more than just planning your course of study.

As a student at the University of Sydney you need to be aware of course structures and content, who your lecturers are, as well as examination procedures. You should also become familiar with University policies and faculty rules and regulations. The handbook will supply a lot of this information.

It will also point you to places and people around the University who can help you with enquiries about library loans, childcare, fees, casual employment, places to eat and stay, support groups and much, much more.

What new students need to know

- terminology used for courses and programs of study
- semester dates and examination periods
- important contact details
- how to plan your study program
- rules and policies on assessment, satisfactory progression, honours etc.
- what University services are available and where to find them
- how to get around your campus

At the beginning of many of these chapters there will be explanations to help you proceed further.

Where to find what

Course terminology

University terminology – like 'credit point', 'unit of study', 'WAM' etc – can be found at the back of all handbooks.

Definitions of all terminology are located in the General University information section under **Abbreviations and Glossary**, at the back of this handbook.

Dates

The start and finish dates of semester can be found in the front section of the handbook. Summer School dates are in the General University section at the back of the handbook.

For Block Mode course dates please contact the Koori Centre directly.

Contents and index

The comprehensive **contents** section at the front of the handbook explains the details you'll find within each chapter.

You'll find information like:

- how and where to contact Faculty staff
- how to select your units of study and programs
- a list of degrees
- detailed information on all units of study – classified by unit identifiers (a four-alpha, four-digit code and a title)
- electives and streams
- scholarships and prizes
- information specific to faculties

The **index** lists units of study only. It allows you to check every reference which refers to your unit of study within the handbook.

For the latest updates, visit Handbooks online.
<http://www.usyd.edu.au/handbooks>

Colour-coded sections

- Ivory – for undergraduate courses
- Blue – for postgraduate courses

Faculty rules and regulations

Faculty resolutions are the rules and regulations pertaining to a specific faculty. They can generally be found in their own chapter, or next to the relevant units of study.

These should be read along with the University's own *Coursework Rule 2000 (as amended)* which can be found in the general University information towards the back of the book. Together they outline the agreement between student and faculty, and student and University. Senate resolutions are located in the University Calendar.

General University information

This is information about the University in general, rather than information specific to the faculty. This information is at the back of the book and includes, among other things:

- the University Coursework Rule
- the PhD Rule
- University terminology and abbreviations
- campus maps to help you find your way around
- Summer School information
- international student information
- student services

Course planner

You might like to plot the course of your degree as you read about your units of study. This planner can be found at the back of the handbook.

Timetables

For information about personal timetables, centrally timetabled units of study, and venue bookings, see
<http://www.usyd.edu.au/studentcentre/timetabling.shtml>.

For the session calendar, see
<http://web.timetable.usyd.edu.au/calendar.jsp>

Students with a disability

Accessible versions of this document, including word, pdf and html versions are available at
http://www.usyd.edu.au/handbooks/handbooks_disability/.

You can find information on Disability Services in the General University information section of the handbook. The Service can provide information regarding assistance with enrolment and course requirement modifications where appropriate.

For details on registering with the Service and online resources see the Disability Services website <http://www.usyd.edu.au/disability>.

Handbook updates

The information in the handbook is current at the time of publication. Updated information to handbooks and references to University policies such as plagiarism and special consideration, among others can be found in the University's website.

Feedback regarding the Handbook is welcome.
 Visit <http://www.usyd.edu.au/handbooks/>

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Introduction to the Koori Centre

Message from the Vice-Chancellor

The University of Sydney was the first to be established in Australia and has a proud reputation for innovation and quality in education. The University offers Indigenous students the opportunity to choose from a large range of courses in almost every area of academic pursuit, including specific courses in Indigenous Education, Health and the Humanities. We also provide support facilities, through the Koori Centre on the Camperdown Campus and Yooroang Garang, on the Cumberland Campus.

This support, which ranges from additional tutorial support to a specialist library and computer lab, will assist you to succeed in your studies.

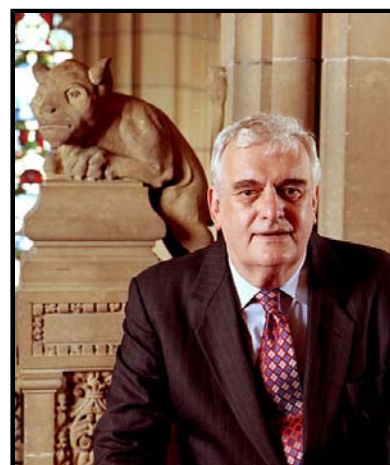
The University of Sydney also offers several scholarships to Indigenous students and you should ensure that you pursue every avenue for financial support prior to starting your degree.

Please take the time to come and visit the University in person during one of our information sessions or to call the Koori Centre and make an appointment to see one of our advisers. It is important that you have the opportunity to have a look around the University and find out how the University of Sydney can help you to achieve your goals.

Further information is also available at our website at <http://www.usyd.edu.au>.

Professor Gavin Brown

Vice-Chancellor and Principal



Welcome by the Director

On behalf of the academic and administrative staff I welcome you to the Koori Centre. In welcoming you I would like to acknowledge the traditional owners of the Country on which the Koori Centre and the University stands... the Cadigal people of the Eora Nation.

The Koori Centre is fortunate to have many outstanding teachers who undertake research lead teaching to support best practice for their students. The academics have dedicated their careers to improving educational outcomes for Indigenous Australian people. Therefore they keep abreast of sound educational practices for Indigenous Australian learners, and strive to create an understanding for non-Indigenous people of the practices and principles of attitudinal change that will contribute towards achieving a more cohesive community of Australians.

The Centre prides itself on its research-intensive culture and the teaching staff are highly regarded as academics with specialised knowledge in Aboriginal education and affairs. Along with their close relationships with Indigenous Australian communities they are actively sought after on local, state and federal committees for contributions to important policy development and practice. Their involvement and commitment plays a significant role in providing opportunities for students to learn about new issues and developments while undertaking their degree in their chosen profession.

The Koori Centre is blessed with a committed administrative staff. They are the people who deal with the day to day operations of the Centre as well as providing support for staff and students. They are responsible for activities such as assisting prospective students and Indigenous and non-Indigenous students of the University. Student Support for Indigenous Australian students includes: administration of the Cadigal Special Entry Scheme; an Academic Skills Program; and the Indigenous Tutorial Assistance Scheme. The administrative staff are professional, approachable, friendly and helpful.

The Koori Centre is one of the largest Indigenous Australian Centres in the country and has a long and distinguished history in promoting equity of access, improving participation and educational outcomes for students at the University of Sydney. The Koori Centre provides policy advice, administrative services, and most importantly student support. In addition, the Centre provides an Indigenous Australian research only library which is accessible to all students within the University.

The Koori Centre is a cultural haven for Indigenous Australian students. The Centre will assist students to find their place within the many Faculties of the University. It also provides Indigenous Australian students with a computer lab and a common room where they can study meet or just relax and have a yarn.

I know you will enjoy studying at the University of Sydney and hope you utilise the abundant facilities, services and opportunities that are available to you. The Koori Centre is here to support Indigenous students and non-Indigenous students who are interested in Indigenous Australian Studies. So enjoy your learning journey as it will be one that you will remember for the rest of your life. I wish you all the best with your study and in your future endeavours.



Janet Mooney

Director

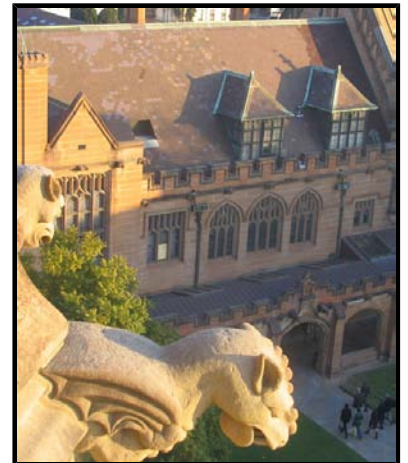
About the University

The University of Sydney is Australia's oldest university and was founded in 1850 on a hilltop in the land of the Cadigal people. Lake Northam, an important gathering place for the first people of the land, now forms the centrepiece of Victoria Park just outside the University gates.

Commencing studies with three professors and a little over 30 students in 1852, the University currently has more than 40,000 students and over 2200 teaching staff. University of Sydney graduates have distinguished themselves in all sectors of Australian society and throughout the world, and include several prominent Indigenous leaders and achievers.

Sydney has a strong involvement in the history of Australia's Indigenous peoples. From the scholarship of early anthropologists, through student activism in the Freedom Rides of the 1960s and on into the present, as a leading educator and trainer of Indigenous professions, establishing one of the first identified courses in an Australian university.

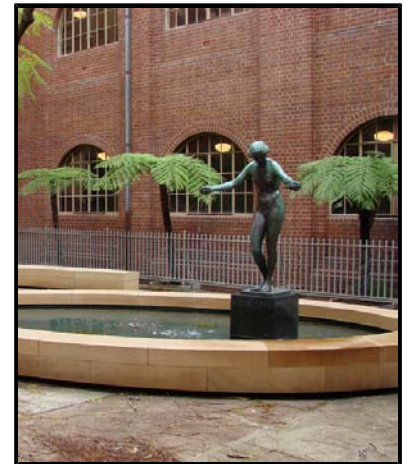
The University of Sydney has a clear commitment to its strategic plan for Aboriginal and Torres Strait Islander peoples, which features consultations with and participation by Indigenous Australians in all aspects of the University. Most importantly, the University is strongly dedicated to its goal of increasing the number of Indigenous Australian students studying at the University of Sydney.



Koori Centre

Our challenge is to continue to foster innovative educational activity. We will achieve our objectives by developing our teaching expertise through appropriate strategies and technological inputs, the expansion of our research activity, and increased student and community involvement and interaction.

Our Strategic Directions are designed to present our goals, related strategies and projected actions. In the pursuit of educational excellence we will continue to build partnerships, internally and externally to the University and with Aboriginal communities.



Vision

To be a centre of excellence in Indigenous Australian higher education

Statement of commitment

To provide and promote high quality culturally appropriate and effective learning and teaching, research and support services

for Indigenous Australians

and the community

at the University of Sydney

Meet some of our students

Amanda Porter

Bachelor of Arts and Bachelor of Laws

My name is Amanda and I'm from the Bundjalung community on north-coast NSW. My family is originally from the Baringa group of the Yuin people which is in the Walbunga area down the south-coast at Narooma.

My home town, Ashby, is a beautiful little place. It's where the river meets the sea, and to top that off, we're surrounded by the Yuraygir National Park. Back home there's one supermarket, one pharmacy, two pubs, one bakery, one nursery and one public school. There isn't much transport either – the school bus took such an indirect route that my sister and I used to take the tinnie to school instead!



Most people back home work in the fishing or sugar-cane industries. But when I finished my HSC in 2002, I realised that this type of work wasn't for me. So I decided to have a break for a year to think about what I want to do in the future. I eventually decided to come down to Sydney University and study a Bachelor of Arts. At the moment I am in my second year and thinking of majoring in Geography, although there are still many options.

My first year at Sydney was not easy – I missed my family and I had trouble adjusting to the busy city life. Also, the work load is quite challenging and the University is such a huge place that sometimes you just feel like a number.

But the Koori Centre is great for helping in that, as we are like another community on campus. There are friendly faces, friendly smiles and everyone is very supportive if you ever encounter any problems – whether they be problems with accommodation, essay writing or simply missing home. I have even met many people who are in a similar situation, coming from rural Australia.

I would like to encourage all Koori students considering further study to come down and do so. Don't let the distance or the challenge put you off!

Chloe Johnco

Bachelor of Arts and Bachelor of Social Work – Aboriginal Studies Major

From my view as a non-Indigenous student the experience at the Koori Centre imparted more than knowledge and University grades; it fostered a deep understanding of the complexity of the challenges ahead, whilst inspiring students to commit to a brighter future.

Unique assessment methods challenge students to think outside a purely academic analysis and strive to find meaning in many spheres. This flexibility in thinking has prepared me for the challenges in Indigenous policy work since finishing at the Koori Centre.



Importantly, the Koori Centre provides a nurturing environment for non-Indigenous as well as Indigenous students, emphasising the value of partnerships and a shared vision for the future.

Adam Ridgeway

Bachelor of Visual Arts

My name is Adam Ridgeway and my family is from the Port Stephens area. I am currently enrolled at Sydney College of the Arts, Rozelle. I am in 2nd year Ceramics at the moment and aspire to continue my course through to a PhD (it will be a while but I'm confident I will make it).

After trying an engineering course I realised that it wasn't for me and I had to find out what I loved doing. With the help and support from staff at the Koori Centre, I was shown the range of facilities that Sydney had to offer. I still thank them all to this day as it led me to the wonderful campus and results that I have attained.



With special thanks to the ITAS tutoring setup, I have been able to get top marks in all my subjects and develop my skills as a practising artist. This has led to me exploring my Aboriginality and how it affects my work and practice. I have also been able to represent a new face of Indigenous art, participating in some major exhibitions such as the 2006 International Gold Coast Ceramic Art Award.

Since I am off main campus most of the time I don't see the staff and other students as much as I would like, but whenever I get the chance to pop around they are always there to greet me with a smile and interest and willing to help me with any problems I may be having. If anyone out there was considering a degree in visual arts I couldn't possibly recommend anywhere but SCA. With such a wonderful atmosphere, great facilities and such awesome staff supporting you, you'll never want to leave uni!"

Michael Jarrett

Master of Indigenous Languages Education

I live at Nambucca Heads and I am the father of nine children, with one on the way. I have Early Childhood teaching qualifications and am currently working two days a week at St Mary's, Bowraville, teaching Gumbayngirr language.

I also work for the Mary River Aboriginal Language Centre where we assist people from many language groups, ranging from the Queensland border to the Central Coast, in the revitalisation of their language and also in getting language programs up and running in their communities.



I came to the Koori Centre to complete my master's because even though I was teaching language I was not competent in the areas of language structure and grammar, and also to get the linguistic knowledge and background that is necessary to be fully competent in this teaching area.

This Block Mode course has assisted me from the start. I am already putting what I have learned into practice. I can pass this knowledge on to all the people I teach and further assist them with their own language learning.

Kia Brown

Bachelor of Veterinary Science

My name is Kia Brown and I am a descendent of the Garawa people of North-East Arnhem Land.

When I was at school I never thought I had what it took to get into university, so I dropped out after finishing Year 10 in 1999. After a few years working dead end jobs, I realised that the only thing that was standing in my way was me.

So, I enrolled in TAFE and am proud to say that I received my HSC last year, aged 21. Not knowing anything about how to get in to university and how the whole selection process worked, I went into the Koori Centre and the staff were extremely helpful, pointing me in the right direction.

I have always wanted to work with Australian native animals and I decided that the best way to achieve this is to become a vet. Thanks to the help of everyone at the Koori Centre, I am now in the first year of my Veterinary Science degree.

I found the first semester a bit overwhelming, as Vet Science is a full-time, five-day-a-week course, and I also travel an hour each way to uni everyday. But now that I have settled in to the workload, I am finding this semester a lot easier to cope with. Through the Koori Centre, I have also met many other Indigenous students in the same situation as me, starting uni a bit later than most. It's great to be surrounded by people from a similar background who understand what you are going through.

My message to anyone out there who has dreams of doing something that has always seemed to be out of their reach, is that believing in yourself is half the battle. Once you believe you can do it, anything is possible.



Wayne Cook

Diploma in Education (Aboriginal)

Born: Armidale and New England Hospital, 26 September 1957

I was born into the Anaiwan Nation and my family connections are of the Biripai people. Originally my family are from the Barrington Tops area.

I attended many schools in my primary years due to my parents being seasonal workers; hence education was a bit of a struggle. Secondary schooling was more stable, attending Armidale High (public) School and De La Salle College Armidale, between 1969 and 1975. In High School like many other Aboriginal students, I was encouraged to leave at the age of 14 years nine months. As Aboriginal students we faced lots of discrimination within the school system, and much more within the city of Armidale which was mainly covert, given that Armidale was a city of churches and education with its university, teachers college and many schools. In 1979 I commenced the Teachers Assistant Program, stages 1 & 2, at the Koori Centre but failed to complete the course because of family and work commitments.

I commenced an Associated Diploma course in Aboriginal Studies at Armidale and New England University in 1986–1988, and again did not complete the course due to work commitments and a lifestyle that didn't cater for studies.



I have always preached the importance of education and I thought it about time I practised what I preached. I have recently found that I need to gain higher qualifications to achieve my goals at work and for the communities that I work in, and these are the factoring reasons for studying at the Koori Centre, University of Sydney. The style of this course (Block Mode) enables me to work full-time and also study.

Mariko Ralph

Bachelor of Laws

I am now in the final few weeks of my Arts/Law degree, and I can happily say that my five years at Sydney Uni and the Koori Centre have been really exciting and great!

I was able to enter the highly competitive law program at the University of Sydney through the Koori Centre's Cadigal Program. The Koori Centre staff were actually the people who inspired and directed me during the Indigenous HSC Student Camp to take on a law degree because of my love of learning. The Cadigal Program provided me with academic assistance if I needed it as well as access to tutoring.

The Koori Centre has been my main base at uni where I go to study in a quiet place or in the computer room and to socialise with all the cool people. The people there have really helped me in my transition to uni (I moved away from home in the Central Coast just before I started 1st year) and to learn more about my Aboriginal side (I have only recently found out that I am from the Yuin mob of the NSW South Coast – I come from a rather multicultural background, since my mum is Japanese).

I am really enjoying the law degree, even though it can be pretty full-on at times, but I really recommend it, if you like learning about how to understand society and how to help achieve justice. You don't even have to become a lawyer after you finish! I am going to try out various careers during my legal career, from the corporate world to government work and ultimately to a job in community legal centre working with other Indigenous people which has been my goal ever since I started law. I really hope more Indigenous kids can come and do a law degree at Sydney University since it is a versatile degree that can really take you places.



Suellyn Tighe

Bachelor in Education (Secondary: Aboriginal Studies)

I am a Gamilaraay woman from Coonabarabran, a rural town in north-western NSW. I began university at the age of 39 and will be soon enjoying my 42nd birthday. My interests are education, Aboriginal culture and language revival.

I view myself as a survivor of the education system from the 1970s and 1980s. I experienced education that was riddled with stereotypical views of intelligence, gender bias and racism. The situation I faced was, too smart to be black and too black to be smart. Am I bitter due to these experiences? The answer is emphatically NO. I consider myself all the stronger as an Aboriginal woman.

Despite negative experiences I have always been involved in and recognised the importance of education.



I have worked as a tutor for Aboriginal students from Year 3 to Year 12, Support Teacher Learning Difficulties (STLD), Disability Aid (deaf student), Year 12 Literacy and Numeracy Support, Teachers Aid (Special), Aboriginal Education Assistant and currently as the Aboriginal Community Liaison Student Support Officer for TAFE in my local community. It is through these many positions that I realised that not much had changed in the educational system for Aboriginal students.

I want to become a teacher because change will only come about if we as Aboriginals participate in all levels of education. The realisation was that in order to do this it was time for me to practise what I have been preaching – the importance of education. The best way was for me to lead by example. So here I am in my third year doing my assignments alongside my children doing theirs. I hope to be a positive influence and role model not only for my family but for others also.

So, how did I end up here at the University of Sydney gaining qualifications to teach Aboriginal Studies? Basically it comes down to two conversations; the first negative and the second positive. Firstly, the negative: a teacher (who shall remain eternally nameless) waved their degree in order to assert masculine dominance. The second conversation was the positive encouragement from Anthony McKnight and Kevin Lowe.

The reason for choosing the Koori Centre at the University of Sydney was due to the heavy involvement of Aboriginal people in the delivery of modules (Block Mode) and office administration. I have made life long friends from across Australia here at the Koori Centre. The environment is always jovial (especially that Bachelor 3 mob) and supportive without losing sight of the goal of becoming the best teachers.

I would like to make one challenge to everyone in my traditional language of Gamilaraay:

Guwaalmiya Winangalmiya

Translated into English this means: *Dare to Speak, Dare to Learn*

Connie Ah See

Master of Indigenous Languages Education

I am a descendent of the Wirrum Wirrum people of the Wiradjuri Nation from Wellington NSW of the Binjang Valley. I'm the eldest of five children, four girls and a boy and my Mum has 13 grandchildren and five great grandchildren.

Since attaining my Diploma of Teaching Primary through the University of Western Sydney in 1992, I have held a number of positions within the NSW Education system culminated in my appointment to the NSW DET Aboriginal Programs Unit, now known as AETD.

This professional expertise combined with my own personal life experiences has enabled me to attain a very thorough knowledge and skills of the Education system, particularly as it relates to Indigenous Australians. My experience and commitment to implementing effective education for Aboriginal students has been demonstrated through my experience within the NSW Education system for the past 13 years.

Being a member of the NSW AECG Inc for the past 19 years has given me the knowledge and skills to negotiate for community consultation and equal educational rights for Aboriginal students. Over these years I have provided Aboriginal community-based advice on all Aboriginal Education and Training in NSW ranging from Early Childhood through to tertiary and community education levels.



My passion for Aboriginal Languages is the main reason behind my decision to enrol in the Koori Centre's Master of Indigenous Languages Education (MILE) Block Mode program. The decision was a huge one, as I have not studied since my graduation from the AREP program in 1992. My hesitations were quickly eliminated by my strong desire to learn my own Wiradjuri Language. I hope to one day pass my knowledge onto my family and my people.

Since enrolling in the MILE course, I believe that I have gained a whole wealth of knowledge that will assist me to achieve my goals. The MILE course has planted the seed, and now I've grown into a small fragile tree; the more I learn, the more I grow, the stronger my branches and roots become.

The MILE course is new, is deadly, is hard work, but is worth all of this and more. Aboriginal Languages in NSW and indeed Australia are going to benefit greatly from graduates of this course.

Thank you to the Koori Centre for this program, it is so much needed. Elders are talking about the program, communities are talking, and departments are talking. MILE will grow and grow, and churn out more and more Aboriginal Linguists.

Jennifer Maher

Bachelor in Education (Secondary: Aboriginal Studies)

My name is Jennifer Maher and I live in Shellharbour (South of Wollongong) and my family are from the Yuin nation.

I have been studying continuously throughout my entire life. I completed my Year 12 certificate in 2003. During this time I really didn't know what I wanted to do; all I knew was I wanted to go to university and study something. My real interests were in law but at this particular point in time studying law was unrealistic.



In the end of 2003 I was encouraged to undertake the Block Mode, Bachelor in Education course at the Koori Centre at University of Sydney. I decided to do so with much anticipation. I knew that the course load would not be a problem for me as I had only just finished secondary school. It was the content that I was afraid of. I was not sure if I was going to be able to cope.

In 2005 I completed the Diploma of Education (Aboriginal), which is the first two years of the bachelor course. At this point in my life, for the first time, I felt like I could accomplish anything. Graduating was the best feeling ever, nothing like I have ever experienced before. The feeling of graduating topped the last two years of my study. It was the end of something old but the beginning of something new. Looking back at the time of my anticipation of entering this course, I think to myself why did I even worry? I had lots of support from the staff at the Koori Centre and they helped me through everything.

In the present year, 2006, I am currently undertaking my third year of the Bachelor in Education. The end is in sight. I have come a long way in this course and I can finally see the light. This course has made me a better person. I could not think of anything else that I would rather do than teach. I love what I do and I will continue to strive for what I love most and that is teaching.

Koori Centre – programs

University dates

Please see the University dates page for a listing of all current semester, holiday and examination dates within the University of Sydney.

Information in this section is accurate as at August 2006.

Koori Centre
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Aboriginal Studies (Major)

*Indigenous Australian Studies

**This new title for the Aboriginal Studies (Major) is currently awaiting approval.*

Academic Coordinator: Ms Lynette Riley-Mundine

This major is coordinated and taught by the Koori Centre through the Faculty of Arts.

Students wishing to enrol in these units of study need to enrol through the Faculty of Arts.

Koori Centre – in conjunction with the Faculty of Arts

Indigenous Australian Studies is a multi-disciplinary field aimed at providing students with an understanding of the major issues impacting Aboriginal and Torres Strait Islander people. Units of study focus on: the writing of Indigenous histories; Indigenous cultures, economics, politics and health; the nature of European colonisation and the status of Indigenous Australians in contemporary Australian society; Indigenous writing; relationship to Australian justice system; religions; performing and visual arts; language and literature; archaeology and contemporary cultural heritage and ethnographic issues.

The Koori Centre coordinates the Indigenous Australian Studies major of the Bachelor of Arts and teaches core units of study within this program. The Centre also teaches Indigenous Australian Studies subjects within other faculties as electives and compulsory subjects.

18 junior credit points are required to enrol in Introduction to Indigenous Australia (KOCR2600). This unit of study is also a prerequisite for most other (KOCR) units of study. Check the unit of study outlines for prerequisite and corequisite details.

For an Indigenous Australian Studies major, students must complete 36 credit points of Indigenous Australian Studies. This can include up to 18 credit points of cross-listed units of study.

Enrolment and registration

All students completing the Indigenous Australian Studies major are required to enrol in the Faculty of Arts. Students will be allocated tutorial sessions automatically as part of the enrolment procedure online.

Advice on units of study

The Koori Centre office is open for enquiries in September/October for pre-enrolment, and during the SWOT/O-Week period. The Koori Centre can provide information regarding the Indigenous Australian Studies major, as well as specific information on the units offered through the Koori Centre.

For further information call +61 2 9351 6113 or check our website, www.koori.usyd.edu.au/studying/aborig_studies.shtml

Student support

Aboriginal and Torres Strait Islander students are enrolled in a variety of degrees at the University of Sydney including: Medicine, Music, Arts, Law, Education, Veterinary Science, Social Work, Science, Engineering, Visual Arts, and Rural Management.

The Koori Centre encourages increased enrolments, and supports current students in their studies by providing:

- The Cadigal Special Entry Program
- information and advice on enrolment and courses;
- tutoring to suit particular needs;
- study facilities for independent study, including computer and photocopier;
- an Indigenous Research Library;
- common room, courtyard and kitchen for student use;
- assistance with housing and financial matters; and scholarships.

Cadigal Special Entry Program

The Cadigal Program is a University-wide access and support program for Aboriginal and Torres Strait Islander people who want to study for their first degree at the University of Sydney.

The Cadigal Program is open to either:

- people under 21 years of age who have completed the NSW Higher School Certificate or an equivalent examination (HSC applicants);
- people over 21 years of age (Mature Age applications).

Both HSC applicants and Mature Age applicants should submit a Cadigal Program application to the Koori Centre before the end of November. They must also submit a Universities Admissions Centre (UAC) application by the end of September showing their preferred course/s at the University of Sydney.

HSC applicants are considered for entry on the basis of:

- (a) their Universities Admission Index (UAI) score
- (b) individual subject results

All Mature Age applicants are assessed by staff of the Koori Centre to assess their suitability for study at the University and to determine the particular course/s they wish to enter. The interview panel considers each application on the basis of three main areas:

- educational background;
- life and employment experiences;
- evidence of motivation and goals, and interest in the course/s selected.

Students admitted through the Cadigal Program may be offered enrolment with a full-time course load or reduced load and Academic Skills support. Students with a reduced load may still be eligible for full-time Abstudy.

Courses for Indigenous Australian students

Block Mode Programs (Away from base)

Academic Coordinator: Ms Lynette Riley-Mundine

- Master of Indigenous Languages Education
- Diploma of Indigenous Languages Education
- Certificate of Indigenous Languages Education
- Bachelor of Education (Secondary: Aboriginal Studies)
- Diploma in Education (Aboriginal)

Please note: These courses are for Indigenous Australian students only. In block-mode (away-from-base) courses, students attend 6 week-long sessions each year on campus at the Koori Centre, and the remainder of the course is completed independently at home. They are full-time courses.

Graduate Certificate/Diploma/Master of Indigenous Languages Education

These Indigenous Languages Education courses are designed to meet the need for qualified Indigenous Australian instructors to participate in the delivery of language teaching programs in a range of educational settings. The graduate certificate is completed in one semester, the graduate diploma in one and a half and the master's takes a full year.

Entry to the Graduate Certificate of Indigenous Languages Education requires that candidates have successfully completed two years towards a teaching qualification, that is; the Diploma in Education (Aboriginal), or equivalent.

Entry to the Graduate Diploma of Indigenous Languages Education requires that candidates have successfully completed the Graduate Certificate of Indigenous Languages Education.

Entry to the Master of Indigenous Languages Education requires that candidates have completed either:

- a four year teaching qualification, such as a Bachelor of Education, or a three year degree and a Diploma of Education, or;
- the Graduate Certificate of Indigenous Languages Education with an average mark of 70 per cent or higher.

In some cases it may be possible for candidates with similar but different qualifications to be granted admission.

Bachelor of Education (Secondary: Aboriginal Studies)

Bachelor of Education (Secondary: Aboriginal Studies) is a four-year degree giving students a secondary teaching qualification majoring in Aboriginal Studies and History.

Diploma in Education (Aboriginal)

The Diploma in Education (Aboriginal) is a two-year course which offers students intensive education skills training.

Undergraduate study

Koori Centre Role within the University

The Koori Centre is committed to furthering knowledge and understanding of Indigenous Australian issues across a wide range of disciplines including education, history, health, and literature. Our aim is to activate students' interests in Indigenous Australia through our innovative and engaging teaching, which draws on the diversity of Aboriginal and Torres Strait Islander scholarship and cultural production. The Koori Centre strives to create an inclusive yet challenging space which encourages students to think deeply about Indigenous cultures, societies, and experiences in Australia's past, present and future.

Indigenous Australian Studies is a dynamic field open to students from any discipline. After undertaking our compulsory unit of study, KOCR2600: Introduction to Indigenous Australia, students may enrol in a range of electives encompassing creative arts, gender studies, health, history, and politics. The Koori Centre is also committed to the enhancement of Indigenous Australian educational outcomes so offers a Diploma and Bachelor of Education to Aboriginal and Torres Strait Islander students. We also offer a number of units of study on Indigenous Education to any student enrolled in a Bachelor of Education.

Previous students have asserted that undertaking Indigenous Australian Studies was a challenging and rewarding experience, giving them an awareness of our society which influenced their everyday lives and transformed their thinking about a range of issues, not exclusively limited to Aboriginal and Torres Strait Islander people. The knowledge and critical skills developed through undertaking Indigenous Australian Studies ensures that our graduates easily secure employment in a range of fields including policy-making, government, teaching and nursing.

The Koori Centre provides a broad range of academic and support services for the University of Sydney community, including teaching, research, marketing, administrative support and community outreach.

The Koori Centre's core business encompasses:

- academically strong and innovative mixed-mode educational programs for Indigenous Australian students
- culturally appropriate and relevant academic and social support services for Indigenous Australian students
- teaching of Indigenous Australian Studies to a high level of academic excellence
- expertise in the area of community consultation and liaison and student recruitment
- culturally relevant, collaborative and ethical research
- providing cultural awareness workshops.

Policies and general information

Assignments

All assignments must have a Koori Centre cover sheet which is available from the Administration Office (room U224), Old Teachers College. Cover sheets can also be found online at http://www.koori.usyd.edu.au/studying/aborig_studies.shtml (look on that page under forms). Make sure you read and sign the plagiarism compliance statement on the reverse of the cover sheet.

Assignments must be submitted at the Administration Office at the Koori Centre (room U224) between 9am and 4pm on the due date. Do not submit your assignments directly to your tutor. It is your responsibility to keep a copy of your assignment. If your assignment is misplaced or lost, you will be expected to produce a copy of your assignment within a specified period.

Marked assignments can be collected from the Koori Centre Administration Office (room U224), and you will be notified when these are available. Under University regulations, assignments not collected within three months can be disposed of. Students wanting their assignments posted to them must make arrangements with their tutor in advance and supply postage paid, self-addressed envelopes.

Format

Your assignment paper must be typed or word processed and printed on office standard plain paper in a 12 point font. Your text should be presented with 1.5 line spacing, numbered pages, and margins of 2.5 cm (1 inch) on all sides for written comments from your marker. All assignments should be stapled in the top left corner. Do not place your assignment in a plastic cover of any kind.

Classes and attendance

Important: It is expected that you will attend all classes, and in keeping with University of Sydney policy, you are required to attend 90 per cent of your tutorials. Rolls will be taken in both lectures and tutorials. If possible you should supply documentary evidence explaining your absence, and notify your tutor in advance.

Attendance below 50 per cent, regardless of the reasons for the absences, will result in the student being deemed not to have fulfilled the requirements of the unit of study.

Each week you will attend lecture/s, and a tutorial, for the unit of study.

Brief lecture notes will be available in advance on WebCT – you must be an enrolled student to access these notes. The notes will only provide a scaffold of the lecture so it is essential that you still attend lectures.

Efforts are made to avoid timetabling clashes but it is not possible to eliminate them completely. Students who have clashes with classes should consult the relevant teaching staff in the departments concerned and acquaint themselves with the departmental policies regarding attendance before they make a decision about how to deal with such clashes. Students must be aware that ultimately they are responsible for the consequences of any decision they make.

Students who decide to continue with both units of study must check that the relevant teaching staff are made aware of their intention. Furthermore, students should note that they may not use a timetable clash to gain, for instance, special consideration, negotiate due dates, or miss in-class testing.

Students should be advised that they need to keep in mind the final dates for changing or withdrawing from units of study so that they do not incur penalties or additional HECS.

Complaints and grievances

Students who believe they have been unfairly treated are encouraged to speak to their tutors or to the Academic Coordinator of the Koori Centre in the first instance. Students may, of course, also wish to seek advice and support from the Counselling Service or from student welfare officers. If the problem cannot be resolved at the departmental level, students may write to the Dean, care of the Faculty Office.

Timetables

Details of class times and locations are available from the department concerned, and are usually posted on the departmental noticeboard. All students will have access to their timetable via the Internet. Details about access will be provided at enrolment.

Timetable clashes – see *Classes and attendance*

Plagiarism

Plagiarism is the theft of intellectual property.

The Academic Board of the University of Sydney has defined plagiarism as "presenting another person's ideas, findings or work as your own by copying or reproducing it without due acknowledgement of the source".

Plagiarism includes presenting oral or written work that contains sentences, paragraphs or longer sections from published work, including internet articles, newspapers, magazines, etc, without acknowledgement. Plagiarism also occurs when a student borrows, buys or obtains another person's work and submits it as his or her own work or re-submits a previously submitted assessment task in a different unit of study.

The Koori Centre is opposed to and will not tolerate plagiarism and will treat all cases of student plagiarism seriously. Assessment tasks suspected of plagiarism will be forwarded to the Koori Centre Academic Coordinator for judgement on the penalties to be imposed. Such penalties can include a Fail grade in a particular assessment task or unit of study or, in a worst-case scenario, expulsion from the University.

For further information on the issue of plagiarism in coursework, refer to the following website:

<http://www.usyd.edu.au/senate/policies/Plagiarism.pdf>

Special Consideration

The Koori Centre recognises that unforeseeable circumstances, such as serious ill-health or misadventure can negatively impact on a student's academic performance. If you feel that circumstances outside of your control have affected your assessments then please consult your Lecturer in Charge, or go to http://www.edsw.usyd.edu.au/current_students/policies/uni.shtml where you will find further information on the University's Special Consideration policy and obtain the application form.

Appeals

If you are unhappy with the mark you received for an assessment you should first speak to your tutor or the marker of that assessment item. If you are still dissatisfied you may make an appeal to the unit of study coordinators who will arrange for your work to be re-marked by a different examiner. If further action is required, please consult the Koori Centre's Academic Coordinator. Please note that to ensure fairness in marking all assignments which receive either a fail or a high distinction grade are second marked.

Appeals against results

A written request to the department or school should be made by the candidate. It is expected that appeals would be lodged within two months unless there is a good reason for delay. As examination scripts are destroyed six months after examination, no appeal can be made after that time. Such requests are considered by the Koori Centre in consultation with relevant members of the Faculty and the Koori Centre. A report and recommendation is then submitted to the Director for consideration and final decision.

Extensions and late penalties

Extensions can only be granted by your tutor or one of the unit of study coordinators. Requests for extensions must be submitted in writing on a 'Request for Extension' form. These forms can be obtained from the Administration Office at the Koori Centre (room U224). After completing the 'Request for Extension' form, please give this form to your tutor or one of the unit of study coordinators. A copy of the approved 'Request for Extension' should be attached to your assignment when handed in.

It is your responsibility to ensure that your application has been approved. Simply writing a request does not guarantee that an extension will be granted. Extensions are normally for a few days. If an extension of one week or over is required you must supply documentation (e.g. a medical certificate). Being in full-time work, or having several assignments due at the same time, do not constitute grounds for an extension.

Late submission of assignments without an extension will incur a penalty of 2 per cent of the total mark for each day that they are late. Assignments submitted more than 10 working days after the due date will be further penalised and can only achieve a maximum Pass mark of 50 per cent. Any assignment submitted after the marked assignments have been returned will automatically receive a zero.

Generic attributes of grades

Grade	Abbreviation	Mark	Definition
85–100	HD	High Distinction	The work shows a thorough understanding of the question and its theoretical implications. There is evidence of substantial reading and research. The work shows a high level of independent, original thought, presents informed and insightful discussion and demonstrates a well-developed capacity for critical evaluation and an ability to synthesise research and critical analysis in the light of unit of study content.
75–84	D	Distinction	The work demonstrates all of the qualities below and, in addition, evidence of a capacity to generalise from the theoretical content in an informed and original manner. The work is well-organised and demonstrates a capacity for critical argument.
65–74	C	Credit	The work demonstrates a clear understanding of the question and its theoretical implications. It also demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. There is evidence of additional reading. A deficiency in any of the above may be compensated by evidence of independent thought.
50–64	P	Pass	The work demonstrates some grasp of the question, is comprehensible, accurate and adequately referenced.
46–49	PCON	Pass (Concessional)	Use of this grade is restricted to those courses which allow for a Concessional Pass of some kind to be awarded. A student may re-enrol in a unit of study for which the results was PCON. Each faculty will determine and state in its course regulations what proportion, if any, may count – e.g. “no more than one sixth of the total credit points for a course can be made up from PCON results”.
45–49	F	Fail	A fair attempt to answer the question but it is deficient in terms, understanding, comprehension, research, presentation and/or referencing.
< 45	F	Fail	In the worst case the work does not represent an acceptable effort. This may include non-completion or plagiarism. If the mark ranges from 30-40 then the work does not represent a clear and/or adequate response to the question.

Language and representation

The Koori Centre recognises and values cultural diversity, and is a strong advocate for the fair representation of different cultural groups in contemporary society. The use of accurate and respectful language is a priority in our teaching and research. Students are asked to take serious note of the following guidelines, particularly when writing essays and presenting tutorial papers.

Fair representation of Indigenous nations and individuals

The Indigenous peoples of Australia come from a wide range of distinct cultural contexts. When writing on Indigenous Australian people or individuals, take the time to find out how they themselves wish to be named. Acceptable names may be ‘Koori’ if a person is connected to New South Wales, ‘Murri’ for people from Queensland, or ‘Noongah’ for people from South Western Australia. There are many other specific groups such as ‘Anangu’ or ‘Yolngu’. Torres Strait Islanders have linguistic and cultural identities that are very different to mainland Indigenous Australian peoples. It is appropriate to use the term ‘Torres Strait Islanders’ when speaking generally, or to use the names of relevant groups where possible.

When writing more generally, use the terms ‘Aboriginal and Torres Strait Islander peoples’, ‘Indigenous peoples’ or ‘Aboriginal peoples’. Terms such as ‘the Aborigines’ or ‘native(s)’ objectify Aboriginal people and should not be used in any circumstances. Be sure to capitalise the first letter of terms such as ‘Aboriginal’ or ‘Torres Strait Islanders’. These words are proper nouns, like ‘Australian’ or ‘American’, and

must be capitalised. It has also become a convention of academic writing in Australia to capitalise the word ‘Indigenous’ when it clearly refers to, or is used in place of Aboriginal and Torres Strait Islander Australians.

Never use terms such as, ‘full-blood’, ‘half-caste’, ‘quarter-caste’, ‘part-Aboriginal’ or ‘mixed blood’ in an uncritical manner. These terms were used officially by governments and institutions for the purposes of discriminatory treatment and are regarded as inaccurate and insulting.

A good guide to language use in relation to Aboriginal cultures is Rhonda Craven’s ‘Using the right words in the Indigenous Australian studies classroom’. (Sydney, 1996, School of Teacher Education, UNSW in association with CAR).

Fair representation of all peoples

University of Sydney Senate policy states that the University community regards as offensive, under all circumstances, the use of written or spoken language which makes personal or irrelevant reference to race, sex, marital status, pregnancy, disability, sexual preference, transgender status, political or religious beliefs and age. For example, as a student of the University it is your responsibility to ensure that you always use non-sexist or gender-neutral language. For suggested guidelines on inclusive and non-discriminatory language use, please read the Staff and Student Equal Opportunity Unit Language Guidelines, which can be found on the University intranet at http://www.usyd.edu.au/eoo/html/policies_language_guidelines.htm.

Unit of study	Credit points	P: Prerequisites C: Corequisites N: Prohibition	Session
Aboriginal Studies/Indigenous Australian Studies			
KOCR2600 Indigenous Australia: An Introduction	6	P 18 Junior credit points N KOCR2100	Semester 1 Semester 2
KOCR2604 Colours of Identity: Indigenous Bodies	6	C KOCR2100 or KOCR2600	Semester 1
KOCR2605 Speaking Gamilaraay 1	6	C KOCR2100 or KOCR2600	Semester 1
KOCR2606 Torres Strait Histories and Experiences	6	P KOCR2100 or KOCR2600	Semester 2
KOCR2607 Indigenous Creative Expression	6	P 18 Junior credit points	Semester 1 Summer Dec
KOCR2603 Indigenous Health and Communities	6	P KOCR2100 or KOCR2600 N KOCR2111	Semester 2
KOCR2601 Indigenous Australia: Land and Culture	6	P KOCR2100 or KOCR2600 N KOCR2101	Semester 2
KOCR2602 Issues in Indigenous Rights	6	P KOCR2100 or KOCR2600 N KOCR2102	Semester 2
KOCR2112 Indigenous Australia: History and Health	6	<i>Faculty of Nursing students only</i>	Semester 2

Aboriginal Studies/Indigenous Australian Studies

KOCR2600

Indigenous Australia: An Introduction

Credit points: 6 **Session:** Semester 1, Semester 2 **Classes:** (2 lec x 1hr & 1 x 1hr tut)wk **Prerequisites:** 18 Junior credit points **Prohibitions:** KOCR2100 **Assessment:** one 2000 word essay (40%); one tutorial presentation (10%); one 1000 word tutorial paper (20%); WebCT activities equivalent to 1500 words (30%). **Campus:** Camperdown/Darlington

This unit of study explores the historical, social and political contexts of the survival and growth of Aboriginal and Torres Strait Islander cultures and philosophies. The unit is structured around the themes of representation and identities; the colonisation of land and people; and resistance and agency. It will provide students with an introduction to Indigenous philosophies and theories by examining 'contact history' and resistance within a critical framework.

KOCR2604

Colours of Identity: Indigenous Bodies

Credit points: 6 **Session:** Semester 1 **Classes:** (1 x 2hr lec and 1 x 2hr tut) wk **Corequisites:** KOCR2100 or KOCR2600 **Assessment:** one presentation (20%); one 2000 word take-home exam (30%); one 3000 word research essay (50%). **Campus:** Camperdown/Darlington

This unit of study explores various ways in which the body contributes to the formation of Indigenous Australian identity, both from within and without. Using contemporary theoretical approaches we will explore the ways in which Indigenous Australian bodies were constructed by colonial discourses; how they were 'othered', fragmented, gendered, and subordinated. We will also explore how Indigenous agency has manifested through the body, for example through withholding labour, political activism, and creative re-presentations of the body.

KOCR2605

Speaking Gamilaraay 1

Credit points: 6 **Session:** Semester 1 **Classes:** (1 x 3hr seminar)wk **Corequisites:** KOCR2100 or KOCR2600 **Assessment:** worksheets(60%) essay(20%) and class test(20%) **Campus:** Camperdown/Darlington

Gamilaraay is an Indigenous Australian language from the mid northwest of NSW that is currently undergoing revitalisation. This Unit of Study will provide students with a basic competence in speaking, understanding, reading and writing Gamilaraay sufficient to recognise and construct simple utterances in the language, and to understand its relationships with other languages. Classes will take the form of three hour intensive oral workshops which progressively develop each student's abilities in the language. Assessment will be by short written assignments based on lesson content and an appraisal of individual oral/aural performance together with a short essay on Gamilaraay culture or a related topic.

KOCR2606

Torres Strait Histories and Experiences

Credit points: 6 **Session:** Semester 2 **Classes:** 1 x 1hr lec and 1 x 2hr tut) wk **Prerequisites:** KOCR2100 or KOCR2600 **Assessment:** tutorial presentation(20%), critical review(30%) and essay (50%) **Campus:** Camperdown/Darlington

Torres Strait Islanders are often talked about as Australia's other indigenous minority and many Australians know little about the region and its people. This Unit of Study will introduce students to Torres Strait societies through the themes of governance, migration and resource management. Students will learn about the diversity within Torres Strait communities and how Torres Strait Islander experiences of colonisation and responses to colonisation were and are as complex as those of Aboriginal people.

KOCR2607

Indigenous Creative Expression

Credit points: 6 **Session:** Semester 1, Summer Dec **Classes:** 1 x 3hr seminar **Prerequisites:** 18 Junior credit points **Assessment:** essay (40%), seminar

presentation (25%) and creative exhibit (35%) **Campus:** Camperdown/Darlington

The concept of 'traditional' versus 'contemporary' is very much at the forefront of defining meanings for art works created by Indigenous artists. Typically works created by Indigenous artists are delegated to either one of these categories. This unit will examine the theoretical frameworks which position Indigenous artists, through the study of Indigenous artistic expression across a range of genres. It will provide students with the opportunity to engage with Indigenous artists on a formal and informal basis and to discuss complex issues pertaining to Indigenous works, in performance, literature(writing), music, dance and film.

KOCR2603

Indigenous Health and Communities

Credit points: 6 **Session:** Semester 2 **Classes:** (1 x 1hr lec and 1 x 2hr tut)wk **Prerequisites:** KOCR2100 or KOCR2600 **Prohibitions:** KOCR2111 **Assessment:** tutorial presentation (20%), critical review (30%) and essay (50%) **Campus:** Camperdown/Darlington

The continuing poor health status of Indigenous people is well documented. However, attempts at improving Aboriginal health have often been met with inappropriate policy and practice. The challenge in improving Aboriginal health lies partly in improving the knowledge of non-Indigenous Australians of the historical, cultural and contemporary issues which impact on health. This unit of study will provide opportunities for meaningful contact with Indigenous Australians as a foundation for building partnerships with Indigenous people to improve Aboriginal health.

KOCR2601

Indigenous Australia: Land and Culture

Credit points: 6 **Session:** Semester 2 **Classes:** (1x 1hr lec & 1 x 2hr tut)wk **Prerequisites:** KOCR2100 or KOCR2600 **Prohibitions:** KOCR2101 **Assessment:** identity exercise(10%), tutorial presentation(20%), tutorial paper(20%) and essay(50%) **Campus:** Camperdown/Darlington

This unit of study traces Aboriginal and Torres Strait Islander relationships to country and place, and the continuities and dynamism of contemporary Indigenous Australian cultures. It will celebrate the fact that, despite the impact of colonisation, Indigenous Australian peoples have maintained unique identities and connections to land and sea. Through the themes of Indigenous Sydney, Connections to Place, and Cultural Continuities, we will examine Indigenous belief systems, art, language, performance, and film. This unit of study will include excursions to cultural sites around Sydney.

KOCR2602

Issues in Indigenous Rights

Credit points: 6 **Session:** Semester 2 **Classes:** (2 x 2hr seminars)wk **Prerequisites:** KOCR2100 or KOCR2600 **Prohibitions:** KOCR2102 **Assessment:** Participation (10%), Seminar Presentation (25%), Literature Review (10%), Media Report (15%) and Research Project: (40%) **Campus:** Camperdown/Darlington

In the second half of the 20th Century Aboriginal and Torres Strait Islander peoples began to culturally and politically recover from the effects of colonisation and assimilation. Having had fundamental human rights severely limited by state and federal legislation, and having experienced years of disempowerment, dislocation and social disruption, Indigenous peoples have sought to reclaim independent social and political power. This unit of study explores national and international developments in this history, addressing issues of political and social representation, and examining contemporary analyses of Indigenous rights to self-determination in legal, political and community spheres.

KOCR2112

Indigenous Australia: History and Health

Credit points: 6 **Session:** Semester 2 **Classes:** 1 x 3hr seminar **Campus:** Camperdown/Darlington

Note: Faculty of Nursing students only

This unit of study aims to introduce students to the reality of Indigenous history and the knowledge of Indigenous peoples. Students will critically analyse the impact of government policies and practices on the Indigenous lived experience. An examination on how a holistic way of life is viewed within an Australian context will be explored. Students will also explore broader health issues. It is envisaged that this unit of study will assist nursing students to improve their knowledge base in relation to issues of tolerance, diversity and self-reflection with a view to understanding how these issues may impact upon Nursing practices, particularly in regard to working with Indigenous peoples within Australia.

Unit of study	Credit points	P: Prerequisites C: Corequisites N: Prohibition	Session
Bachelor of Education (Secondary: Aboriginal Studies)			
KCSE3101 Evaluation and Assessment in Schools	6	<i>Note: Department permission required for enrolment Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE3102 Aboriginal Studies: Stages 4, 5 & 6	6	<i>Note: Department permission required for enrolment Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE3103 Indigenous Land and Culture	6	P KCDE2104 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE3204 Human Society and its Environment 3	6	P KCDE2204 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE3104 Australia WW1 to Whitlam	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE3202 Teaching Aboriginal Languages	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE3203 Reading Indigenous Writing	6	P KCDE2204 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE3204 Human Society and its Environment 3	6	P KCDE2204 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE4201 Professional Practices 3	6	P KCSE3201 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE4102 Issues in Indigenous Rights	6	P KCDE2104 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE4103 20th Century Europe: Age of Catastrophe?	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE4104 Human Society and its Environment 4	6	P KCSE3204 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCSE4101 Special Education: An Introduction	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE4202 Knowledge, Self and Education	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE4203 Colonising and Decolonising the Pacific	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCSE4202 Knowledge, Self and Education	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int

Unit of study	Credit points	P: Prerequisites C: Corequisites N: Prohibition	Session
Diploma in Education (Aboriginal)			
KCDE1101 Academic Literacies 1	6	Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE1102 Teaching & Learning: Presentation Skills	6	Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE1103 Indigenous Education and Society	6	Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE1104 Researching Indigenous Communities	6	Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE1201 Academic Literacies 2	6	P KCDE1101 and KCDE1102 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE1202 Teaching and Learning: Curriculum	6	P KCDE1101 and KCDE1102 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE1203 Human Development and Learning	6	P KCDE1101 and KCDE1102 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE1204 Human Society and its Environment 1	6	P KCDE1101 and KCDE1102 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE2201 Professional Practices 1	6	P KCDE1201 and KCDE1202 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE2102 Teaching & Learning: Teaching History	6	P KCDE1201 and KCDE1202 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE2103 Education Theories	6	P KCDE1201 and KCDE1203 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE2104 Introduction to Indigenous Australia	6	P KCDE1201 and KCDE1104 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S1 Late Int
KCDE2101 Visual Literacy: Cineliteracy	6	P KCDE1201 and KCD2104 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE2202 Aboriginal Studies in Schools	6	P KCDE1201 and KCDE2102 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE2203 Indigenous Health and Communities	6	P KCDE1201 and KCDE2104 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int
KCDE2204 Human Society and its Environment 2	6	P KCDE1201 and KCDE1204 Note: Department permission required for enrolment Available only to students enrolled in the Diploma of Education (Aboriginal)	S2 Late Int

Bachelor of Education (Secondary: Aboriginal Studies)

KCSE3101

Evaluation and Assessment in Schools

Credit points: 6 **Session:** S1 Late Int

Note: Department permission required for enrolment. Note: Available to students enrolled in Koori Centre block-mode courses only.

The focus of this unit of study is to develop an understanding of the importance and purposes of assessment and evaluation and their interconnected relationship to learning. An historical overview of assessment and evaluation is essential to the understanding of current contexts for assessment and student learning in schools.

KCSE3102

Aboriginal Studies: Stages 4, 5 & 6

Credit points: 6 **Session:** S1 Late Int

Note: Department permission required for enrolment. Note: Available to students enrolled in Koori Centre block-mode courses only.

This unit of study introduces Stages 4, 5 and 6 Aboriginal Studies, which are Board of Studies approved electives in the secondary curriculum. These courses are based on standard Board of Studies designs and, as such, provide students with an excellent first hand experience of the syllabus continuum in the secondary school. Outcomes-based teaching and learning is a feature and students learn to translate this approach into practical teaching, planning and implementation. Students also consider an holistic approach to Aboriginal Studies where the needs of the students, school and community directly influence the nature of program development and content. Consultation, protocols, ethical research practices and a local community focus feature as they do in both syllabuses. Cross curriculum content and skills with a focus on literacy and ICT (Information and Communication Technology) is part of the ongoing development of students becoming multi-skilled, adaptable and pro-active educators in the field of Aboriginal Studies.

KCSE3103

Indigenous Land and Culture

Credit points: 6 **Session:** S1 Late Int **Prerequisites:** KCDE2104

Note: Available to students enrolled in Koori Centre block-mode courses only.

The focus of the unit is to develop an understanding of land from an Indigenous perspective. Students will explore how land is represented and symbolised from an Indigenous cultural perspective. Through a broad, cross-disciplinary approach to inquiry, a range of Indigenous contemporary issues and questions relating to land and land use will be examined. These will include: cultural maintenance and transmission, ownership of land, identity and land, land and environment, religious/spiritual connection to land and place, health and education issues relating to concepts of land, visual and performing arts images from the land, Indigenous land use and management, and contemporary concepts of land and culture in selected urban, rural and isolated Australian communities.

KCSE3204

Human Society and its Environment 3

Credit points: 6 **Session:** S2 Late Int **Prerequisites:** KCDE2204

Note: Available to students enrolled in Koori Centre block-mode courses only.

This Unit of Study aims to prepare History /HSIE students to teach the skills and understandings necessary to implement current Board of Studies stage 6 History and HSIE syllabuses. The unit focuses predominantly on the teaching and learning of Modern and Ancient History with an introduction to teaching Legal Studies, Geography,

Society and Culture and Business Studies. Emphasis is placed on assessing teaching and learning at the senior level.

KCSE3104

Australia WW1 to Whitlam

Credit points: 6 **Session:** S2 Late Int

Note: Available to students enrolled in Koori Centre block-mode courses only.

The twentieth century saw major transformations in Australian society. From the aftermath of the Great War, this unit of study follows the traumas of Depression and World War II, into periods of less dramatic but still profound change: the post-war boom through the Menzies years; threats posed by the Cold War; the proliferation of nuclear weapons; the impact of immigration; the 1960s youth protest movement and the Vietnam War, and social changes brought about by the Whitlam government. Through a survey of those years and their aftermath, the unit seeks to frame and enhance historical understanding of issues and challenges which confront Australians today. The aim of this unit of study is to introduce students to historical content and methodology in order to give them the confidence to teach the relevant Board of studies history syllabi within secondary schools.

KCSE3202

Teaching Aboriginal Languages

Credit points: 6 **Session:** S2 Late Int

Note: Available to students enrolled in Koori Centre block-mode courses only.

This unit of study will orient students within the second/foreign language acquisition literature, and present policy, implementation models, teaching methods/approaches and pedagogies, resource and materials design, as well as programming and planning methods with a particular focus on teaching Aboriginal languages.

KCSE3203

Reading Indigenous Writing

Credit points: 6 **Session:** S2 Late Int **Prerequisites:** KCDE2204

Note: Available to students enrolled in Koori Centre block-mode courses only.

This unit of study surveys contemporary literary production by Indigenous Australians and its social and historical contexts. It is designed to foster a critical appreciation of a variety of literary forms such as poetry, the novel and scripts for stage and screen performance, and to explore their relationships to traditional and modern approaches to story-telling and knowledge sharing. It will reflect on expressions of identity, social history and political autonomy, and the evolution of Indigenous literary production in the broader milieu of colonisation, resistance and self-determination. The unit will encourage generic skills in textual, theoretical and historical analysis, and will stimulate the development of students' personal creative expression.

KCSE3204

Human Society and its Environment 3

Credit points: 6 **Session:** S2 Late Int **Prerequisites:** KCDE2204

Note: Available to students enrolled in Koori Centre block-mode courses only.

This Unit of Study aims to prepare History /HSIE students to teach the skills and understandings necessary to implement current Board of Studies stage 6 History and HSIE syllabuses. The unit focuses predominantly on the teaching and learning of Modern and Ancient History with an introduction to teaching Legal Studies, Geography, Society and Culture and Business Studies. Emphasis is placed on assessing teaching and learning at the senior level.

KCSE4201

Professional Practices 3

Credit points: 6 **Session:** S1 Late Int **Prerequisites:** KCSE3201

Note: Available to students enrolled in Koori Centre block-mode courses only.

This unit of study will be integrated with in-school teaching experience, and explore different methods of expanding knowledge of professional practice through building professional alliances and mentor relationships. Using a selected case study methodology, the unit will provide opportunities for student teachers to gain insights into ways in which construction of individual teaching style can be analysed and understood in terms of contemporary educational theories and practices. The unit, overall, will extend reflective professional experience in schools and other teaching and learning contexts.

KCSE4102

Issues in Indigenous Rights

Credit points: 6 **Session:** S1 Late Int **Prerequisites:** KCSE2104

Note: Available to students enrolled in Koori Centre block-mode courses only.

This unit of study examines the social, political and legal history of the Indigenous Australian struggle for fundamental human rights, engaging particularly with self-determination and Indigenous rights to land, law, economy and culture. It will promote students' consideration of these issues in both national and international contexts by investigating case studies of key people, events and institutions, specifically those which have galvanised debate and stimulated change. The unit will build generic skills in social and historical research and theoretical analysis, encouraging students to develop an informed and independent assessment of contemporary Indigenous Australian actions toward self determination in a range of social, legal and cultural spheres.

KCSE4103

20th Century Europe: Age of Catastrophe?

Credit points: 6 **Session:** S1 Late Int

Note: Available to students enrolled in Koori Centre block-mode courses only.

This unit of study aims to provide an introduction to the central events of early twentieth-century European history, a period which historian Eric Hobsbawm described as 'an age of catastrophe'. This unit, which examines the tumultuous events that occurred during the early twentieth-century, takes World War One as its starting point, investigating the impact this war had on the changing politics, nations, culture and ideology of Europe. The unit then explores these themes in detail by focusing on individual national case studies, and, in particular, the leaders considered instrumental in enacting these changes. Students will also consider the lived history, that is, the social aspects of the changing politics in England, Russia and Germany. Finally, students will examine European history from a broader perspective by tracing the history of four examples of international conflict. Students will be introduced to historical content and methodology in order to give them the confidence to teach the relevant Board of Studies history syllabi within secondary schools.

KCSE4104

Human Society and its Environment 4

Credit points: 6 **Session:** S1 Late Int **Prerequisites:** KCSE3204

Note: Available to students enrolled in Koori Centre block-mode courses only.

This Unit of Study aims to prepare students to teach the skills and understandings necessary to implement current Board of Studies stage 6 Society and Culture, and stage 5 Work Education syllabuses.

KCSE4101

Special Education: An Introduction

Credit points: 6 **Session:** S2 Late Int

Note: Available to students enrolled in Koori Centre block-mode courses only.

This subject addresses issues relating to the education of students with special education needs. Issues addressed include the impact of current legislation, evidence based approaches to curriculum, teaching and learning practices for students with special education needs. A specific focus is given to managing challenging behaviours of students in a range of settings.

KCSE4202

Knowledge, Self and Education

Credit points: 6 **Session:** S2 Late Int

Note: Available to students enrolled in Koori Centre block-mode courses only.

This unit of study takes a critical perspective on two concepts central to our understanding of education: the 'self', or individual and 'knowledge'. Assuming that in some significant ways both are socially constructed, the course presents a variety of theoretical and research resources for understanding recently developed ways of looking at educational phenomena as social and historical discursive practice.

KCSE4203

Colonising and Decolonising the Pacific

Credit points: 6 **Session:** S2 Late Int

Note: Available to students enrolled in Koori Centre block-mode courses only.

Even before Europeans officially 'discovered' the New World they had imagined what it might be. Notwithstanding decolonisation, this world and its people have continued to be represented according to changing Western view points and priorities. Arguably categories like "race", "blood" and "culture" continue to influence Western historical accounts, and colonised people are often still classified according to historical models determined by Western intellectual and political priorities. In this unit of study we examine this process of representation and Indigenous challenges to it, focusing on the islands of the Pacific. Three key themes will be investigated: (1) history and the representation of the Pacific; (2) Colonising the Indigenous peoples of the Pacific; and (3) the contemporary Pacific - decolonisation and environmental issues. Students will be introduced to historical content and methodology in order to give them the confidence to teach relevant Board of Studies syllabi within secondary schools.

KCSE4202

Knowledge, Self and Education

Credit points: 6 **Session:** S2 Late Int

Note: Available to students enrolled in Koori Centre block-mode courses only.

This unit of study takes a critical perspective on two concepts central to our understanding of education: the 'self', or individual and 'knowledge'. Assuming that in some significant ways both are socially constructed, the course presents a variety of theoretical and research resources for understanding recently developed ways of looking at educational phenomena as social and historical discursive practice.

Diploma in Education (Aboriginal)

KCDE1101

Academic Literacies 1

Credit points: 6 **Session:** S1 Late Int

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study provides first year diploma students with the literacy skills necessary to commence university study and succeed. It employs an innovative scaffolded approach that students can adapt for their own teaching practice. The science component of this unit of study introduces students to some of the theoretical, practical and pedagogic issues relevant to the delivery of science in school settings.

KCDE1102

Teaching & Learning: Presentation Skills

Credit points: 6 **Session:** S1 Late Int

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

Effective teachers must be successful communicators, requiring mastery of a range of oral and visual presentation skills to communicate well with students. This unit of study prepares teachers to confidently give oral presentations to an audience, to use computer mediated communication for teaching and to apply a range of computer-based skills and formats to present complex information.

KCDE1103

Indigenous Education and Society

Credit points: 6 **Session:** S1 Late Int

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study will trace the broad sociological history of education in Australia since the cultural invasion of 1788 and critically examine historical events and circumstances as they relate to limited Aboriginal participation in 'westernised' forms of education today. Social and political perceptions of Aboriginal people as a race 'doomed to extinction' were well-documented during the colonial era, and continue to impact negatively on equality of educational opportunity into the 19th century.

KCDE1104

Researching Indigenous Communities

Credit points: 6 **Session:** S1 Late Int

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study aims to provide students with a critical understanding of the differing notions of community with particular focus on Aboriginal communities as locations for research. It explores the history, diversity, characteristics and structures of Indigenous Australian communities and their historical and contemporary experiences of research. A range of library and computer-based research skills are also practised. Students will be provided with an opportunity to synthesise these understandings and apply them in a practical setting through a major community-based research project.

KCDE1201

Academic Literacies 2

Credit points: 6 **Session:** S2 Late Int **Prerequisites:** KCDE1101 and KCDE1102

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

Advanced literacy is an essential requirement for successful students and effective teachers. This unit of study further develops the skills and concepts taught in Academic Literacies 1 through a range of practical activities. The mathematics component of this unit of study introduces students to some basic arithmetic concepts and skills relevant to the performance of administrative duties in teaching contexts, and planning and delivery of mathematics curricula in school settings.

KCDE1202

Teaching and Learning: Curriculum

Credit points: 6 **Session:** S2 Late Int **Prerequisites:** KCDE1101 and KCDE1102

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

The aim of this unit of study is to introduce students to important concepts related to curriculum; the stakeholders who can influence curriculum and how curriculum is constructed. Teachers are constantly being introduced to new and innovative syllabi developed by education bodies with the intention that they will address the intended outcomes both at school and classroom level. An introduction to a wide variety of syllabi will allow students the opportunity to explore these documents and determine how they shape the development of school curriculum as a major role of the teacher. Aboriginal perspectives are also a major focus within this Unit of Study therefore syllabi will be examined for inclusion of and suggested implementation of Aboriginal perspectives across the curriculum.

KCDE1203

Human Development and Learning

Credit points: 6 **Session:** S2 Late Int **Prerequisites:** KCDE1101 and KCDE1102

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

The systematic study of human development and learning requires careful observation, documentation and analysis of how people grow, change, adapt and acquire new knowledge over time. This unit of study examines the adolescent period of human growth and development. Both Indigenous and non-Indigenous adolescent physical, social, cognitive and emotional development patterns will be addressed, especially within the socio-cultural context of secondary schools. Particular emphasis will be placed upon relationships between the relatively rapid growth and development of the adolescent student and the opportunity for quality learning. This important transitional period from childhood to young adulthood raises significant issues and challenges related to maturation, identity formation, self esteem, propensity for risk taking and influences of both peers and family.

KCDE1204

Human Society and its Environment 1

Credit points: 6 **Session:** S2 Late Int **Prerequisites:** KCDE1101 and KCDE1102

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study aims to prepare History/HSIE students to teach skills and understanding necessary to implement current Board of Studies stage 4 and 5 History and HSIE syllabuses.

KCDE2201

Professional Practices 1

Credit points: 6 **Session:** S1 Late Int **Prerequisites:** KCDE1201 and KCDE1202

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study will introduce students to relevant departmental policies and their implementation in schools. The unit also includes a range of professional experiences in schools and other learning contexts, eg., observing, acting as a teacher's aide, teaching in a classroom, and participating in the wider school and community activities

KCDE2102

Teaching & Learning: Teaching History

Credit points: 6 **Session:** S1 Late Int **Prerequisites:** KCDE1201 and KCDE1202

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study aims to prepare students for the teaching of History Stages 4 and 5. It will mainly focus on students understanding the

relevant syllabi, for History, and ways of incorporating any syllabus changes during their teaching. The unit will also include the development of lesson plans and units of work, as well as incorporating key perspectives of the syllabi into their teaching. This unit of study will provide the students with practical suggestions to prepare them for their first in-school experience in session 2. A prime focus will be to stimulate ideas about teaching, provide practical strategies for use in the classroom, and to stimulate a passion for teaching History.

KCDE2103

Education Theories

Credit points: 6 **Session:** S1 Late Int **Prerequisites:** KCDE1201 and KCDE1203

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

The purpose of this unit of study is to give students the opportunity to recognise, analyse and assess various theories related to teaching and learning, and to consider the implications and relevance these theories have for classroom practice. Students will also trace the history of teaching and learning theory that has its foundations in Aboriginal pedagogies and culturally inclusive education initiatives such as "both-ways" education programs. Students are encouraged to think about their role as Indigenous educators, in developing teaching and learning theories.

KCDE2104

Introduction to Indigenous Australia

Credit points: 6 **Session:** S1 Late Int **Prerequisites:** KCDE1201 and KCDE1104

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

Indigenous cultures have existed in this country for at least sixty thousand years, yet have been interpreted and represented to the world from predominantly non-Indigenous points of view. This unit of study responds to the lack of inclusion of Indigenous histories and knowledges in mainstream pedagogic practice since invasion. It provides an introduction to Indigenous philosophies and theories by critically examining "contact history" and resistance within a decolonising framework.

KCDE2101

Visual Literacy: Cineliteracy

Credit points: 6 **Session:** S2 Late Int **Prerequisites:** KCDE1201 and KCD2104

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study aims to provide an introduction to the theory and practice of 'cineliteracy' as part of an integrated approach to enhancement of visual literacy skills at the tertiary level. The term 'cineliteracy' refers primarily to critical reading, understanding and

response to the moving image; drama, film, documentary, television, video and various forms of computer based digital media. Learning opportunities offered by and through this unit will include direct experience, critical awareness, and applied understanding of concepts and vocabulary employed to analyse 'language' of the moving image.

KCDE2202

Aboriginal Studies in Schools

Credit points: 6 **Session:** S2 Late Int **Prerequisites:** KCDE1201 and KCDE2102

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This unit of study introduces students to Aboriginal Studies and how it is intended to follow a developmental sequence from K-12 in NSW schools. There will be opportunities for students to explore the growth, development and implementation of Aboriginal Studies as an integral part of the school curriculum in NSW.

KCDE2203

Indigenous Health and Communities

Credit points: 6 **Session:** S2 Late Int **Prerequisites:** KCDE1201 and KCDE2104

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

The continuing poor health status of Indigenous people is well documented. However, attempts at improving Aboriginal health have often been met with inappropriate policy and practice. This unit of study aims to give an historical and contemporary understanding of a diverse range of issues impacting on Aboriginal Health. Students are given the opportunity to explore sociological and indigenous frameworks and knowledge's in order to identify a range of strategies which will work towards improving the health of Indigenous Australians. A focus of this unit will be in providing students with the opportunity to explore the ways in which they may work with Aboriginal communities to facilitate self-determination in Aboriginal health.

KCDE2204

Human Society and its Environment 2

Credit points: 6 **Session:** S2 Late Int **Prerequisites:** KCDE1201 and KCDE1204

Note: Department permission required for enrolment. Note: Available only to students enrolled in the Diploma of Education (Aboriginal)

This Unit of Study aims to prepare History/HSIE students to teach the skills and understandings necessary to implement current Board of Studies stage 4 and 5 History and HSIE syllabuses. In addition the unit focuses specifically on developing literacy and numeracy strategies for teaching across a range of age and ability groups and takes an applied approach to the use of ICT in HSIE and History classrooms.

Postgraduate study

Please note these courses are for Indigenous Australian students only.

Introduction

The Koori Centre offers a suite of postgraduate qualifications designed to meet the need for qualified instructors to participate in the delivery of Indigenous Australian languages education programs in a range of educational settings.

The Graduate Certificate, Graduate Diploma and Master of Indigenous Languages Education equip Indigenous educators with the knowledge and skills necessary to implement the NSW Aboriginal Languages K-10 Syllabus and syllabi from other states. Course content is arranged into linguistics, theory and practice strands and is applicable to all Indigenous Australian languages. Students do not need to be fluent in an Indigenous Australian language to enter the courses and may undertake external study in one as part of the Graduate Diploma or Master.

The courses are offered on a full-time basis by mixed mode ('block release') requiring attendance at three blocks each semester. Teaching staff are drawn from within the University and Indigenous Australian language programs from across the state.

Entry to the Graduate Certificate of Indigenous Languages Education requires that candidates have successfully completed two years towards a teaching qualification, that is; a Diploma in Education (Aboriginal), or equivalent. The Graduate Certificate is completed in one semester full-time and consists of four units of study:

- KCIL5610 Sounds & Writing in Indigenous Languages
- KCIL5611 Words & Meanings in Indigenous Languages
- KCIL5612 Sentences & Text in Indigenous Languages
- KCIL5613 Theories & Methods in Language Learning

Students who complete the requirements for the Graduate Certificate may extend their study and qualify for the Graduate Diploma of Indigenous Languages Education by undertaking a further two units of study in the second semester, chosen from the following:

- KCIL5622 Learning an Indigenous Language
- KCIL5623 Language Curriculum Development
- KCIL5624 Technology & Language Learning

Entry to the Master of Indigenous Languages Education requires that candidates have completed either:

- a four year teaching qualification, that is; a Bachelor of Education, or a three year degree and a Diploma of Education, or,
- the Graduate Certificate of Indigenous Languages Education with an average mark of 70% or higher.

To qualify for the award of the Master of Indigenous Languages Education students must complete four units of study chosen from the following, in addition to completing all four offered in the first semester:

- KCIL5620 Research Methods in Languages Education
- KCIL5621 Research Project in Languages Education (elective)
- KCIL5622 Learning an Indigenous Language (elective)
- KCIL5623 Language Curriculum Development
- KCIL5624 Technology & Language Learning

In some cases it may be possible for candidates with similar but different qualifications to be granted admission.

Unit of study	Credit points	P: Prerequisites C: Corequisites N: Prohibition	Session
Postgraduate units of study			
Graduate Certificate/Diploma and Master of Indigenous Languages Education			
KCIL5610 Sounds & Writing in Indigenous Languages	6	C KCIL5611 AND KCIL5612 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCIL5611 Words & Meanings in Indigenous Languages	6	C KCIL5610 AND KCIL5612 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCIL5612 Sentences & Text in Indigenous Languages	6	C KCIL5610 and KCIL5611 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCIL5613 Theories & Methods in Language Learning	6	<i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S1 Late Int
KCIL5620 Research Methods in Languages Education	6	P 18 credit points, including KCIL5613 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCIL5621 Research Project in Languages Education	6	C KCIL5620 N KCIL5622 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	Semester 2
KCIL5622 Learning an Indigenous Language	6	P 18 credit points, including KCIL5613 N KCIL5621 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCIL5623 Language Curriculum Development	6	P 18 credit points, including KCIL5613 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int
KCIL5624 Technology and Language Learning	6	C KCIL5623 <i>Available to students enrolled in Koori Centre block-mode courses only.</i>	S2 Late Int

Postgraduate units of study

Graduate Certificate/Diploma and Master of Indigenous Languages Education

KCIL5610

Sounds & Writing in Indigenous Languages

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode **Corequisites:** KCIL5611 AND KCIL5612

Note: Available to students enrolled in Koori Centre block-mode courses only.

The study of any language requires an understanding of its sounds and the ways in which they relate to each other so that they can be written down. This unit of study introduces students to the production, perception and classification of speech sounds and their organisation into meaningful systems with particular reference to Indigenous Australian languages. It also provides an understanding of the development of writing systems and contemporary approaches to Australian orthography design.

KCIL5611

Words & Meanings in Indigenous Languages

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode **Corequisites:** KCIL5610 AND KCIL5612

Note: Available to students enrolled in Koori Centre block-mode courses only.

Words are the principal vehicles for conveying meaning in most languages. This unit of study gives students a foundation in the description of meaning and the structure and function of words with particular reference to Indigenous Australian languages. It also provides students with the skills to classify words and their component parts and describe the ways in which they combine sound and meaning to make verbal communication possible.

KCIL5612

Sentences & Text in Indigenous Languages

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode **Corequisites:** KCIL5610 and KCIL5611

Note: Available to students enrolled in Koori Centre block-mode courses only.

Sentences and texts are the major units of human language. This unit of study provides students with the understanding and skills to describe these longer strings of language and make generalisations about them. It also considers the relationships between the many varieties of Australian languages that occur for different purposes, in different places and at different times.

KCIL5613

Theories & Methods in Language Learning

Credit points: 6 **Session:** S1 Late Int **Classes:** Block Mode

Note: Available to students enrolled in Koori Centre block-mode courses only.

Teachers in the language classroom are often confronted with the dilemma of choosing the right method or approach to adequately develop the proficiency of their students. What many do not realise is that there is no one perfect method or approach; what might work in one language teaching situation might not necessarily work in another. Over the last two centuries, a number of methods and approaches have emerged each determined by the social, cultural, economic and political factors of the day. Given this scope, there are teaching situations that have demanded a focus on the development of written proficiency whilst others that of oracy. The goal of this course is to introduce students to theories of languages education

methodology and provide them with the foundations to successfully choose methods and/or approaches that will best cater the teaching of Indigenous languages in Australia. It will include significant methods used in the teaching of the macro (listening and responding, speaking, reading and responding, and writing) skills and the micro (lexico-grammatical) skills; determining teacher and learner roles; and effective language lesson planning.

KCIL5620

Research Methods in Languages Education

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Prerequisites:** 18 credit points, including KCIL5613

Note: Available to students enrolled in Koori Centre block-mode courses only.

Conducting research in the teaching of Australian languages requires an understanding of diverse issues, including: languages education research methods, the history of research on Indigenous people and languages, locating existing records, practical techniques for obtaining and managing data, project planning, Indigenous research ethics and community consultation. It is also important for students to understand the role of research in high-quality teaching and to gain experience in a range of research methodologies and their potential for application to likely teaching situations in this field. This unit of study allows students to explore these issues and develop practical skills that will allow them to become effective researchers in Indigenous languages education. Students will be expected to directly apply their learning in this unit of study to their activities in KCIL5621 Research Project in Languages Education or KCIL5622 Learning an Indigenous Language.

KCIL5621

Research Project in Languages Education

Credit points: 6 **Session:** Semester 2 **Classes:** Block Mode **Corequisites:** KCIL5620 **Prohibitions:** KCIL5622

Note: Available to students enrolled in Koori Centre block-mode courses only.

Although some Indigenous Australian languages have undergone substantial documentation and are currently being taught, many are in great need of further research and all require more investigation. This unit of study provides students with an opportunity to exercise the skills and knowledge provided in the course to generate new knowledge about particular languages and their teaching.

KCIL5622

Learning an Indigenous Language

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Prerequisites:** 18 credit points, including KCIL5613 **Prohibitions:** KCIL5621

Note: Available to students enrolled in Koori Centre block-mode courses only.

In order to teach an Indigenous language it is essential that the teacher has greater fluency than their students. This unit of study provides an opportunity for students to undertake study outside the degree program to develop their ability to speak an Australian language. Students may access courses offered by the University of Sydney, another tertiary institution, a TAFE college, school, community language centre, or similar. To obtain credit under this unit of study the external studies must be equivalent to 36 hours of face-to-face teaching and satisfy MILE staff regarding its standard and thoroughness. Students who are already fluent or cannot access an external unit in a language of their choosing should undertake KCIL5621 Research Project in Indigenous Languages as a means to enhance their skills.

KCIL5623

Language Curriculum Development

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Prerequisites:** 18 credit points, including KCIL5613

Note: Available to students enrolled in Koori Centre block-mode courses only.

Preceding any successful formal teaching or learning situation is effective programming and planning determined by curriculum parameters. Language curriculum development involves more than just the content to be taught in any given teaching situation. It involves establishing goals and outcomes often defined by external organisations; performing ongoing needs analysis of learning and teaching situations; programming and planning against external and internal factors; designing programs that best address all factors; choosing and designing resources; and determining appropriate assessment and evaluation procedures. The goal of this unit is to

examine these issues against authentic situations and apply knowledge gained towards developing effective language curriculum for quality teaching in Indigenous languages education contexts and across all key learning areas.

KCIL5624

Technology and Language Learning

Credit points: 6 **Session:** S2 Late Int **Classes:** Block Mode **Corequisites:** KCIL5623

Note: Available to students enrolled in Koori Centre block-mode courses only.

Effective language teaching and learning can be enhanced by technology. This unit of study introduces students to the diverse technological aids that can enhance their teaching practices and their own language learning. It provides them with samples and models from which they can develop their own multimedia resources.

Koori Centre staff

Correct as of October 2006

Director

Ms Janet Mooney, BA (Vis Arts) GradDipEd MEd

Deputy Director

Ms Michelle Blanchard, BA MA

Academic Coordinator

Ms Lynette Riley-Mundine, DipEd *Armidale Teacher's College*
GradDip (Aboriginal) *UNE*

Associate Professor

Dr Diana Day, BA(Hons) *N'cle(NSW)* DipEd *N'cle(NSW)* PhD *UNE*

Lecturers

Sharon Galleguillos, DipEd *QUT* BEd (Primary) *Syd*
John Hobson, BA(Hons) DipEd (Adult)
Shino Konishi, BA(Hons) *Syd*
Leah Lui-Chivizhe, BA GradDip (Material Anthropology)
Peter Minter, BA(Hons) *Syd* MA (Writing) *UTS*
Dr Lisa Slater, BA(Hons) MA PhD *Syd*
Lorraine Towers, GradDipEd BA(Hons) *Syd*
Katrina Thorpe, BEd MEd *Syd*
Debra Wray, DipTeach (Primary) MEd (HRD)

Associate Lecturers

Lecturer A – To be appointed

Librarian

Uma Ketheson, GradDip (Information Services) BSc (Botany)

Administrative Personnel

Assistant to Director/Deputy Director

Deborah Kirby-Parsons, GradDip Visual Arts *Syd* BVA *Syd*

Administration – Academic/Student Support

Noeleen Smith

IT and Student Support

Curtis Flood

Administrative Officer – Cadigal/Student Support

Tanya Griffiths

Block-mode/Student Support

Sherrie Connors

Schools and Community Liaison Officer

Patricia Davison

Finance and Marketing Officer

Patrick Snowdon

ITAS Coordinator

To be appointed

The Sydney Summer and Winter Schools

2007	Dates
Summer School	December 2006–February 2007
Winter School	July 2007

The Summer School

The Summer School is a full fee-paying, intensive program offering high quality undergraduate and postgraduate units of study from most faculties. These units of study are the same as those offered in Semesters One and Two, but are taught as an intensive program over summer. Some classes commence in December, others commence in January and continue into February (including the exam week). Some units of study run for seven weeks others are shorter. Students can take a maximum of two units of study.

The Winter School

The Winter School is held every July during the academic year. The Winter School is a smaller, more intensive three week program.

Advantages

Attending classes at Sydney University during summer offers many advantages. You can

- use this time to accelerate your academic career and to finish your degree sooner
- devote your full attention to a single area of study
- take courses that might be outside your normal degree
- reduce your workload throughout the rest of the year
- repeat units of study in which you may have been unsuccessful
- combine study with a field trip in Australia or a tour overseas.

For high school graduates, you can

- sample a university program
- get a head start on your degree.

How to apply

Applications will only be accepted online. Our website is www.summer.usyd.edu.au

Some units have limited places and fill very quickly. All places are filled strictly on a first in first served basis so it is recommended that you apply early.

Applications open on 27 September 2006.

Applications close on 15 December 2006.

Census dates – Summer School 2007

Students can withdraw from their unit of study without academic penalty and receive a full refund until the census date. However, a late withdrawal fee may apply. As classes start throughout December to February there are three census dates for the Summer School. These are based on when the class commences.

ID	Session name	Classes begin	Census date
42*	Summer Dec	11 December	2 January
43	Summer Main	4 January	12 January
44**	Summer Late	12 January	6 February

*42 Summer Dec: Allows for a unit to run for 3–9 weeks, provided that the 20 per cent criterion is met.

**44 Summer Late: Last exam must be held by 1 March.

Withdrawal and Refund policy

- For classes commencing in **December 2006**, students withdrawing from a Summer School unit of study from 28 November 2006 to 2 January 2007, will receive a refund of tuition fees but will be liable for a \$500 late withdrawal fee.
- For classes commencing after **4 January 2007**, students withdrawing from a Summer School unit of study from 16 December 2006 to 12 January 2007, will receive a refund of tuition fees but will be liable for a \$500 late withdrawal fee.
- For classes commencing after **12 January 2007**, students withdrawing from a Summer School unit of study from 16 December 2006 to 6 February 2007, will receive a refund of tuition fees but will be liable for a \$500 late withdrawal fee.
- Students may withdraw from their Summer School unit(s) of study up until 4pm on the last day of the Teaching Period for that particular unit of study. However, there may be an academic penalty (please refer to our website). The Teaching Period for purposes of this policy is defined in hours of published classes from the first day through to the last day of classes, excluding any final examination or assessment.
- Students withdrawing from a Summer School unit of study after 4pm on the relevant census date will receive no refund of their tuition fee.

Transferring between Summer School units

There will be no penalty if a student changes between units of study in the Summer School before the commencement of class. However NO transfers will be allowed after the commencement of the class.

Summer School scholarships

Merit scholarships

Only four merit scholarships are available and are automatically awarded to the top four students who achieve the highest results in their Summer School unit of study.

Educational/Financial Disadvantage scholarships

Partial or full Summer School scholarships are available to local undergraduate students for the Summer School with a good academic record. To be eligible for consideration you will need to provide evidence of long-term and serious educational disadvantage based on two or more criteria, one of which must be financial hardship. Please check our website for further details. Applications close on 27 October 2006.

For more information

Web: www.summer.usyd.edu.au
 Email: info@summer.usyd.edu.au
 Phone: +61 2 9351 5542
 Fax: +61 2 9351 5888

University of Sydney (Coursework) Rule 2000 (as amended)

Approved by: Senate on 4 December 2000

Date of effect: 1 January 2001

Latest amendment approved by: Senate on 3 December 2001

Date of effect: 1 January 2002

[Section 1]

University Coursework Rule

Preliminary

Rules relating to Coursework Award Courses

Division 1 Award course requirements, credit points and assessment

Division 2 Enrolment

Division 3 Credit, cross-institutional study and their upper limits

Division 4 Progression

Division 5 Discontinuation of enrolment and suspension of candidature

Division 6 Unsatisfactory progress and exclusion

Division 7 Exceptional circumstances

Division 8 Award of degrees, diplomas and certificates

Division 9 Transitional provisions

Preliminary

1. Commencement and purpose of Rule

1.1 This Rule is made by the Senate pursuant to section 37(1) of the *University of Sydney Act 1989* for the purposes of the *University of Sydney By-Law 1999*.

1.2 This Rule comes into force on 1 January 2001.

1.3 This Rule governs all coursework award courses in the University. It is to be read in conjunction with the *University of Sydney (Amendment Act) Rule 1999* and the Resolutions of the Senate and the faculty resolutions relating to each award course in that faculty.

Rules relating to coursework award courses

1. Definitions In this Rule:

1.1 **award course** means a formally approved program of study which can lead to an academic award granted by the University.

1.2 **coursework** means an award course not designated as a research award course. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses are coursework award courses.

1.3 **credit** means advanced standing based on previous attainment in another award course at the University or at another institution. The advanced standing is expressed as credit points granted towards the award course. Credit may be granted as specific credit or non-specific credit.

1.3.1 **specific credit** means the recognition of previously completed studies as directly equivalent to units of study;

1.3.2 **non-specific credit** means a 'block credit' for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study; and

1.3.3 **credit points** means a measure of value indicating the contribution each unit of study provides towards meeting award course completion requirements stated as a total credit point value.

1.4 **dean** means the dean of a faculty or the director or principal of an academic college or the chairperson of a board of studies.

1.5 **degree** means a degree at the level of bachelor or master for the purpose of this Rule.

1.6 **embedded courses/programs** means award courses in the graduate certificate/graduate diploma/master's degree by coursework sequence which allow unit of study credit points to count in more than one of the awards.

1.7 **faculty** means a faculty, college board, a board of studies or the Australian Graduate School of Management Limited as established in each case by its constitution and in these Rules refers to the faculty or faculties responsible for the award course concerned.

1.8 **major** means a defined program of study, generally comprising specified units of study from later stages of the award course.

1.9 **minor** means 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.

1.10 **postgraduate award course** means an award course leading to the award of a graduate certificate, graduate diploma, degree of master or a doctorate. Normally, a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.

1.11 **research award course** means an award course in which students undertake and report systematic, creative work in order to increase the stock of knowledge. The research award courses offered by the University are: higher doctorate, Doctor of Philosophy, doctorates by research and advanced coursework, and certain degrees of master designated as research degrees. The systematic, creative component of a research award course must comprise at least 66 per cent of the overall award course requirements.

1.12 **stream** means a defined program of study within an award course, which requires the completion of a program of study specified by the award course rules for the particular stream, in addition to the core program specified by award course rules for the award course.

1.13 **student** means a person enrolled as a candidate for a course.

1.14 **testamur** means a certificate of award provided to a graduate, usually at a graduation ceremony.

1.15 **transcript** or **academic transcript** means a printed statement setting out a student's academic record at the University.

1.16 **unit of study** means the smallest stand-alone component of a student's award course that is recordable on a student's transcript. Units of study have an integer credit point value, normally in the range 3–24.

1.17 **undergraduate award course** means an award course leading to the award of an associate diploma, diploma, advanced diploma or degree of bachelor.

2. Authorities and responsibilities

2.1 Authorities and responsibilities for the functions set out in this Rule are also defined in the document *Academic Delegations of Authority*. The latter document sets out the mechanisms by which a person who has delegated authority may appoint an agent to perform a particular function.

2.1 The procedures for consideration of, and deadlines for submission of, proposals for new and amended award courses will be determined by the Academic Board.

Division 1: Award course requirements, credit points and assessment

3. Award course requirements

3.1 To qualify for the award of a degree, diploma or certificate, a student must:

3.1.1 complete the award course requirements specified by the Senate for the award of the degree, diploma or certificate concerned;

3.1.2 complete any other award course requirements specified by the Academic Board on the recommendation of the faculty and published in the faculty resolutions relating to the award course;

3.1.3 complete any other award course requirements specified by the faculty in accordance with its delegated authority and published in the faculty resolutions relating to the award course; and

3.1.4 satisfy the requirements of all other relevant by-laws, rules and resolutions of the University.

4. Units of study and credit points

4.1.1 A unit of study comprises the forms of teaching and learning approved by a faculty. Where the unit of study is being provided specifically for an award course which is the responsibility of another faculty, that faculty must also provide approval.

4.1.2 Any faculty considering the inclusion of a unit of study in the tables of units available for an award course for which it is responsible may review the forms of teaching and learning of that unit, may consult with the approving faculty about aspects of that unit and may specify additional conditions with respect to inclusion of that unit of study.

4.2 A student completes a unit of study if the student:

4.2.1 participates in the learning experiences provided for the unit of study;

4.2.2 meets the standards required by the University for academic honesty;

4.2.3 meets all examination, assessment and attendance requirements for the unit of study; and

4.2.4 passes the required assessments for the unit of study.

4.3 Each unit of study is assigned a specified number of credit points by the faculty responsible for the unit of study.

4.4 The total number of credit points required for completion of an award course will be as specified in the Senate resolutions relating to the award course.

4.5 The total number of credit points required for completion of award courses in an approved combined award course will be specified in the Senate or faculty resolutions relating to the award course.

4.6 A student may, under special circumstances, and in accordance with faculty resolutions, be permitted by the relevant dean to undertake a unit or units of study other than those specified in the faculty resolutions relating to the award course and have that unit or those units of study counted towards fulfilling the requirements of the award course in which the student is enrolled.

5. Unit of study assessment

5.1 A student who completes a unit of study will normally be awarded grades of high distinction, distinction, credit or pass, in accordance with policies established by the Academic Board. The grades high distinction, distinction and credit indicate work of a standard higher than that required for a pass.

5.2 A student who completes a unit of study for which only a pass/fail result is available will be recorded as having satisfied requirements.

5.3 In determining the results of a student in any unit of study, the whole of the student's work in the unit of study may be taken into account.

5.4 Examination and assessment in the University are conducted in accordance with the policies and directions of the Academic Board.

6. Attendance

6.1 A faculty has authority to specify the attendance requirements for courses or units of study in that faculty. A faculty must take into account any University policies concerning modes of attendance, equity and disabled access.

6.2 A faculty has authority to specify the circumstances under which a student who does not satisfy attendance requirements may be deemed not to have completed a unit of study or an award course.

Division 2: Enrolment

7. Enrolment restrictions

7.1 A student who has completed a unit of study towards the requirements of an award course may not re-enrol in that unit of study, except as permitted by faculty resolution or with the written permission of the dean. A student permitted to re-enrol

may receive a higher or lower grade, but not additional credit points.

7.2 Except as provided in section 7.1, a student may not enrol in any unit of study which overlaps substantially in content with a unit that has already been completed or for which credit or exemption has been granted towards the award course requirements.

7.3 A student may not enrol in units of study additional to award course requirements without first obtaining permission from the relevant dean.

7.4 Except as prescribed in faculty resolutions or with the permission of the relevant dean:

7.4.1 a student enrolled in an undergraduate course may not enrol in units of study with a total value of more than 32 credit points in any one semester, or 16 credit points in the summer session; and

7.4.2 a student enrolled in a postgraduate award course may not enrol in units of study with a total value of more than 24 credit points in any one semester, or 12 credit points in the summer session.

Division 3: Credit, cross-institutional study and their upper limits

8. Credit for previous studies

8.1 Students may be granted credit on the basis of previous studies.

8.2 Notwithstanding any credit granted on the basis of work completed or prior learning in another award course at the University of Sydney or in another institution, in order to qualify for an award a student must:

8.2.1 for undergraduate award courses, complete a minimum of the equivalent of two full-time semesters of the award course at the University; and

8.2.2 for postgraduate award courses, complete at least 50 per cent of the requirements prescribed for the award course at the University.

These requirements may be varied where the work was completed as part of an embedded program at the University or as part of an award course approved by the University in an approved conjoint venture with another institution.

8.3 The credit granted on the basis of work completed at an institution other than a university normally should not exceed one third of the overall award course requirements.

8.4 A faculty has authority to establish embedded academic sequences in closely related graduate certificate, graduate diploma and master's degree award courses. In such embedded sequences, a student may be granted credit for all or some of the units of study completed in one award of the sequence towards any other award in the sequence, irrespective of whether or not the award has been conferred.

8.5 In an award course offered as part of an approved conjoint venture the provisions for the granting of credit are prescribed in the Resolutions of the Senate and the faculty resolutions relating to that award course.

9. Cross-institutional study

9.1 The relevant dean may permit a student to complete a unit or units of study at another university or institution and have that unit or those units of study credited to the student's award course.

9.2 The relevant dean has authority to determine any conditions applying to cross-institutional study.

Division 4: Progression

10. Repeating a unit of study

10.1 A student who repeats a unit of study shall, unless granted exemption by the relevant dean:

10.1.1 participate in the learning experiences provided for the unit of study; and

10.1.2 meet all examination, assessment and attendance requirements for the unit of study.

10.2 A student who presents for re-assessment in any unit of study is not eligible for any prize or scholarship awarded in connection with that unit of study without the permission of the relevant dean.

11. Time limits

11.1 A student must complete all the requirements for an award course within ten calendar years or any lesser period if specified by resolution of the Senate or the faculty.

Division 5: Discontinuation of enrolment and suspension of candidature

12. Discontinuation of enrolment

- 12.1 A student who wishes to discontinue enrolment in an award course or a unit of study must apply to the relevant dean and will be presumed to have discontinued enrolment from the date of that application, unless evidence is produced showing:
- 12.1.1 that the discontinuation occurred at an earlier date; and
- 12.1.2 that there was good reason why the application could not be made at the earlier time.
- 12.2 A student who discontinues enrolment during the first year of enrolment in an award course may not re-enrol in that award course unless:
- 12.2.1 the relevant dean has granted prior permission to re-enrol; or
- 12.2.2 the student is reselected for admission to candidature for that course.
- 12.3 No student may discontinue enrolment in an award course or unit of study after the end of classes in that award course or unit of study, unless he or she produces evidence that:
- 12.3.1 the discontinuation occurred at an earlier date; and
- 12.3.2 there was good reason why the application could not be made at the earlier time.
- 12.4 A discontinuation of enrolment may be recorded as 'Withdrawn (W)' or 'Discontinued – not to count as failure (DNF)' where that discontinuation occurs within the time-frames specified by the University and published by the faculty, or where the student meets other conditions as specified by the relevant faculty.

13. Suspension of candidature

- 13.1 A student must be enrolled in each semester in which he or she is actively completing the requirements for the award course. A student who wishes to suspend candidature must first obtain approval from the relevant dean.
- 13.2 The candidature of a student who has not re-enrolled and who has not obtained approval from the dean for suspension will be deemed to have lapsed.
- 13.3 A student whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the relevant faculty.
- 13.4 A student who enrolls after suspending candidature shall complete the requirements for the award course under such conditions as determined by the dean.

Division 6: Unsatisfactory progress and exclusion

14. Satisfactory progress

- 14.1 A faculty has authority to determine what constitutes satisfactory progress for all students enrolled in award courses in that faculty, in accordance with the policies and directions of the Academic Board.

15. Requirement to show good cause

- 15.1 For the purposes of this Rule, 'good cause' means circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure, but does not include demands of employers, pressure of employment or time devoted to non-University activities, unless these are relevant to serious ill health or misadventure. In all cases the onus is on the student to provide the University with satisfactory evidence to establish good cause. The University may take into account relevant aspects of a student's record in other courses or units of study within the University and relevant aspects of academic studies at other institutions provided that the student presents this information to the University.
- 15.2 The relevant dean may require a student who has not made satisfactory progress to show good cause why he or she should be allowed to re-enrol.
- 15.3 The dean will permit a student who has shown good cause to re-enrol.

16. Exclusion for failure to show good cause

The dean may, where good cause has not been established:

- 16.1 exclude the student from the relevant course; or
- 16.2 permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include, but are not restricted to:
- 16.2.1 completion of a unit or units of study within a specified time;

- 16.2.2 exclusion from a unit or units of study, provided that the dean must first consult the head of the department responsible for the unit or units of study; and
- 16.2.3 specification of the earliest date upon which a student may re-enrol in a unit or units of study.

17. Applying for re-admission after exclusion

- 17.1 A student who has been excluded from an award course or from a unit or units of study may apply to the relevant dean for re-admission to the award course or re-enrolment in the unit or units of study concerned after at least four semesters, and that dean may readmit the student to the award course or permit the student to re-enrol in the unit or units of study concerned.
- 17.2 With the written approval of the relevant dean, a student who has been excluded may be given credit for any work completed elsewhere in the University or in another university during a period of exclusion.

18. Appeals against exclusion

- 18.1 In this Rule a reference to the Appeals Committee is a reference to the Senate Student Appeals Committee (Exclusions and Re-admissions).
- 18.2.1.1 A student who has been excluded in accordance with this Rule may appeal to the Appeals Committee.
- 18.2.1.2 A student who has applied for re-admission to an award course or re-enrolment in a unit of study after a period of exclusion, and who is refused re-admission or re-enrolment may also apply to the Appeals Committee.
- 18.2.2 The Appeals Committee shall comprise:
- 18.2.2.1 three *ex officio* members (the Chancellor, the Deputy Chancellor and the Vice-Chancellor and Principal);
- 18.2.2.2 the Chair and Deputy Chairs of the Academic Board;
- 18.2.2.3 two student Fellows; and
- 18.2.2.4 up to four other Fellows.
- 18.2.3 The Appeals Committee may meet as one or more subcommittees providing that each subcommittee shall include at least one member of each of the categories of:
- 18.2.3.1 *ex officio* member;
- 18.2.3.2 Chair or Deputy Chair of the Academic Board;
- 18.2.3.3 student Fellow; and
- 18.2.3.4 other Fellows.
- 18.2.4 Three members shall constitute a quorum for a meeting of the Appeals Committee or a subcommittee.
- 18.2.5 The Appeals Committee and its subcommittees have authority to hear and determine all such appeals and must report its decision to the Senate annually.
- 18.2.6 The Appeals Committee or a subcommittee may uphold or disallow any appeal and, at its discretion, may determine the earliest date within a maximum of four semesters at which a student who has been excluded shall be permitted to apply to re-enrol.
- 18.2.7 No appeal shall be determined without granting the student the opportunity to appear in person before the Appeals Committee or subcommittee considering the appeal. A student so appearing may be accompanied by a friend or adviser.
- 18.2.8 The Appeals Committee or subcommittee may hear the relevant dean but that dean may only be present at those stages at which the student is permitted to be present. Similarly, the dean is entitled to be present when the Committee or subcommittee hears the student.
- 18.2.9 If, due notice having been given, a student fails to attend a meeting of the Appeals Committee or subcommittee scheduled to consider that student's appeal, the Appeals Committee or subcommittee, at its discretion, may defer consideration of the appeal or may proceed to determine the appeal.
- 18.2.10 A student who has been excluded in accordance with these resolutions and has lodged a timely appeal against that exclusion may re-enrol pending determination of that appeal if it has not been determined by the commencement of classes in the next appropriate semester.

Division 7: Exceptional circumstances

19. Variation of award course requirements in exceptional circumstances

- 19.1 The relevant dean may vary any requirement for a particular student enrolled in an award course in that faculty where, in the opinion of the dean, exceptional circumstances exist.

Division 8: Award of degrees, diplomas and certificates

20. Classes of award

- 20.1 Undergraduate diplomas may be awarded in five grades – pass, pass with merit, pass with distinction, pass with high distinction or honours.
- 20.2 Degrees of bachelor may be awarded in two grades – pass or honours.
- 20.3 Graduate diplomas and graduate certificates may be awarded in one grade only – pass.
- 20.4 Degrees of master by coursework may be awarded three grades – pass, pass with merit or honours.

21. Award of the degree of bachelor with honours

- 21.1 The award of honours is reserved to indicate special proficiency. The basis on which a student may qualify for the award of honours in a particular award course is specified in the faculty resolutions relating to the course.
- 21.2 Each faculty shall publish the grading systems and criteria for the award of honours in that faculty.
- 21.3 Classes which may be used for the award of honours are:
 - 21.3.1 First Class
 - 21.3.2 Second Class/Division 1
 - 21.3.3 Second Class/Division 2
 - 21.3.4 Third Class
- 21.4 With respect to award courses which include an additional honours year:
 - 21.4.1 a student may not graduate with the pass degree while enrolled in the honours year;
 - 21.4.2 on the recommendation of the head of the department concerned, a dean may permit a student who has been awarded the pass degree at a recognised tertiary institution to enrol in the honours year in that faculty;
 - 21.4.3 faculties may prescribe the conditions under which a student may enrol part-time in the honours year;
 - 21.4.4 a student who fails or discontinues the honours year may not re-enrol in it, except with the approval of the dean.

22. University Medal

- 22.1 An honours bachelor's degree student with an outstanding academic record throughout the award course may be eligible for the award of a University Medal, in accordance with Academic Board policy and the requirements of the faculty resolutions relating to the award course concerned.

23. Award of the degree of master with honours or merit

- 23.1 The award of honours or pass with merit is reserved to indicate special proficiency or particular pathways to completion. The basis on which a student may qualify for the award of honours or the award with merit in a particular degree is specified in the Faculty Resolutions relating to that degree.

24. Transcripts and testamurs

- 24.1 A student who has completed an award course or a unit of study at the University will receive an academic transcript upon application and payment of any charges required.
- 24.2 Testamurs may indicate streams or majors or both as specified in the relevant faculty resolutions.

Division 9: Transitional provisions

25. Application of this Rule during transition

- 25.1 This Rule applies to all candidates for degrees, diplomas and certificates who commence candidature after 1 January 2001.
- 25.2 Candidates who commenced candidature prior to this date may choose to proceed in accordance with the resolutions of the Senate in force at the time they enrolled, except that the faculty may determine specific conditions for any student who has re-enrolled in an award course after a period of suspension.

University of Sydney (Doctor of Philosophy (PhD)) Rule 2004

University of Sydney (Doctor of Philosophy (PhD)) Rule 2004

Please also see the *University of Sydney (Authority Within Academic Units) Rule 2003 (as amended)*

Part 1 – Preliminary

Part 2 – Admission to candidature

Part 3 – Supervision

Part 4 – Candidature

Part 5 – Submission of thesis

Part 1 – Preliminary

1. Citation and commencement

1.1 Citation

1.1.1 This Rule is made by the Senate of the University of Sydney pursuant to section 37(1) of the University of Sydney Act 1989 for the purposes of the University of Sydney By-law 1999.

1.2 Commencement

1.2.1 This Rule commences on the day after it is made in accordance with Chapter 2 of the University of Sydney By-law 1999.

2. Purpose

2.1 This Rule:

- 2.1.1 repeals and replaces Part 10, Division 4 of the University of Sydney (Amendment Act) Rule 1999 in its entirety; and
- 2.1.2 deals with matters relating to the degree of Doctor of Philosophy.

Part 2 – Admission to candidature

3. Heads of department

3.1 A head of department may delegate to a specified member of the academic staff his or her responsibilities under these Rules by countersigning a specific recommendation in respect of a particular candidature or by making, and forwarding to the Registrar, a written statement of delegation of those powers.

4. Admission to candidature

4.1 An applicant for admission as a candidate for the degree shall, except as provided in 4.2 and 4.3 below, hold or have fulfilled all the requirements for:

- 4.1.1 the degree of master, or
- 4.1.2 the degree of bachelor with first or second class honours.

4.2 A faculty may admit as a candidate for the degree an applicant holding the degree of bachelor without first or second class honours after the applicant has passed a qualifying examination at a standard equivalent to the bachelor's degree with first or second class honours, provided that a faculty may exempt an applicant from the qualifying examination if the applicant has obtained a high distinction or distinction in the highest course available in the subject or subjects relevant to the proposed course of advanced study and research.

4.3 The Academic Board has endorsed an interpretation of the qualifying examination as including completion of a period of relevant full-time or part-time advanced study and research towards a master's degree in the University of Sydney, at such a standard as would demonstrate to the satisfaction of the faculty that the candidate is suitably prepared in the particular field of study to undertake candidature for the degree of Doctor of Philosophy.

4.4 The Academic Board may, in accordance with this Rule, admit as a candidate for the degree an applicant holding qualifications which, in the opinion of the faculty concerned and of the Academic Board, are equivalent to those prescribed in 4.1 or

4.2 above and such candidate shall proceed to the degree under such conditions as the Academic Board may prescribe.

4.5 An applicant for admission to candidature shall submit to the faculty concerned:

4.5.1 a proposed course of advanced study and research, approved by the head of the department in which the work is to be carried out, to be undertaken by the applicant in a department of the University, and

4.5.2 satisfactory evidence of adequate training and ability to pursue the proposed course.

4.6 The faculty may require a candidate, as part of the evidence of the candidate's training and ability to pursue the proposed course, to pass a special examination.

4.7 A reference in this section to a reference includes a reference to one or more departments, one or more schools, an interdepartmental committee and an interschool committee.

5. Probationary acceptance

5.1 A candidate may be accepted by a faculty on a probationary basis for a period not exceeding one year and upon completion of this probationary period, the faculty shall review the candidate's work and shall either confirm the candidate's status or terminate the candidature.

5.2 In the case of a candidate accepted on a probationary period under 5.1 above, the candidature shall be deemed to have commenced from the date of such acceptance.

6. Control of candidature

6.1 Each candidate shall pursue his or her course of advanced study and research wholly under the control of the University.

6.2 Where a candidate is employed by an institution other than the University, the faculty or college board may require a statement by that employer acknowledging that the candidature will be under the control of the University.

7. Other studies during the candidature

7.1 A candidate may be required by the head of department or the supervisor to attend lectures, seminar courses or practical work courses or to undertake courses and, if required, the assessment for such courses, subject to the approval of any other head of department concerned.

8. Credit for previous studies

8.1 A candidate who, at the date of admission to candidature, has completed not less than six months as a candidate for the degree of master in any faculty or board of studies of the University of Sydney, may be permitted by the faculty concerned to be credited for the whole or any part of the period of candidature completed for the degree of master as a period of candidature completed for the degree of Doctor of Philosophy, provided that the period of candidature for the degree of master for which credit is sought shall have been a course of full-time or part-time advanced study and research under a supervisor appointed by the faculty or board of studies concerned and directly related to the candidate's proposed course of advanced study and research for the degree of Doctor of Philosophy.

8.2 A candidate who, at the date of admission has completed not less than six months as a candidate for a higher degree in another university or institution may be permitted by the Academic Board, on the recommendation of the faculty concerned, to be credited for the whole or any part of the period of candidature completed as a period completed for the degree of Doctor of Philosophy of the University of Sydney, provided that:

8.2.1 at the date of admission to candidature for the higher degree of the other university or institution concerned the candidate shall have fulfilled the requirements of admission to candidature set out in section 3 above;

8.2.2 the period of candidature for the higher degree of the other university or institution concerned for which credit is sought shall have been a course of full-time or part-time advanced study and research under a supervisor appointed by the

- other university or institution concerned and directly related to the candidate's proposed course of advanced study and research in the University of Sydney;
- 8.2.3 the candidate shall have abandoned candidature for the higher degree of the other university or institution concerned for which credit is sought;
- 8.2.4 the amount of credit which may be so granted shall not exceed one year; and
- 8.2.5 no candidate who has been granted credit shall present a thesis for examination for the degree earlier than the end of the second year after acceptance.
- 8.3 The Faculty of Medicine may grant credit not exceeding one year to a candidate for the degree of Doctor of Philosophy in that Faculty who has submitted documented evidence of having previously completed supervised study towards the degree of Doctor of Medicine of the University of Sydney.

Part 3 – Supervision

9. **Appointment and qualifications of supervisors and associate supervisors**
- 9.1 The faculty or college board, on the recommendation of the head of department concerned, shall appoint a suitably qualified supervisor and associate supervisors for each candidate to take primary responsibility for the conduct of the candidature and to be responsible for the progress of the candidature to the head of department and the faculty or college board concerned in accordance with policy established by the Academic Board.

Part 4 – Candidature

10. **Location**
- 10.1.1 Subject to the annual approval of the supervisor, head of department and faculty or college board, the candidate shall pursue the course of advanced study and research either:
- 10.1.1.1 within the University including its research stations and teaching hospitals;
- 10.1.1.2 on fieldwork either in the field or in libraries, museums or other repositories;
- 10.1.1.3 within industrial laboratories or research institutions or other institutions considered by the faculty or college board concerned to provide adequate facilities for that candidature; or
- 10.1.1.4 within a professional working environment;
- 10.1.2 and shall attend at the University for such consultation with the supervisor and shall participate in such departmental and faculty or college seminars as shall annually be specified.
- 10.2.1 A candidate pursuing candidature outside Australia must also complete a minimum of two semesters of candidature within the University [but not necessarily immediately before submission, not necessarily as a continuous two-semester period] before submission of the thesis.
- 10.2.2 The corresponding period for candidates for whom the minimum length of candidature is four semesters is a minimum of one semester.
- 10.3 When recommending the detailed annual conditions for each candidate's particular course of advanced study and research the supervisor and head of department must indicate whether they are satisfied that the proposed supervision arrangements will be satisfactory.
11. **Progress**
- 11.1 At the end of each year each candidate shall provide evidence of progress and attend a progress review interview to the satisfaction of the supervisor and head of department concerned and any Departmental or Faculty Postgraduate Review Committee.
- 11.2 On the basis of evidence provided and the interview, the head of department shall recommend the conditions of candidature to apply for the following year and may require the candidate to provide further evidence of progress at the end of one semester or such other period as the head of department considers appropriate.
- 11.3 If a candidate fails to submit evidence of progress or if the head of department concerned considers that the evidence submitted does not indicate satisfactory progress, the faculty or college board may, on the head's recommendation, call upon that candidate to show cause why that candidature should not be terminated by reason of unsatisfactory progress towards

completion of the degree and where, in the opinion of the faculty or college board, the candidate does not show good cause the faculty or college board may terminate that candidature or may impose conditions on the continuation of that candidature.

Part 5 – Submission of thesis

12. **The thesis**
- 12.1.1 On completing the course of advanced study and research, a candidate shall present a thesis embodying the results of the work undertaken, which shall be a substantially original contribution to the subject concerned.
- 12.1.2 The candidate shall state, generally in the preface and specifically in notes, the sources from which the information is derived, the animal and human ethical approvals obtained, the extent to which the work of others has been made use of, and the portion of the work the candidate claims as original.
- 12.2 A candidate may also submit in support of the candidature any publication of which the candidate is the sole or joint author. In such a case the candidate must produce evidence to identify satisfactorily the sections of the work for which the candidate is responsible.
- 12.3 Except where the candidature has been governed by an approved cotutelle agreement, a candidate may not present as the thesis any work which has been presented for a degree or diploma at this or another university, but the candidate will not be precluded from incorporating such in the thesis, provided that, in presenting the thesis, the candidate indicates the part of the work which has been so incorporated.
- 12.4 Theses shall be written in English, except that:
- 12.4.1 in the case of a candidature governed by an approved cotutelle agreement, the thesis may be written in English or in another language; and
- 12.4.2.1 in the Faculty of Arts, in the case of language departments, theses may be written either in English or in their target language as determined by the department, unless a department has specified by means of a Faculty resolution that it will consider applications to submit the thesis in a language other than:
- 12.4.2.1.1 English; or
- 12.4.2.1.2 a target language of the department.
- 12.4.2.2 Such applications should be made in writing; and approved by the head of department concerned and the Dean of the Faculty, before the commencement of candidature.
- 12.4.2.3 In considering applications a head of department shall take into account arrangements for supervision and examination.
- 12.5 A candidate shall submit to the Registrar four copies of the thesis in a form prescribed by resolution of the Academic Board and four copies of a summary of about 300 words in length.
- 12.6 The thesis shall be accompanied by a certificate from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.
13. **Earliest date for submission**
- 13.1 Except as provided below, a candidate may not submit a thesis for examination earlier than the end of the sixth semester of candidature.
- 13.2 A faculty or college board may permit a candidate holding any of the following qualifications of the University of Sydney or from such other institution as the faculty or college board may approve, to submit a thesis for examination not earlier than the end of the fourth semester of candidature:
- 13.2.1 a degree of master completed primarily by research;
- 13.2.2 both the degrees of Bachelor of Dental Surgery with honours and Bachelor of Science (Dental) with honours;
- 13.2.3 both the degrees of Bachelor of Medicine with honours and Bachelor of Science (Medical) with honours; or
- 13.2.4 both the degrees of Bachelor of Veterinary Science with honours and Bachelor of Science (Veterinary) with honours.
- 13.3 Notwithstanding 13.1 and 13.2 above, a faculty may, on the recommendation of the head of department and supervisor concerned, permit a candidate to submit a thesis for examination up to one semester earlier than prescribed if, in the opinion of the faculty, evidence has been produced that the candidate has made exceptional progress in his or her candidature.
- 13.4.1 Notwithstanding 13.1, 13.2 and 13.3 above, the Chair of the Academic Board may, on the recommendation of the dean

of the faculty in which the candidate is enrolled, permit a candidate to submit a thesis for examination earlier than prescribed if, in the opinion of the Chair of the Academic Board, evidence has been produced that the candidate has made exceptional progress in his or her candidature.

- 13.4.2 The Chair of the Academic Board may take advice from the Chair of the Graduate Studies Committee and shall report any applications under this provision and the action taken to the next meeting of the Academic Board.

14. Latest date for submission

- 14.1 Except as provided in 14.1 to 14.3 below, a candidate shall submit the thesis for examination not later than the end of the eighth semester of candidature.
- 14.2 A candidate whose candidature has been part-time throughout shall submit the thesis for examination not later than the end of the 16th semester of candidature.
- 14.3 The time limits set out in 14.1 to 14.2 above, apply to candidates who commence candidature after 31 December 2000. Candidates who commenced candidature prior to this date may choose to proceed in accordance with the Rules in force at the time when they commenced candidature.
- 14.4 The relevant dean may permit a candidate to submit the thesis for examination after a period of time greater than the maximum periods specified.

15. Examination

- 15.1 The procedures for examination shall be prescribed by the Academic Board.

General University information

For further information or advice, please feel free to call our Helpline on **1300 362 006**.

Accommodation Service
 Admissions Office
 Applying for a course
 Assessment
 Careers Centre
 Casual Employment Service
 Centre for Continuing Education
 Centre for English Teaching
 Child Care
 Client Services, Information and Communications Technology (ICT)
 The Co-op Bookshop
 Counselling Service
 Disability Services
 Email
 Enrolment
 Environmental Policy
 Examinations
 Fees
 Financial Assistance Office
 Freedom of Information
 Graduations Office
 (Grievances) Appeals
 HECS and Fees Office
 HELP
 Information and Communications Technology
 International Office
 International Student Support Unit
 Koori Centre and Yooroang Garang
 Learning Centre
 Library
 Mathematics Learning Centre
 Multimedia and Educational Technologies in Arts (META) Resource Centre
 MyUni Student Portal
 Part-time, full-time
 Policy online
 Privacy
 Scholarships for undergraduates
 Services for Students
 Student Centre
 Student Identity Cards
 Student Services
 The Sydney Summer School
 The University of Sydney Foundation Program
 Timetabling Unit
 University Health Service

Accommodation Service

The Accommodation Service helps students find off-campus accommodation. The service maintains extensive databases of share accommodation, rental properties, and full board accommodation. Currently enrolled students can access the database online through the MyUni student portal (<http://myuni.usyd.edu.au>), or the accommodation website via your MyUni student portal or the Services for Students website (<http://www.usyd.edu.au/stuserv>).

Level 7, Education Building A35
 University of Sydney
 NSW 2006 Australia

Phone: +61 29351 3312
 Fax: +61 2 9351 8262
 Email: accomm@stuserv.usyd.edu.au
 Web: <http://www.usyd.edu.au/accomm>

Admissions Office

The Admissions Office, located in the Student Centre, is responsible for overseeing the distribution of offers to undergraduate applicants through the Universities Admission Centre (UAC). They can advise prospective local undergraduate students on admission requirements. Postgraduate students should contact the appropriate faculty. If you are an Australian citizen or a permanent resident but have qualifications from a non-Australian institution phone +61 2 9351 4118 for more information. For enquiries regarding special admissions (including mature-age entry) phone +61 2 9351 3615. Applicants without Australian citizenship or permanent residency should contact the International Office.

Student Centre
 Ground Floor, Carslaw Building F07
 University of Sydney
 NSW 2006 Australia

Phone: +61 2 9351 4117 or +61 2 9351 4118
 Fax: +61 2 9351 4869
 Email: admissions@records.usyd.edu.au
 Web: <http://www.usyd.edu.au/studentcentre>

Applying for a course

Domestic applicants for undergraduate courses and programs of study

For the purpose of admission and enrolment 'domestic applicant' refers to citizens and permanent residents of Australia and citizens of New Zealand. If you are in this group and wish to apply for admission into an undergraduate course, you would generally apply through the Universities Admissions Centre (UAC). The deadline for application is the last working day of September in the year before enrolment. Go to the UAC website (<http://www.uac.edu.au>) for more information.

Note that some faculties, such as Pharmacy, the Sydney Conservatorium of Music and Sydney College of the Arts, have additional application procedures.

Domestic applicants for postgraduate courses and programs of study

For the purpose of admission and enrolment 'domestic applicant' refers to citizens and permanent residents of Australia and citizens of New Zealand. Application is direct to the faculty which offers the course that you are interested in. Application forms for postgraduate coursework, postgraduate research and the master's qualifying or preliminary program and for non-award postgraduate study can be found at <http://www.usyd.edu.au/studentcentre>.

Please note that some faculties use their own specially tailored application forms for admission into their courses. Please contact the relevant faculty.

International applicants for all course types (undergraduate and postgraduate)

'International applicants' refers to all applicants other than Australian citizens, Australian permanent residents and citizens of New Zealand. In the majority of cases international applicants apply for admission through the University's International Office (IO). All the information international applicants need, including application forms, is available from the IO website (<http://www.usyd.edu.au/internationaloffice>).

Assessment

For assessment matters refer to the relevant department or school.

Careers Centre

The Careers Centre will help you with careers preparation and graduate recruitment.

Careers Centre
Ground Floor, Mackie Building K01
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 3481
Fax: +61 2 9351 5134
Email: info@careers.usyd.edu.au
Web: <http://www.careers.usyd.edu.au>

Casual Employment Service

The Casual Employment Service helps students find casual and part-time work during their studies and during University vacations. The service maintains a database of casual employment vacancies. Currently enrolled students can access the database online through the MyUni student portal, or the casual employment website via your MyUni student portal, or the Services for Students website (<http://www.usyd.edu.au/stuserv>).

Level 7, Education Building A35
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 8714
Fax: +61 2 9351 8717
Email: ces@stuserv.usyd.edu.au
Web: http://www.usyd.edu.au/cas_emp

Centre for Continuing Education

The Centre for Continuing Education offers a wide range of short courses for special interest, university preparation and professional development.

Centre for Continuing Education
160 Missenden Rd
Newtown NSW 2042

Postal address:
Locked Bag 2020
Glebe NSW 2037

Ph: +61 2 9036 4789
Fax: +61 2 9036 4799
Email: info@cce.usyd.edu.au
Web: <http://www.cce.usyd.edu.au>

Subject areas include: history and culture, creative arts, social sciences, languages, IT, business and overseas study tours. Courses are open to everyone.

Centre for English Teaching (CET)

The Centre for English Teaching (CET) offers English language and academic study skills programs to students from overseas and Australian residents from non-English speaking backgrounds who

need to develop their English language skills to meet academic entry requirements.

Camperdown Campus G01
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 0760
Fax: +61 2 9351 0710
Email: info@cet.usyd.edu.au
Web: <http://www.usyd.edu.au/cet>

Child care

Contact the Child Care Information Officer for information about child care for students and staff of the University who are parents. For details of centres, vacation and occasional care see the child care website via your MyUni student portal or the Services for Students website (<http://www.usyd.edu.au/stuserv>)

Child Care Information Officer
Level 7, Education Building A35
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 5667
Fax: +61 2 9351 7055
Email: childc@stuserv.usyd.edu.au
Web: <http://www.usyd.edu.au/childcare>

Client Services, Information and Communications Technology (ICT)

Client Services are responsible for the delivery of many of the computing services provided to students. Students can contact Client Services by phoning the ICT Helpdesk on 9351 6000, through the IT Assist website (<http://www.itassist.usyd.edu.au>) or by visiting the staff at one of the University Access Labs.

The access labs on the Camperdown and Darlington campuses are located in:

- Fisher Library (Level 2);
- Carslaw Building (Room 201);
- Education Building (Room 232);
- Christopher Brennan Building (Room 232);
- Engineering Link Building (Room 222); and
- Pharmacy and Bank Building (Room 510).

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

The labs provide students free access to computers including office productivity and desktop publishing software.

Services are available on a fee for service basis which include Internet access, printing facilities and the opportunity to host their own non-commercial website.

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

- free email (<http://www-mail.usyd.edu.au>);
- access to the Internet from home or residential colleges (<http://www.itassist.usyd.edu.au/services.html>);
- student facilities via the MyUni student portal (<http://myuni.usyd.edu.au>), including exam results, enrolment variations and timetabling; and
- free courses in basic computing (such as MS Office; basic html and excel) that are run by Access Lab staff in the week following orientation week. To register contact the Access Lab Supervisor on +61 2 9351 6870.

Client Services, Helpdesk
University Computer Centre, H08
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 6000
 Fax: +61 2 9351 6004
 Email: support@usyd.edu.au
 Web: <http://www.itassist.usyd.edu.au>

The Co-op Bookshop

The Co-op Bookshop is a one-stop bookshop for:

- textbooks
- general books
- reference books
- DVDs
- flash drives; and
- software at academic prices.

Lifetime membership costs \$20.00 and gives great discounts on purchases (conditions apply).

Sports and Aquatic Centre Building G09

Phone: +61 2 9351 3705
 Fax: +61 2 9660 5256
 Email: sydu@coop-bookshop.com.au
 Web: <http://www.coop-bookshop.com.au>

Counselling Service

The Counselling Service aims to help students fulfil their academic, individual and social goals through professional counselling. The Service provides short-term, problem-focused counselling to promote psychological wellbeing and to help students develop effective and realistic coping strategies. International students can access counselling assistance through the International Students Support Unit (ISSU).

Each semester the Counselling Service runs a program of workshops designed to assist students master essential study and life management skills. Workshops are available to all local and international students. For details of workshops, activities and online resources provided by the service see the Counselling Service website via your MyUni student portal or the Services for Students website (<http://www.usyd.edu.au/stuserv>). Phone to make an appointment. Daily walk-in appointments are also available between 11am and 3pm.

Camperdown and Darlington campuses

Level 7, Education Building A35
 University of Sydney
 NSW 2006 Australia

Phone: +61 2 9351 2228
 Fax: +61 2 9351 7055
 Email: counsell@mail.usyd.edu.au
 Web: <http://www.usyd.edu.au/counsel>

Cumberland Campus

Ground Floor, A Block, Cumberland Campus C42
 University of Sydney
 East Street
 Lidcombe
 NSW 2141 Australia

Phone: +61 2 9351 9638
 Fax: +61 2 9351 9635
 Email: CS_Cumberland@fhs.usyd.edu.au
 Web: <http://www.usyd.edu.au/counsel>

Disability Services

Disability Services is the principal point of contact for advice on assistance available for students with disabilities. Students with a disability need to register with Disability Services to receive support and assistance. Disability Services works closely with academic and administrative staff to ensure that students receive reasonable

accommodations in their areas of study. Assistance available includes the provision of note taking, interpreters and negotiation with academic staff regarding assessment and course requirement modifications where appropriate. For details on registering with the Service including documentation required and online resources see the Disability Services website via your MyUni student portal or <http://www.usyd.edu.au/disability>.

Camperdown and Darlington campuses

Level 7, Education Building A35
 University of Sydney
 NSW 2006 Australia

Phone: +61 2 9351 7040
 Fax: +61 2 9351 3320
 TTY: +61 2 9351 3412
 Email: disserv@stuserv.usyd.edu.au
 Web: <http://www.usyd.edu.au/disability>

Cumberland Campus

Ground Floor, A Block, Cumberland Campus C42
 University of Sydney
 East Street
 Lidcombe
 NSW 2141 Australia

Phone: +61 2 9351 9638
 Fax: +61 2 9351 9635
 Email: DS_Cumberland@fhs.usyd.edu.au
 Web: <http://www.usyd.edu.au/disability>

Email

See Client Services, Information and Communications Technology

Enrolment

Students entering first year

Details of enrolment procedures will be sent to you with your UAC offer of enrolment. Enrolment takes place at a specific time and date, usually during the last week of January.

All other students

A pre-enrolment package is sent to all enrolled students in late September and contains instructions on the procedure for web-based pre-enrolment.

Environmental Policy

The University of Sydney's Environmental Policy promotes sustainable resource and product use; and encourages the practice of environmental stewardship by staff and students. The policy is supported by the University wide Sustainable Campus Program.

Enquiries can be directed to the Manager, Environmental Strategies
 Phone: +61 2 93512063
 Email: sustainable@usyd.edu.au
 or go to <http://www.usyd.edu.au/sustainable> where you can find out what the University is doing and how you can get involved, make suggestions or receive the Sustainable Campus Newsletter.

Equity Support Services

Equity Support Services, located within Student Services, brings together a number of student support services that produce practical assistance and information to support students in meeting their academic and personal goals while at University. Services include Accommodation Service, Casual Employment Service, Childcare Information Officer, Disability Services and the Financial Assistance Officer. For details of these services and online resources provided see their individual entry in this Handbook or go to the MyUni student portal or the Services for Students website (<http://www.usyd.edu.au/stuserv>).

Examinations

The Examinations and Exclusions Office looks after the majority of examination arrangements and student progression. 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
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 4005 or +61 2 9351 4006
Fax: +61 2 9351 7330
Email: exams.office@exams.usyd.edu.au

Fees

The Fees Office provides information on how to pay fees, where to pay fees and if payments have been received. The office also has information on obtaining a refund for fee payments.

Fees Office
Margaret Telfer Building K07
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 5222
Fax: +61 2 9351 4202
Email: feespay@usyd.edu.au

Financial Assistance Office

The University of Sydney has a number of loan and bursary funds to assist students experiencing financial difficulties. Loan assistance is available for undergraduate and postgraduate students enrolled in degree and diploma courses at the University.

The assistance is not intended to provide the principle means of support but to help enrolled students in financial need with expenses such as housing bonds and rent; phone and electricity bills; medical expenses; buying textbooks and course equipment.

Loans are interest free and are repayable usually within one year. Bursaries may be awarded depending on financial need and academic merit and are usually only available to local full-time undergraduate students. Advertised bursaries, including First Year Bursaries, are advertised through the MyUni student portal in January each year.

For details of types of assistance and online resources provided by the service see the Financial Assistance website via your MyUni student portal or the Services for Students website (<http://www.usyd.edu.au/stuserv>).

Level 7, Education Building A35
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 2416
Fax: +61 2 9351 7055
Email: fao@stuserv.usyd.edu.au
Web: http://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; and
- enables a member of the public to ensure that records held by the University concerning his or her personal affairs are not incomplete, incorrect, out of date or misleading.

(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 made within a specified time period, generally 21 days. Determinations are made by the University's Registrar.

While application may be made 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 freedom of information (FOI) activities on a regular basis and to produce two documents: a *Statement of Affairs* (annually) and a *Summary of Affairs* (every six months). The *Statement of Affairs* contains information about the University, its structure, function and the kinds of documents held. The *Summary of Affairs* identifies the University's policy documents and provides information on how to make an application for access to University documents.

Further information and copies of the current Statement and Summary may be found at <http://www.usyd.edu.au/arms/foi>

The University is required to report to the public on its freedom of information (FOI) activities on a regular basis and to produce two documents: a *Statement of Affairs* (annually) and a *Summary of Affairs* (every six months). The *Statement of Affairs* contains information about the University, its structure, function and the kinds of documents held. The *Summary of Affairs* identifies the University's policy documents and provides information on how to make an application for access to University documents.

Further information and copies of the current Statement and Summary may be found at <http://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
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 3199, +61 2 9351 4009
Protocol: +61 2 9351 4612
Fax: +61 2 9351 5072

(Grievances) Appeals

You may consider that a decision affecting your candidature for a degree or other activities at the University has not taken into account all relevant matters.

In some cases the by-laws or resolutions of the Senate (see the University Calendar: <http://www.usyd.edu.au/about/publication/pub/calendar.shtml>) 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 policy online website:

<http://www.usyd.edu.au/policy> (click on 'Study at the University', then click on 'Appeals' – see the Academic Board and Senate resolutions).

For assistance or advice regarding an appeal contact:

Students' Representative Council
Level 1, Wentworth Building G01
University of Sydney
NSW 2006 Australia

Phone: +61 2 9660 5222

HECS and Fees Office

Student Centre
Ground Floor, Carlaw Building F07
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 5659, +61 2 9351 5062, +61 2 9351 2086
Fax: +61 2 9036 6111

HELP

See HECS and Fees Office

Information and Communications Technology

See Client Services, Information and Communications Technology

International Office

The International Office provides assistance with application, admission and enrolment procedures for international students. The International Office also includes units responsible for international marketing, government relations, international scholarships, including AusAID scholarships, and compliance with government regulations related to international students.

The Study Abroad and Exchange unit assists both domestic and international students who wish to enrol for study abroad or exchange programs.

International Office

Services Building G12
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 4079
Fax: +61 2 9351 4013
Email: info@io.usyd.edu.au
Web: <http://www.usyd.edu.au/internationaloffice>

Study Abroad

Phone: +61 2 9351 3699
Fax: +61 2 9351 2795
Email: studyabroad@io.usyd.edu.au
Web: <http://www.usyd.edu.au/studyabroad>

Student Exchange

Phone: +61 2 9351 3699
Fax: +61 2 9351 2795
Email: exchange@io.usyd.edu.au
Web: <http://www.usyd.edu.au/studentexchange>

International Student Support Unit

The International Student Support Unit assists international students through the provision of orientation, counselling and welfare services to both students and their families. ISSU aims to help international students cope successfully with the challenges of living and studying in a unfamiliar culture, to achieve success in their studies and to make the experience of being an international student rewarding and enjoyable.

For details of orientation activities, counselling and welfare services provided to both students and their families and online resources, see the MyUni student portal or the Services for Students website <http://www.usyd.edu.au/stuserv>. International students also have access to all University student support services.

Camperdown and Darlington campuses

Ground Floor, Services Building G12
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 4749
Fax: +61 2 9351 6818
Email: info@issu.usyd.edu.au
Web: <http://www.usyd.edu.au/issu>

Cumberland Campus

Ground Floor, A Block, Cumberland Campus C42
University of Sydney
East Street, Lidcombe
NSW 2141 Australia

Phone: +61 2 9351 9638
Fax: +61 2 9351 9635
Email: ISSU_Cumberland@fhs.usyd.edu.au
Web: <http://www.usyd.edu.au/issu>

Koori Centre and Yooroang Garang

Islander people in all aspects of tertiary education at the University of Sydney. The Cadigal Special Entry Program assists Indigenous Australians to enter undergraduate study across all areas of the University.

As well as delivering block-mode courses for Indigenous Australian students, the Koori Centre teaches Indigenous Australian Studies in various mainstream courses. In addition the Centre provides tutorial assistance, and student facilities such as: computer lab, Indigenous research library and study rooms for Indigenous Australian students across the University.

In particular the Koori Centre aims to increase the successful participation of Indigenous Australians in undergraduate and postgraduate degrees, develop the teaching of Aboriginal Studies, conduct research in the field of Aboriginal education, and establish working ties with schools and communities.

The Koori Centre works in close collaboration with Yooroang Garang: School of Indigenous Health Studies in the Faculty of Health Sciences at the University's Cumberland Campus. Yooroang Garang provides advice, assistance and academic support for Indigenous students in the faculty, as well as preparatory undergraduate and postgraduate courses.

Koori Centre

Ground Floor, Old Teachers College A22
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 2046 (general enquiries)
Toll Free: 1800 622 742
Community Liaison Officer: +61 2 9351 7003
Fax: +61 2 9351 6923
Email: koori@koori.usyd.edu.au
Web: <http://www.koori.usyd.edu.au>

Yooroang Garang

T Block, Level 4, Cumberland Campus C42
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 9393
Toll Free: 1800 000 418
Fax: +61 2 9351 9400
Email: yginfo@fhs.usyd.edu.au
Web: <http://www.yg.fhs.usyd.edu.au>

Learning Centre

The Learning Centre helps students develop the generic learning and communication skills that 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 include an individual learning program, faculty-based workshops, computer-based learning resources, publications of learning resources and library facilities. For details of programs, activities and online resources provided by the centre see the website via your MyUni student portal or the Services for Students website (<http://www.usyd.edu.au/stuserv>).

Camperdown and Darlington campuses

Level 7, Education Building A35
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 3853
Fax: +61 2 9351 4865
Email: lc@stuserv.usyd.edu.au
Web: <http://www.usyd.edu.au/lc>

Cumberland Campus

Ground Floor, A Block, Cumberland Campus C42
University of Sydney
East Street
Lidcombe
NSW 2141 Australia

Phone: +61 2 9351 9638
Fax: +61 2 9351 9635
Email: LC_Cumberland@fhs.usyd.edu.au
Web: <http://www.usyd.edu.au/lc>

Library

The University of Sydney Library, the largest academic library in the Southern Hemisphere, is a network of 17 libraries located on nine campuses. The Library website (<http://www.library.usyd.edu.au>) provides access to services and resources, anywhere at anytime. The locations, opening hours and subject specialities of the libraries are listed on the website.

Over five million items are available via the Library catalogue, including more than 68,000 electronic journals and 281,000 electronic books. Past exam papers are also available online. Enrolled students are entitled to borrow from any of the University Libraries. More information is available at <http://www.library.usyd.edu.au/borrowing>.

Reading list items are available via the reserve service. Increasingly, reading list material is becoming available in electronic form. For details see the reserve service website: (<http://opac.library.usyd.edu.au/screens/reserve.html>).

Library staff are always available to support students in their studies. 'Ask a Librarian' in person, by email, or by using an online chat service (<http://www.library.usyd.edu.au/contacts/index.html>).

A specialist librarian is available for all discipline areas and will provide training in finding high quality information. Courses cover a range of skills including research methodology, database searching, effective use of the Internet and the use of reference management software. See the subject contact page: (<http://www.library.usyd.edu.au/contacts/subjectcontacts.html>).

Library facilities include individual and group study spaces, computers, printers, multimedia equipment, photocopiers and adaptive technologies. Check the 'Libraries' link on the home page (<http://www.library.usyd.edu.au>) to find out about services and facilities in specific libraries.

The *Client Service Charter* describes the Library's commitment to supporting students' learning, including those with special needs. See the *Client Service Charter* online (<http://www.library.usyd.edu.au/about/policies/clientcharter.html>).

Your comments and suggestions are always welcome.

University of Sydney Library F03
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 2993 (general enquiries)
Fax: +61 2 9351 2890 (administration)
+61 2 9351 7278 (renewals)
Email: loanenq@library.usyd.edu.au (loan enquiries),
udd@library.usyd.edu.au (document delivery enquiries)
Web: <http://www.library.usyd.edu.au>

Mathematics Learning Centre

The Mathematics Learning Centre assists undergraduate students to develop the mathematical knowledge, skills and confidence that are needed for studying first level mathematics or statistics units 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 to eligible students during the year through individual assistance and small group tutorials. For details of activities and online resources provided by the centre see the website via your MyUni student portal or the Services for Students website (<http://www.usyd.edu.au/stuserv>).

Level 4, Carslaw Building F07
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 4061
Fax: +61 2 9351 5797
Email: mlc@stuserv.usyd.edu.au
Web: <http://www.usyd.edu.au/mlc>

Multimedia and Educational Technologies in Arts (META) Resource Centre (Languages and E-Learning)

The centre provides access to recorded lectures, classwork and interactive self-paced learning materials for students of languages other than English (LOTE) and English as a second language (ESL).

The self study room provides interactive computer assisted learning and access to live multilingual satellite television broadcasts. Computer access labs provide Internet, email and word processing access. The centre also provides teaching rooms with state-of-the-art multimedia equipment, language laboratories and video conferencing facilities for Faculty of Arts courses.

Level 2, Brennan Building (opposite Manning House)
University of Sydney
NSW 2006 Australia

Phone: Library enquiries +61 2 9351 2683
For all other enquiries +61 2 9351 6781
Fax: +61 2 9351 3626
Email: For Library enquiries meta.library@arts.usyd.edu.au
For all other enquiries meta@arts.usyd.edu
Web: <http://www.arts.usyd.edu.au/centres/meta>

MyUni Student Portal

The MyUni student portal (<http://myuni.usyd.edu.au>) is the starting point and 'one-stop' environment for students to access all their web-based University information and services.

MyUni automatically tailors what a student sees based on their login-in and offers students the option of further personalising content. Most importantly, MyUni allows students to complete tasks online that would previously have required attendance in person. The following are examples of MyUni services and information:

- support services for students in health, counselling, child care, accommodation, employment and wellbeing;
- student administration systems for obtaining exam results, enrolment and variations, timetabling, email services and links to courses and units of study information;
- links to the University's e-learning systems;
- library services;
- important messages and student alerts;
- information technology and support services;
- information for local, indigenous and international students; and
- campus maps, with descriptions of cultural, sporting and campus facilities.

Website: <http://myuni.usyd.edu.au>

Part-time, full-time

Undergraduate students

Undergraduate students are usually considered full-time if they have a student load 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)

For postgraduate coursework students part-time or full-time status is determined by credit-point load. Enrolment in units of study which total at least 18 credit points in a semester is classed as full-time. Anything under this amount is a part-time study load.

Please note that classes for some coursework programs are held in the evenings (usually 6–9pm).

Postgraduate students (Research)

Full-time candidates for research degrees do not keep to the normal semester schedule, instead they work continuously throughout the year with a period of four weeks recreation leave. There is no strict definition of what constitutes full-time candidature but if you have employment or other commitments that would prevent you from devoting at least the equivalent of a 35-hour working week to your candidature (including attendance at the University for lectures, seminars, practical work and consultation with your supervisor) you should enrol as a part-time candidate. If in doubt you should consult your faculty or supervisor.

International students

Student visa regulations require international students to undertake full-time study. International students on visas other than student visas may be permitted to study part-time.

Policy online

In addition to the resolutions covering specific courses there are a number of University policies that apply to students. These include:

- The code of conduct for students
- Academic honesty in coursework
- Student plagiarism: Coursework assessment and examination of coursework

All of these policies can be accessed from the University's Policy website online (<http://www.usyd.edu.au/policy>).

Privacy

The University is subject to the *NSW Privacy and Personal Information Protection Act 1998* and the *NSW Health Records and Information Privacy Act 2002*. Central to both acts are the sets of information protection principles (IPPs) and health privacy principles which regulate the collection, management, use and disclosure of personal and health information. In compliance with the *Privacy and Personal Information Protection Act* the University 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 *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 <http://www.usyd.edu.au/arms/privacy>.

Any questions regarding the *Freedom of Information Act*, the *Privacy and Personal Information Protection Act*, the *Health Records and Information Privacy Act* or the *Privacy Management Plan* should be directed to:

Tim Robinson: +61 2 9351 4263, or
Anne Picot: +61 2 9351 7262
Email: foi@mail.usyd.edu.au

Scholarships for undergraduates

Scholarships Unit
Room 147, Ground Floor, Mackie Building KO1
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 2717
Fax: +61 2 9351 5134
Email: scholarships@careers.usyd.edu.au
Web: <http://www.usyd.edu.au/scholarships>

Services for Students

See Student Services

Student Centre

Ground Floor, Carslaw Building F07
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 3023 (general enquiries)
Academic records: +61 2 9351 4109
Discontinuation of enrolment: +61 2 9351 3023
Handbooks: +61 2 9351 5057
Prizes: +61 2 9351 5060
Fax: +61 2 9351 5081, +61 2 9351 5350 (academic records)
Web: <http://www.usyd.edu.au/studentcentre>

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. The card must be carried at all times on the grounds of the University and must be shown on demand.

Student Services

The University provides personal, welfare, administrative and academic support services to facilitate your success at University. Many factors can impact on your wellbeing while studying at university and student services can assist you in managing and handling these more effectively. For details of services and online resources provided see your MyUni student portal or the Services for Students website: <http://www.usyd.edu.au/stuserv>.

The Sydney Summer School

Most faculties at the University offer units of study from undergraduate degree programs during summer. There are also some units of study available for postgraduate coursework programs from some faculties. As the University uses its entire quota of Commonwealth supported places 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 subjects before they commence their degrees. Units start at various times from late November and run for up to six weeks (followed by an examination

week). Notice of the units available is on the Summer School website and is usually circulated to students with their results notices. A smaller Winter School is also run from the Summer School office. It commences on 3 July and runs for up to three weeks (followed by an examination week). It offers mainly postgraduate and a few undergraduate units of study.

Information can be found on the Summer School website:
<http://www.summer.usyd.edu.au>.

The University of Sydney Foundation Program (USFP)

The University of Sydney offers its foundation program to international students as a preparation for undergraduate degrees at several Australian universities.

The Foundation Program is conducted by Taylors College on behalf of Study Group Australia and the University of Sydney. The Foundation Program allows both first and second semester entry to undergraduate courses at the University of Sydney and other universities within Australia.

Phone: +61 2 8263 1888

Fax: +61 2 9267 0531

Email: info@io.usyd.edu.au

Web: <http://www.usyd.edu.au/foundationprogram>

College Address

The University of Sydney Foundation Program
Taylors College
965 Bourke St
Waterloo NSW 2017

Phone: +61 2 8303 9700

Fax: +61 2 8303 9777

Timetabling Unit

The Timetabling Unit in the Student Centre is responsible for producing students' class and tutorial timetables. Semester One timetables are available from the Wednesday of O Week through the MyUni website (<http://myuni.usyd.edu.au>).

University Health Service

The University Health Service provides a full experienced general practitioner service and emergency medical care to all members of the University community. You can consult a doctor either by appointment or on a walk-in basis (for more urgent matters only). The Health Service bills Medicare or your overseas student health care provider (Worldcare or Medibank Private) directly for the full cost of most consultations.

Email: director@unihealth.usyd.edu.au

Web: <http://www.unihealth.usyd.edu.au>

Fax: +61 2 9351 4110

University Health Service (Holme)

University Health Service (Holme)]]

Holme Building A09

Science Rd

University of Sydney

NSW 2006 Australia

Opening Hours: 8:30am–5pm, Mon–Fri

Phone: +61 2 9351 4095

University Health Service (Wentworth)

Level 3, Wentworth Building G01

University of Sydney

NSW 2006 Australia

Opening Hours: 8:30am–5:30pm, Mon–Fri

Phone: +61 2 9351 3484

Holme Building A09

Science Rd

University of Sydney

NSW 2006 Australia

Opening Hours: 8:30am–5pm, Mon–Fri

Phone: +61 2 9351 4095

See also the Glossary for administrative information relating to particular terms.

Student organisations and International students

Student organisations

Students' Representative Council

The Students' Representative Council (SRC) advances and defends the interests of Sydney University undergraduate students at Sydney University and in the community. SRC members receive free advocacy and advice and a discount at the SRC shop.

Level 1, Wentworth Building G01
University of Sydney
NSW 2006 Australia

Phone: + 61 2 9660 5222
Fax: +61 2 9660 4260
SRC Shop: +61 2 9660 4756
Email: info@src.usyd.edu.au
Web: www.src.usyd.edu.au

Sydney University Postgraduate Representative Association (SUPRA)

SUPRA is an independent representative association providing advice, advocacy and support services for the postgraduate student community. SUPRA is your postgraduate student association and is here to help you.

Raglan Street Building G10
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 3715
Freecall: 1800 249 950
Fax: +61 2 9351 6400
Email: admin@supra.usyd.edu.au
Web: www.supra.usyd.edu.au

Sydney University Sport

Sydney University Sport provides opportunities for participation in a range of sporting and recreational activities along with first class facilities.

University Sports and Aquatic Centre G09
University of Sydney
NSW 2006 Australia

Phone: +61 2 9351 4960
Fax: +61 2 9351 4962
Email: admin@susport.usyd.edu.au
Web: www.susport.com

University of Sydney Union

The University of Sydney Union (USU) is the 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
Level 1, Manning House A23
University of Sydney
NSW 2006 Australia

Phone: 1800 013 201 (switchboard)
Fax: +61 2 9563 6109
Email: info@usu.usyd.edu.au
Web: www.usuonline.com

International students

The following information is for international students studying onshore on an Australian Student Visa.

Full-time study

International students must maintain full-time enrolment at all times (a minimum of 18 credit points). However, in the following limited circumstances, part-time study is permitted:

- students studying in Australia on a different type of visa that does not carry study restrictions;
- students in their final semester who are required to take additional units to complete their course;
- cross-institutional students enrolled full-time at their home institution;
- students enrolled in an approved joint delivery program that involves enrolment at two institutions.

Satisfactory academic progress

The University is required to report to the Department of Immigration and Multicultural Affairs (DIMA) any International Student who fails to maintain satisfactory academic progress. This may result in automatic visa cancellation. It is important that International Students contact the International Office if they are experiencing academic difficulties.

Distance/web-based study

International students studying onshore in Australia are not permitted to enrol in distance or web-based courses. However, a small number of web-based units within a course taught largely in face-to-face mode are allowed. Contact the faculty to discuss enrolment options.

Work permits

International students with a work permit are permitted to work for up to 20 hours during semester and full-time during the University's official vacation periods. Contact the International Office for more information.

Change of address

International Students must notify the University of their residential address within seven days of arrival and notify any change of address within seven days. This may be done via the University's MyUni Web portal.

Course transfers

Sponsored students will need permission from their sponsors before transferring courses. Australian Government sponsored students (AusAID, Endeavour) and Asia Development Bank (ADB) sponsored students should contact the International Office in the early stages of considering a course transfer.

Suspension/discontinuation

The University is required to report to DIMA international students who discontinue or suspend their studies. Students who suspend their studies for severe medical or compassionate reasons should contact the International Office urgently.

Overseas student health cover

Australian Student Visa holders must maintain overseas health cover for the duration of their stay. The International Office arranges health cover for the first year but it is the individual student's responsibility to maintain health cover for each subsequent year.

Additional information

For more information related to international students, please see the Glossary in this handbook.

Abbreviations

For a glossary of terms, describing the terminology in use at the University of Sydney, please see the glossary section.

Listed below are the more commonly used acronyms that appear in University documents and publications.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A	
AARNet	Australian Academic Research Network
AAUT	Australian Awards for University Teaching
AAM	Annual Average Mark
ABC	Activity Based Costing
ABSTUDY	Aboriginal Study Assistance Scheme
ACER	Australian Council for Educational Research
AGSM	Australian Graduate School of Management
ANZAAS	Australian and New Zealand Association for the Advancement of Science
APA	Australian Postgraduate Awards
APAC	Australian Partnership for Advanced Computing
APAI	Australian Postgraduate Awards (Industry)
APA-IT	Australian Postgraduate Awards in Information Technology
APDI	Australian Postdoctoral Fellowships Industry
APEC	Asia-Pacific Economic Cooperation
APF	Australian Postdoctoral Fellowship
AQF	Australian Qualifications Framework
ARC	Australian Research Council
ARTS	Automated Results Transfer System
ASDOT	Assessment Fee Subsidy for Disadvantaged Overseas Students
ATN	Australian Technology Network
ATP	Australian Technology Park
ATPL	Australian Technology Park Limited
AUQA	Australian Universities Quality Agency
AusAID	Australian Agency for International Development
AUTC	Australian Universities Teaching Committee
AVCC	Australian Vice-Chancellors Committee

B	
BAA	Backing Australia's Ability
BAC	Budget Advisory Committee
BITLab	Business Intelligence Lab
BLO	Business Liaison Office
BOTPLS	Bridging for Overseas Trained Professionals Loans Scheme

C	
CAF	Cost Adjustment Factor
CAUT	Committee for Advancement of University Teaching
CDP	Capital Development Program
CEP	Country Education Profile
CEQ	Course Experience Questionnaire
CES	Casual Employment Service
CFO	Chief Financial Officer
CHASS	College of Humanities and Social Sciences
CHESSN	Commonwealth Higher Education System Student Number
CHS	College of Health Sciences
CIO	Chief Information Officer
COE	Confirmation of Enrolment
CPSU	Community and Public Sector Union

C	
CRC	Cooperative Research Centre
CREO	Centre for Regional Education, Orange
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
CRRRI	Centre for Rural and Regional Innovation
CSIRO	Commonwealth Scientific and Industrial Research Organisation
CST	College of Sciences and Technology
CULT	Combined Universities Language Test
CUTSD	Committee for University Teaching and Staff Development

D	
DAC	Data Audit Committee
DEST	Commonwealth Department of Education, Science and Training
DET	NSW Department of Education and Training
DIMA	Department of Immigration and Multicultural Affairs
D-IRD	Discovery-Indigenous Researchers Development Program
DVC	Deputy Vice-Chancellor

E	
EB	Enterprise Bargaining
EFTSU	Equivalent Full-Time Student Unit
EFTSL	Equivalent Full-Time Student Load
EIP	Evaluations and Investigations Program
ELICOS	English Language Intensive Course of Study
EMU	Electron Microscope Unit
ESOS Act	Education Services for Overseas Student Act

F	
FFT	Fractional Full-Time (Equivalent Staff)
FlexSIS	Flexible Student Information System
FHS	Faculty of Health Sciences
FMO	Facilities Management Office
FOS	Field of Study
FTE	Full-Time Equivalent (Staff)
FRM	Faculty of Rural Management

G	
GATS	General Agreement on Trade in Services
GCCA	Graduate Careers Council of Australia
GDS	Graduate Destination Survey
GPOF	General Purpose Operating Funds
GSA	Graduate Skills Assessment
GSG	Graduate School of Government
GWSLN	Greater Western Sydney Learning Network

H	
HDR	Higher Degree Research
HECS	Higher Education Contribution Scheme
HEEP	Higher Education Equity Program

Abbreviations

H	
HEFA	Higher Education Funding Act 1988
HEIMS	Higher Education Information Management System
HEIP	Higher Education Innovation Program (DEST)
HELP	Higher Education Loan Program
HEO	Higher Education Officer
HEP	Higher Education Provider
HERDC	Higher Education Research Data Collection
HESA	Higher Education Support Act
HOD	Head of Department

I	
IAF	Institutional Assessment Framework (This is a new name for what was previously the DEST Profile process.)
IAS	Institute of Advanced Studies
ICT	Information and Communication Technology
ICTR	Information and Communication Technology Resources
IELTS	International English Language Testing Scheme
IGS	Institutional Grants Scheme (DEST)
IO	International Office
IP	Intellectual Property
IPRS	International Postgraduate Research Scholarships
IREX	International Researcher Exchange Scheme
ISFP	Indigenous Support Funding Program
ISIG	Innovation Summit Implementation Group
ISSU	International Student Services Unit
ITC	Information Technology Committee
ITL	Institute for Teaching and Learning
ITS	Information Technology Services

J	
JASON	Joint Academic Scholarships Online Network

L	
LBOTE	Language Background Other Than English

M	
MBA	Master of Business Administration
MISG	Management Information Steering Group
MNRF	Major National Research Facilities Scheme
MOU	Memorandum of Understanding
MPG	Major Projects Group
MRB	Medical Rural Bonded Scholarship Scheme

N	
NBCOTP	National Bridging Courses for Overseas Trained Program
NCG	National Competitive Grant
NESB	Non-English-Speaking Background
NHMRC	National Health and Medical Research Council
NOIE	National Office for the Information Economy
NOOSR	National Office for Overseas Skill Recognition
NRSL	Non-Recent School Leaver
NSW VCC	New South Wales Vice-Chancellors' Conference
NTEU	National Tertiary Education Industry Union

O	
OECD	Organisation for Economic Cooperation and Development
OLA	Open Learning Australia
OLDPS	Open Learning Deferred Payment Scheme

O	
OPRS	Overseas Postgraduate Research Scholarships

P	
PELS	Postgraduate Education Loans Scheme
PSO	Planning Support Office
PVC	Pro-Vice-Chancellor

Q	
QA	Quality Assurance
QACG	Quality Advisory and Coordination Group

R	
R&D	Research and Development
R&R	Restructuring and Rationalisation Program
RC	Responsibility Centre
REG	Research and Earmarked Grants
REP	Research Education Program
RFM	Relative Funding Model
RIBG	Research Infrastructure Block Grant (DEST)
RIEF	Research Infrastructure Equipment and Facilities Scheme
RISF	Restructuring Initiatives Support Fund
RMO	Risk Management Office
ROA	Record of Achievement
RQ	Research Quantum
RQU	Recognition Quality Unit (Higher Education Division – DEST)
RRTMR	Research and Research Training Management Reports
RSL	Recent School Leaver
RTS	Research Training Scheme (DEST)

S	
SCA	Sydney College of the Arts
SCEQ	Sydney Course Experience Questionnaire
SCM	Sydney Conservatorium of Music
SCR	Science Capability Review
SDF	Strategic Development Fund
SEG	Senior Executive Group
SES	Socioeconomic Status
SI	Scholarship Index
SLE	Student Learning Entitlement
SNA	Safety Net Adjustment
SPIRT	Strategic Partnerships with Industry – Research and Training Scheme
SPR	Student Progress Rate
SRC	Students' Representative Council
SSR	Student/Staff Ratio
STABEX	Study Abroad Exchange (database)
SUPRA	Sydney University Postgraduate Students' Representative Association
SUSport	Sydney University Sport

T	
TAFE	Technical and Further Education
TOEFL	Test of English as a foreign language
TPI	Teaching Performance Indicator

U	
UAC	Universities Admissions Centre
UMAP	University Mobility in Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organisation

U	
UPA	University Postgraduate Awards

V	
VCAC	Vice-Chancellor's Advisory Committee
VET	Vocational Education and Training

W	
WAM	Weighted Average Mark
WRP	Workplace Reform Program
WTO	World Trade Organization

Y	
YFE	Year of First Enrolment

Glossary

For a table of the more commonly used acronyms and abbreviations that appear in University documents and publications please see the abbreviations section.

This glossary describes terminology in use at the University of Sydney.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A

Academic Board

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 and candidature of students.

(For further information, see the University Calendar.)

Academic cycle

The program of teaching sessions offered over a year. Currently the cycle runs from the enrolment period for Semester One through to the completion of the processing of results at the end of Semester Two.

(See also Stage.)

Academic dishonesty

Academic dishonesty occurs when a student presents another person's ideas, findings or written work as his or her own by copying or reproducing them without due acknowledgement of the source and with intent to deceive the examiner. Academic dishonesty also covers recycling, fabrication of data, engaging another person to complete an assessment or cheating in exams.

(See also Plagiarism.)

Academic record

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

Access to a student's academic record is restricted to authorised University staff and is not released to a third party without the written authorisation of the student.

(See also Academic transcript.)

Academic transcript

A printed statement setting out a student's academic record at the University. There are two forms of academic transcript: external and internal.

(See also External transcript, Internal transcript.)

Academic year

The current calendar year in which a student is enrolled.

(See also Academic cycle, Stage.)

Admission

Governed by the University's admission policy, this is the process for identifying applicants eligible to receive an initial offer of enrolment in a course at the University. Admission to most 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

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

Admission period

The period during which applications for admission to courses are considered.

Admission year

The year the student expects to begin the course.

(See also Commencement date.)

Advanced diplomas

(See 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.)

Aegrotat

In exceptional circumstances involving serious illness or death of a student prior to completion of their course, the award of aegrotat and posthumous degrees and diplomas may be conferred.

Alumni sidneiensis

A searchable database of graduates of the University from 1857 to 30 years prior to the current year.

Annual average mark (AAM)

The average mark over all units of study attempted in a given academic year (equivalent to the calendar year).

The formula for this calculation is:

$$AAM = \frac{\sum (\text{marks} \times \text{credit point value})}{\sum (\text{credit point value})}$$

(sums over all units of study completed in the selected period)

Where the mark is the actual mark obtained by the student for the unit of study, or in the case of a failing grade with no mark – 0. Pass/fail assessed subjects and credit transfer subjects (from another institution) are excluded from these calculations; however, the marks from all attempts at a unit of study are included.

Annual progress report

A form which is used to monitor a research student's progress each year. The form provides for comments by the student, the supervisor, the head of the department and the dean (or their nominee). The completed form is attached to the student's official file.

Annual Report

The University's yearly financial and audit report, submitted to the NSW Parliament. It also includes a broad range of the University's activities and the strength of their performance in relation to the University's stated roles, values and goals.

Appeals

Students may lodge an appeal against academic or disciplinary decisions. An academic appeal (e.g. against exclusion) is managed by the Student Centre–Exclusions Office while it is under consideration and a record of the outcome of the appeal will be retained.

Assessment

The process of measuring the performance of students in units of study and courses. Performance may be assessed by examinations, essays, laboratory projects, assignments, theses, treatises or dissertations.

(See also Result processing, Result processing schedule.)

Formative assessment

Used principally to provide students with feedback on their progress in learning. It reinforces successful learning, and is an opportunity for students to expose the limitations in their knowledge and understanding.

Summative assessment

Used to certify competence, or to arrange students in a rank order of merit. It certifies the attainment of a standard, and is used as the basis for progression to the next part of a program, or to graduation.

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 pattern

Attendance pattern is classified as full-time, part-time or external. This is dependant on the student's mode of attendance and the student load.

Attendance mode

A Department of Education, Science and Technology (DEST) classification defining the manner in which a student is undertaking a course, i.e. internal, external, mixed or offshore.

Australian Qualifications Framework (AQF)

The framework for recognition and endorsement of qualifications established by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

AUSTUDY

Provides financial help to students who are 25 years old or over who meet the required criteria, and are undertaking an approved full-time course at an approved institution.

(See also Youth Allowance.)

Automated Results Transfer System (ARTS)

This system was developed by the Australasian Conference of Tertiary Admissions Centres (ACTAC) to allow the electronic academic record of a student to be accessed, via an admission centre, by tertiary institutions.

Award course

(See Course.)

B**Bachelor's degree**

The highest undergraduate award offered at the University. A bachelor's degree course normally requires three or four years of full-time study or the part-time equivalent.

(See also Award course.)

Barrier

An instruction placed on a student's record that prevents the student from re-enrolling or graduating.

(See also Deadlines (fees), Suppression of results.)

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

Financial award made to a student, based primarily on need.

(See also Scholarships.)

C**Calendar**

The annual University publication which provides general and historical information about the University of Sydney, the statutes and regulations under which it operates and the Senate resolutions relating to constitutions and courses in each faculty.

Cadigal program

A program, named in recognition of the Aboriginal people of the land on which the University is located, designed to increase the successful participation of Aboriginal and Torres Strait Islander people in degree courses in all faculties at the University of Sydney.

Campus

The grounds on which the University is situated. There are 10 campuses of the University of Sydney:

- Burren Street (Institute of Transport Studies)
- Camperdown
- Darlington
- Camden (Agriculture and Veterinary Science)
- Conservatorium (Sydney Conservatorium of Music)
- Cumberland (Health Sciences)
- Mallett Street (Nursing)
- Rozelle (Sydney College of the Arts)
- St James (Law)
- Surry Hills (Dentistry)

Cancellation

Where enrolment is cancelled for non-payment of fees.

Candidature

Candidature commences when a student is admitted to a course of study leading to the award of a degree, diploma or certificate. There are maximum periods and in some cases minimum periods of candidature depending on the award course and whether the candidate is a full-time or part-time student.

Census date

The date at which a student's enrolment, load and HECS liability are finalised before this information is reported to DEST.

(See also Commonwealth-supported Student, HECS-HELP.)

Ceremony

(See Graduation ceremony.)

Chancellor

The non-executive head of the University. An honorary position, the Chancellor presides over meetings of the University's governing body, the Senate, and important ceremonial occasions such as graduations.

Clinical experience

Students undertake clinical placements in a professional environment as part of their course requirements. Many require University approved supervision. In order to undertake clinical placements a student may be required to fulfil additional requirements.

College of Health Sciences

Consists of the Faculties of Dentistry; Health Sciences; Medicine; Nursing; and Pharmacy.

College of Humanities and Social Sciences (CHASS)

Consists of the Faculties of Arts; Economics and Business; Education; Law; the Sydney College of the Arts; and the Sydney Conservatorium of Music.

College of Sciences and Technology (CST)

Consists of the Faculties of Agriculture, Food and Natural Resources; Architecture; Engineering; Rural Management; Science, and Veterinary Science.

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

A single program with a single set of course resolutions leading to the award of two degrees (unless otherwise specified in the resolutions). (See also Combined course.)

Commencement date

The date a student commences candidature.

Commonwealth-supported student

Most of the students who study at the University of Sydney are Commonwealth supported. These students have most of the cost of their education paid by the government but must also contribute towards this cost themselves (their student contribution).

Confirmation of Enrolment form (COE)

This form is issued to each student after enrolment, showing the course and the units of study in which the student is enrolled, together with the credit point value of the units of study and the 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.

Conjoint ventures

Two or more institutions cooperate to provide a unit or course of study to postgraduate coursework students. Arrangements exist between individual departments at the University of Sydney and individual departments at the University of New South Wales (UNSW) and the University of Technology Sydney (UTS), whereby students enrolled for a degree at one institution complete one or more units of study at the other institution to count towards the award program at their 'home' institution.

Continuing professional education

A process which provides a number of programs of continuing education courses for professionals as they move through their career. These programs are 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 involves the maintenance of a long term relationship between the student and the University.

Convocation

The body comprising all graduates of the University.

Core unit of study

A unit of study that is compulsory for a particular course or subject area.

(See also Unit of study.)

Corequisite

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.)

Cotutelle Scheme

Agreement between the University and any overseas university for joint supervision and examination of a PhD student as part of an ongoing cooperative research collaboration. If successful, the student receives a doctorate from both universities with each testamur acknowledging the circumstances under which the award was made.

Course

An undertaking of study at the University of Sydney.

Award course

A formal course of study that will see attainment of a recognised award. Award courses are approved by Senate, on the recommendation of the Academic Board. The University broadly classifies courses as undergraduate, postgraduate coursework or postgraduate research.

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

Non-award course

Studies undertaken by students who are not seeking an award from the University.

(See also Cross-institutional enrolment.)

Coursework

An award course not designated as a research award course. While the program of study in a coursework award course may include a component of original, supervised, other forms of instruction and learning normally will be dominant.

Research

A course in which at least 66 per cent of the overall course requirements involve students in undertaking supervised research, leading to the production of a thesis or other piece of written or creative work, over a prescribed period of time.

Course alias

A unique five character alpha-numeric code which identifies a University course.

Course code

(See Course alias.)

Course enrolment status

A student's enrolment status in a course is either 'enrolled' or 'not enrolled'. 'Not enrolled' reasons include: cancelled; suspended; under examination; or terminated.

(See also Cancellation, Candidature, Course leave, Enrolment, Enrolment variation, Terminated, Under examination.)

Course leave

Students are permitted to apply for a period away from their course without losing their place. Course leave is formally approved by the supervising faculty for a minimum of one semester. Students on leave are regarded as having an active candidature, but they are not entitled to a student card. At undergraduate level, leave is not counted towards the total length of the course. Students who are absent from study without approved leave may be discontinued and may be required to formally reapply for admission.

(See also Progression.)

Course rules

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

(See also Award course, Corequisite, Prerequisite.)

Course suspension

(See Course leave.)

Course transfer

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

Credit

The recognition of previous studies successfully completed at this University, or another university or tertiary institution recognised by the University of Sydney, as contributing to the requirements of the course to which the applicant requesting such recognition has been admitted. It may be granted as specified credit or non-specified credit.

Specified credit

The recognition of previously completed studies as directly equivalent to units of study.

Non-specified credit

A 'block credit' for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study.

(See also AAM – Annual average mark, Waiver, Weighted average mark (WAM).)

Credit points

The value of the contribution each unit of study provides towards meeting course completion requirements. Each unit of study will have a credit point value assigned to it. The total number of credit points required for completion of award courses will be specified in the Senate Resolutions relevant to the award course.

Cross-institutional enrolment

An enrolment in units of study at one university to count towards an award course at another university. Cross-institutional enrolments incur a student-contribution liability (see Commonwealth-supported student) or tuition fee charge at the institution at which the unit of study is being undertaken.

(See also Non-award course).

D**Data Audit Committee (DAC)**

The Data Audit Committee's role is to oversee the integrity and accuracy of the course and unit of study data as strategic University data. It also advises the Academic Board on suggested policy changes related to course and unit of study data. A subcommittee of the VCAC Enrolment Working Party, it is chaired by the Registrar, with membership including the deans, the Student Centre, FlexSIS and the Planning Support Office.

Deadlines (Enrolment variations)

(See Enrolment variation.)

Deadlines (Fees)

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

(See also Barrier, Cancellation.)

Dean

The head of a faculty, or the principal or director of a college (such as the Sydney 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.

Deferment (Deferral)

(See Admission (deferment), Course leave.)

Degree

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

Delivery mode

Indicates how students receive the instruction for a unit of study. The delivery mode must be recorded for each unit as distinct from the attendance mode of the student, i.e. an internal student may take one or more units by distance mode and an external student may attend campus for one or more units.

Distance education

Where subject matter is delivered in a more flexible manner, such as correspondence notes, and student may only attend campus if required.

(See also Extended semester, Distance education, International – off shore.)

Intensive on campus

Core content is delivered with support learning in an intensive (one or more days) format on campus. Participation is usually compulsory. Previously this may have been called residential, block mode, or weekend workshop.

On campus (normal)

Attendance of scheduled lectures, tutorials etc at a campus of the University.

Department

(See School.)

Department of Education, Science and Training (DEST)

The Commonwealth Government department responsible for higher education.

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.

(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, and considered by the relevant department or faculty body. Decisions are recorded and letters are forwarded to applicants advising them of the outcome.

(See also Admission, UAC.)

Disability information

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

Disciplinary action

Undertaken as the result of academic or other misconduct, e.g. plagiarism, cheating, security infringement, criminal activity.

Discipline

A defined area of study, for example, chemistry, physics, economics.

Discipline group

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

Distance education

Where a student does not attend campus on a daily basis for a given course or unit of study.

(See also Delivery mode, Extended semester.)

Doctorate

A high-level postgraduate award. A doctorate course 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. (See also Award course, PhD.)

Domestic Student

A student who is not an international student.

(See also Local student.)

Double degree

A double degree is a program where students are permitted by participating faculties (and/or by specific resolutions within a single award) to transfer between courses in order to complete two awards.

Downgrade

Where a student enrolled in a PhD reverts to a master's by research, either on the recommendation of the University on the basis that the research they are undertaking is not at an appropriate level for a PhD; or at the student's own request, for personal or academic reasons.

E**Equivalent full-time student unit (EFTSU)**

The equivalent full-time student unit (EFTSU) is a measure of student load based on the workload for a student undertaking a full year of study in a particular course. A student is then recorded as having generated one EFTSU.

(See also Load, Stage.)

Equivalent full-time student load (EFTSL)

The equivalent full-time student load (EFTSL) for a year. It is a measure, in respect of a course of study, of the study load for a year of a student undertaking that course of study on a full-time basis (effective 1 January 2005).

Embedded courses

Award courses in the graduate certificate, graduate diploma and master's degree by coursework sequence which allow unit of study credit points to count in more than one of the awards, e.g. the Graduate Certificate in Information Technology, Graduate Diploma in Information Technology and Master of Information Technology.

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.

Commencing

An enrolment is classified as commencing if a student has enrolled in a particular degree or diploma for the first time.

Continuing

Students already in a course at the University re-enrol each year or semester. Most continuing students are required to pre-enrol.

(See also Pre-enrolment.)

Enrolment list

A list of all currently enrolled students in a particular unit of study.

(See also Unit of study.)

Enrolment status

(See Course enrolment status.)

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.)

Examination

A set of questions or exercises evaluating on a given subject given by a department or faculty.

(See Examination period, Assessment.)

Examination period

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

Examiner (Coursework)

The person assessing either the written/oral examination, coursework assignments, presentations, etc of a student or group of students.

Exchange student

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

Exclusion

A faculty may ask a student whose academic progress is considered to be unsatisfactory to 'show good cause' why the student should be allowed to re-enrol. If the faculty deems the student's explanation unsatisfactory, or if the student does not provide an explanation, the student may be excluded either from a unit of study or from a course or faculty. An excluded student may apply to the faculty for permission to re-enrol. Normally, at least two years must have elapsed before such an application would be considered.

University policy relating to exclusion is set out in the University Calendar.

(See also Progression, Senate appeals.)

Exemption

A decision made at a sub-unit of study level to allow a student to complete a unit of study without also completing all the prescribed components of coursework and/or assessment.

(See also Credit, Waiver.)

Expulsion

The ultimate penalty of disciplinary action is to expel the student from the University. The effect of expulsion is:

- the student is not allowed to be admitted or to re-enrol in any course at the University;
- the student does not receive their results;
- the student is not allowed to graduate; and
- the student does not receive a transcript or testamur.

Extended semester

A distance-learning student may be allowed more time to complete a module or program if circumstances beyond the student's control, e.g.

drought, flood or illness, affect the student's ability to complete the module or program in the specified time.
(See also Distance education.)

External

(See Attendance mode, Distance education.)

External transcript

A certified statement of a student's academic record printed on official University security paper. It includes the student's name, any credit granted, all courses the student was enrolled in and the final course result and all units of study attempted within each course together with the result. It also acknowledges prizes the student has received. Marks can be included or omitted, as required.

(See also Academic transcript, Internal transcript.)

F**Faculty**

A formal part of the University's academic governance structure, consisting mainly of academic staff members and headed by a dean, which is responsible for all matters concerning the award courses that it supervises. Usually, a faculty office administers the faculty and student or staff inquiries related to its courses. The University Calendar sets out the constitution of each of the University's faculties.

(See also Board of Studies, Supervising faculty.)

Faculty handbook

The annual University publication for each faculty which provided detailed information about the faculty and its courses.

FEE-HELP Loan

Fee-paying students who are Australian citizens or holders of a Permanent Humanitarian Visa can gain assistance in paying their fees through the Commonwealth Government's FEE-HELP program. There is a \$50,000 limit to the amount students can borrow and a 20 per cent loan fee on the amounts borrowed through FEE-HELP.

Fee-paying students

Students who pay tuition fees to the University and are not liable for HECS.

Fellows of Senate

Members of the governing body of the University.

Flexible learning

(See Delivery mode, Distance education.)

Flexible start date

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

Flexible Student Information System (FlexSIS)

The computer-based Flexible Student Information System at the University of Sydney.

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.

Formative assessment

(See Assessment.)

Full-time student

(See also Attendance pattern, EFTSU.)

G**Grade**

The outcome for a unit of study linked with a mark range. For example, a mark in the range 85–100 attracts the grade 'high distinction' ('HD').
(See also Mark.)

Grade	Description	Comment
HD	High distinction	A mark of 85–100.
D	Distinction	A mark of 75–84.
CR	Credit	A mark of 65–74.
P	Pass	A mark of 50–64.
R	Satisfied requirements	This is used in pass/fail only outcomes.
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 – e.g. "no more than one sixth of the total credit points for a course can be made up from PCON results".
F	Fail	A mark of 0–49. 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.
W	Withdrawn	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 (i.e. within the first four weeks of enrolment).
DNF	Discontinued not to count as failure	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.
INC	Incomplete	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 result. Except in special cases approved by the Academic Board, this result will be converted to a normal permanent passing or failing grade either: by the dean at the review of examination results conducted pursuant to section 2(4) of the Academic Board policy 'Examinations and Assessment Procedures'; or automatically to an AF grade by the third week of the immediately subsequent academic session. Deans are authorised to approve the extension of a MINC grade for individual students having a valid reason for their incomplete status.
UCN	Incomplete	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 practicum or clinical placements, or in programs extending beyond the end of semester (e.g. honours).

Graduand

A student who has completed all the requirements for an award course but has not yet graduated.

(See also Graduation, Potential graduand.)

Graduate

A person who holds an award from a recognised tertiary institution.

(See also Graduand, Graduation.)

Graduate Certificate

(See Award course.)

Graduate Diploma

(See Award course.)

Graduate entry degree

A bachelor's, or undergraduate degree, that requires another undergraduate degree as a prerequisite of entry. Examples of graduate entry degrees at the University of Sydney include: the Medical Program; Graduate Law and the Bachelor of Dentistry.

Graduation

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

Graduation ceremony

A ceremony where the Chancellor confers awards upon graduands.

Group work

Means a formally established project to be conducted by a number of students in common, resulting in a single piece of assessment or a number of associated pieces of assessment.

(See also Legitimate cooperation.)

Grand Weighted Average Mark (GWAM)

Is the WAM calculated over all units of study undertaken in a degree course (except those "Discontinued – Not to count as failure" and those with only a "Satisfied Requirements" result), weighted according to credit point value and the year-levels (1, 2, 3 or 4) of the units of study. The GWAM may be expressed as:

$$GWAM = \frac{\sum (Mark \times Credit Points \times Year)}{\sum (Credit Points \times Year)}$$

H**Handbook**

(See Faculty handbook.)

Head of department (HOD)

The head of the academic unit which has responsibility for the relevant unit of study, or equivalent program leader.

Higher doctorates

(See Award course.)

HECS (Higher Education Contribution Scheme)

Higher Education Contribution Scheme (HECS)

The Higher Education Contribution Scheme (HECS) was the previous Commonwealth Government student loan scheme. It ceased to operate on 1 January 2005 and was replaced by HECS-HELP (see below).

HECS-HELP Loan

Commonwealth supported students who are Australian citizens or holders of a Permanent Humanitarian Visa can choose to pay their contributions upfront or to obtain a HECS-HELP loan from the Commonwealth. A HECS-HELP loan is repaid through the tax system once the student is working and their income reaches a threshold (currently around \$35,000). Students who choose to pay their student contribution upfront receive a 20 per cent discount. The student's contribution is calculated twice a year (before each semester).

Honorary degrees

A degree *honoris causa* (translated from the Latin as 'for the purpose of honouring') is conferred on a person whom the University wishes to honour. Long-standing full-time members of the University's academic staff who are not graduates of the University may be considered by Senate, upon their retirement, for admission ad eundem gradum, to an appropriate degree of the University.

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 I, Class II – which may have two divisions or, Class III).

NSW Higher School Certificate (HSC)

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

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

I**In absentia**

Latin for 'in the absence of'. Awards are conferred in absentia when graduands do not, or cannot, attend the graduation ceremony scheduled for them. Those who have graduated in absentia may later request that they be presented to the Chancellor at a graduation ceremony.

(See also Graduation.)

Instrumental supervisor/teacher

All students at the Sydney Conservatorium of Music and BMus students on the Camperdown Campus have an instrumental teacher appointed.

(See also Advisor, Associate supervisor, Research supervisor, Supervision.)

Internal mode

(See Attendance mode.)

Internal transcript

A record of a student's academic record for the University's own internal use. It includes the student's name, student identifier (SID), address, all courses in which the student was enrolled and the final course result, and all units of study attempted within each course together with the unit of study result.

(See also Academic transcript, External transcript.)

International student

Any student who is not an Australian or New Zealand citizen or a permanent resident of Australia is an international student. An international student is required to hold a visa that allows study in Australia and may be liable for international tuition fees.

Fee-paying

A private International Student who is liable to pay tuition fees for their studies with the University.

Fee-paying – Outgoing exchange

An international fee-paying student undertaking short term study at a recognised overseas institution with which the University has a student exchange agreement. Exchange study counts towards the student's University of Sydney award and students remain enrolled in their University of Sydney course during the period of exchange.

International – cross-institutional

An international fee paying student undertaking non-award study at the University on a cross-institutional basis. They are liable to pay fees for the study they undertake at the University, but there is no compliance reporting requirement, which rests with their 'home' institution.

International – Sponsored

A private international student who is fully sponsored for his/her tuition; his/her sponsorship may also cover Overseas Health Cover and Compulsory Subscriptions.

Offshore studies

International offshore students undertake their program of study at one of the University's offshore campuses and hence do not enter Australia; therefore they do not require a visa. They are distinct from international students who are on outbound exchange programs as they never enter Australia during their program of study.

Short course

An international fee-paying student undertaking a short course with the University of Sydney comprising such programs as international development programs, executive training or study visits. The study undertaken by these students is non-award and generally a student visa is not required.

Sponsored award

An international student sponsored by the Australian government, undertaking a program of study at the University. Currently Australian Development Scholarships holders, funded by AusAID, are the only students in this category. These students are fully sponsored for their tuition and other costs such as travel and health cover, and are paid a stipend.

Study Abroad

An international student who is undertaking short-term study at the University under the Study Abroad scheme. Study Abroad students must have completed at least one year of study towards a degree at a recognised institution in their home country and are continuing towards the degree of their home institution.
(See also Local student, Student type.)

J**Joining fee**

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

L**Learning Entitlement**

Each student has a seven year full-time period during which they can remain Commonwealth supported. This seven year period is called their 'learning entitlement'.

Leave

(See Course leave.)

Legitimate cooperation

Any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students.
(See also Group work.)

Life membership

Under some circumstances (e.g. after five full-time years of enrolments and contributions) students may be granted life membership of various organisations. This means they are exempt from paying yearly fees.
(See also Compulsory subscriptions.)

Load

The sum of the weights of all the units of study in which a student is enrolled. The weight is determined by the proportion of a full year's work represented by the unit of study in the degree or diploma for which the student is a candidate. Student load is measured in terms of Equivalent full-time student units (EFTSU).
(See also Equivalent full-time student units (EFTSU).)

Local Student

Either an Australian or New Zealand citizen or Australian permanent resident. New Zealand citizens are required to pay their Higher Education Contribution Scheme (HECS) fees upfront.
(See also Commonwealth-supported student, Domestic student, International student.)

M**Major**

A field of study, chosen by a student, to represent their principal interest. This would consist of specified units of study from later stages of the award course. Students select and transfer between majors by virtue of their selection of units of study. One or more majors may be awarded upon the graduand's assessment of study.
(See also Award course, Minor, Stream.)

Major timetable clash

The term used 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 simultaneously.

Mark

An integer (rounded if necessary) from 0 to 100 indicating a student's performance in a unit of study.
(See also Grade.)

Master's degree

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

Method of candidature

A course is either a research course or a coursework course and so the methods of candidature are 'research' and 'coursework'.
(See also Course – Coursework, Course – Research.)

Minor

Studies undertaken to support a Major. 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 awarded upon the graduand's assessment of study.
(See also Award course, Major, Stream.)

Mixed mode

(See Attendance mode.)

MPhil

The Master of Philosophy (MPhil) is a master's by research degree offered by some (but not all) of the University's faculties.
(See also Award course, Master's degree.)

Mutually exclusive units of study

(See Prohibited combinations of units of study.)

MyUni

The University of Sydney's student portal system. It provides students with access to information about the University and its courses, including access to email, library services, student support services, student self-administration and e-learning software such as Blackboard and WebCT.

N**Non-award course**

(See Course.)

Non-standard session

A teaching session other than the standard February and August sessions – e.g. Summer School, in which units of study are delivered and assessed in an intensive mode during January.
(See also Semester, Session.)

O**Orientation Week**

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

P**Part-time student**

(See Attendance mode, Attendance pattern, Equivalent full-time student units (EFTSU).)

Permanent home address

The address used for all official University correspondence with a student, both inside and outside of semester time (e.g. during semester breaks), unless the student provides a different overridden by semester address for use during the semester.

(See also Semester address.)

PhD

The Doctor of Philosophy (PhD) and other doctorate awards are the highest awards available at the University. A PhD course is normally purely research-based; the candidate submits a thesis that is an original contribution to the field of study.

(See also Award course, Doctorate.)

Plagiarism

Presenting another person's ideas, findings or work as one's own by copying or reproducing them without the acknowledgement of the source.

(See also Academic dishonesty.)

Postgraduate

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

(See also Course – Coursework, Course – Research.)

Postgraduate Education Loans Scheme (PELS)

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). This scheme was replaced by the FEE-HELP scheme on 1 January 2005.

(See FEE-HELP Loan.)

Potential graduand

A student who has been identified as being eligible to graduate on the satisfactory completion of their current studies.

(See also Graduand, Graduation.)

Pre-enrolment

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

(See also Enrolment.)

Prerequisite

A unit of study that is required to be successfully completed before another unit of study can be attempted. Prerequisites can be mandatory (compulsory) or advisory.

(See also Assumed knowledge, Corequisite, Waiver, Qualifier.)

Prizes

Awarded in recognition of outstanding performance, academic achievement or service to the community or University.

Probationary candidature

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

Professional practice

Students undertake placement in a professional practice as a part of their course requirements. May require University approved supervision. Professional placements are located in a wide range of

professional practices environments, and may not require additional criteria to be fulfilled.

Progression

Satisfactory progression is satisfying all course and faculty rules (normally assessed on an annual basis) to enable the completion of the chosen award within the (maximum) completion time allowed.

(See also Exclusion.)

Prohibited combinations of units of study

When two or more units of study contain a sufficient overlap of content, enrolment in any one such unit prohibits enrolment in any other identified unit.

(See also unit of study.)

Provisional re-enrolment

(See Pre-enrolment.)

Q**Qualification**

An academic attainment recognised by the University.

Qualifier

A mandatory (compulsory) prerequisite unit of study which must have a grade of pass or better.

(See also Assumed knowledge, Corequisite, Prerequisite, Waiver.)

R**Recycling**

The submission for assessment of one's own work, or of work which substantially the same, which has previously been counted towards the satisfactory completion of another unit of study, and credited towards a university degree, and where the examiner has not been informed that the student has already received credit for that work.

Registration

In addition to enrolling with the faculty in units of study, students must register with the department responsible for teaching each unit. This is normally done during Orientation Week. Note that unlike enrolment, registration is not a formal record of units attempted by the student.

Research course

(See Course – Research.)

Research supervisor

A supervisor is appointed to each student undertaking a research postgraduate degree. The supervisor will be a full-time member of the academic staff or a person external to the University recognised for their association with the clinical teaching or the research work of the University. A research supervisor is commonly referred to as a supervisor.

(See also Advisor, Associate supervisor, Instrumental supervisor/teacher, Supervision.)

Result processing

Refers to the processing of assessment results for units of study. For each unit of study, departments tabulate results for all assessment activities and assign preliminary results.

(See also Assessment, Formative assessment, Examination period, Summative assessment.)

Result processing schedule

The result processing schedule will be determined for each academic cycle. All departments and faculties are expected to comply with this schedule.

(See also Assessment, Examination period, Result processing.)

Result

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

(See also Grade, Mark.)

Research Training Scheme (RTS)

The RTS provides Commonwealth-funded higher degree by research (HDR) students with an 'entitlement' to a HECS exemption for the duration of an accredited HDR course, up to a maximum period of four years full-time equivalent study for a doctorate by research and two years full-time equivalent study for a master's by research.

S**Scholarships**

Financial or other form of support made available to enable students to further their studies. (See also Bursaries.)

School

A school or academic unit shall encourage and facilitate teaching, scholarship and research and coordinate the teaching and examining duties of members of staff in the subjects or courses of study with which it is concerned.

Semester

A half-yearly teaching session whose dates are determined by the Academic Board. Normally all undergraduate sessions will conform to the semesters approved by the Academic Board. Any offering of an undergraduate unit not conforming to the semester dates (non-standard session) must be given special permission by the Academic Board.

(See also Session, Non-standard session.)

Semester address

The address to which all official University correspondence is sent during semester time, if it is different to the permanent address.

Senate

The governing body of the University.

(See the University Calendar for more details of its charter and powers.)

Senate appeals

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

(See also Exclusion.)

Session

Any period of time during which a unit of study is taught. A session differs from a semester in that it need not be a six-month teaching period, but it cannot be longer than six months. Each session maps to either Semester One or Two for 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.)

Short course

A fee paying student undertaking a short course with the University of Sydney comprising professional development, executive training etc. The study undertaken by these students is a non-award course.

Show cause

(See Progression, Exclusion.)

Special consideration

Candidates who suffer serious illness or misadventure which may affect performance in any assessment, may request that they be given special consideration in relation to the determination of their results.

Sponsorship

Financial support of a student by a company or government body.

Stage

A normal full-time course of study taken in a year.

(See also Course rules, EFTSU, Progression.)

Stream

A defined award course, which requires the completion of set units of study as specified by the course rules for the particular stream, in addition to the core program specified by the course rules. A stream will appear with the award course name on testamurs, e.g. Bachelor of Engineering in Civil Engineering (Construction Management).

(See also Award course, Major, Minor.)

Student

Student means a person enrolled as a candidate for an award course or unit of study.

Student identifier (SID)

A nine-digit number which uniquely identifies a student at the University.

Student ID Card

All students who enrol are issued with an identification card. The card includes the student's name, SID, the course code, a library borrower's bar code and a passport-style photo. 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 progress rate (SPR)

A calculation which measures the rate at which load undertaken is passed annually in each award program.

Student type

Student type identifies whether a student is local or international and the type of study the student is undertaking.

(See also International student, Domestic student, Exchange student.)

Study Abroad program

A scheme administered by the International 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, e.g. the unit of study 'History of Momoyama and Edo Art' may count towards the requirements for the subject areas 'Art History and Theory' and 'Asian Studies'.

Summative assessment

(See Assessment.)

Summer School

(See Sydney Summer School.)

Supervising faculty

The faculty which has the responsibility for managing the academic administration of a particular course, i.e. 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. Further, in the case where one course is jointly offered by two or more faculties (e.g. the Liberal Studies course), a joint committee may make academic decisions about candidature and the student may be assigned a supervising faculty for administration.

Supervision

Refers to a one-to-one relationship between a student and a nominated member of the academic staff or a person specifically appointed to the role.

(See also Advisor, Associate supervisor, Instrumental supervisor/teacher, Research supervisor.)

Suppression of results

Results for a particular student can be suppressed by the University when the student has an outstanding debt to the University; or the student is facing disciplinary action. A student may also request a suppression for personal reasons.

Suspension

(See Course leave.)

Sydney Summer School

A program of accelerated, intensive study running for approximately six weeks during January and February each year. Both undergraduate and postgraduate units are offered. 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 attract full fees and enrolled students are also liable for compulsory subscriptions. Some fee-waiver scholarships are available.

Semester Weighted Average Mark (SWAM)

Is the WAM calculated over all units of study undertaken in a semester (except those 'Discontinued – Not to count as failure' and those with only a 'Satisfied Requirements' result), weighted according to credit point value. The SWAM may be expressed as:

$$SWAM = \frac{\sum (Mark \times Credit\ points)}{\sum (Credit\ points)}$$

T**Teaching department**

(See School.)

Teaching end date

Official finish date of formal timetabled classes.

Teaching start date

Official commencement date of formal timetabled classes.

Terminated

Term used when a student's candidature has been officially closed because they are not able to complete the Course requirements.

(See also Candidature.)

Testamur

A certificate of award provided to a graduand, usually at a graduation ceremony. The Award conferred will be displayed along with other appropriate detail.

Thesis

A major work that is the product of an extended period of supervised independent research.

(See also Course – Research.)

Timetable

The schedule of lectures, tutorials, laboratories and other academic activities that a student must attend.

Transcript

(See Academic transcript.)

Transfer

(See Course transfer.)

Tuition fees

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

U**Universities Admissions Centre (UAC)**

The UAC receives and processes applications for admission to undergraduate courses at recognised universities in NSW and the ACT. Most commencing, local undergraduate students at the University apply through the UAC.

Universities Admission Index (UAI)

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, and is a number between 0.00 and 100.00 with increments of 0.05.

Under examination

Indicates that a research student has submitted their written work (thesis) for assessment, and is awaiting the finalisation of the examiners' outcome and recommendation.

Undergraduate

A term used to describe both a course leading to a diploma or bachelor's degree and a student enrolled in such a course.

Unit of study

Unit of study or unit means a stand-alone component of an award course. Each unit of study is the responsibility of a department.

(See also Prohibited combinations of unit of study.)

Unit of study enrolment status

The enrolment status indicates whether the student is still actively attending the unit of study (i.e. currently enrolled) or is no longer enrolled.

(See also Discontinuation or Cancellation.)

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 a student qualified for the award of an undergraduate honours degree (or some master's degrees), whose academic performance is judged to be outstanding.

Upgrade

Where a student enrolled in a master's by research course is undertaking research at such a standard that either the University recommends that the student upgrade their degree to a PhD, or the student seeks to upgrade to a PhD and this is supported by the University.

USYDnet

The University of Sydney's intranet system. 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.

V**Variation of enrolment**

(See Enrolment variation.)

Vice-Chancellor and Principal

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

W**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, Exemption.)

Winter School

An intensive session offered by the University during the mid-year break.

Weighted average mark (WAM)

This mark uses the unit of study credit point value in conjunction with an agreed 'weight'. The formula for this calculation is:

$$WAM = \frac{\sum (W_c \times M_c)}{\sum (W_c)}$$

Where W_c is the weighted credit point value – i.e. the product of the credit point value and the level of weighting of 1, 2, 3, or 4 for a first, second, third or fourth year unit of study respectively; and where M_c is the greater of 45 or the mark out of 100 for the unit of study.

The mark is the actual mark obtained by the student for the unit of study, or in the case of a failing grade with no mark – 0. Pass/fail assessed subjects and credit transfer subjects (from another institution) are excluded from these calculations; however, the marks from all attempts at a unit of study are included. (Effective from 1 January 2004.)

In addition, faculties may adopt other average mark formulae for specific progression or entry requirements. If such a formula is not specified in the faculty resolutions, the formula outlined above is used. (See also WAM weight.)

WAM weight

A weight assigned to each unit of study to assist in the calculation of WAMs.

Y**Year of first enrolment (YFE)**

The year in which a student first enrolls at the University.

(See also Commencement date.)

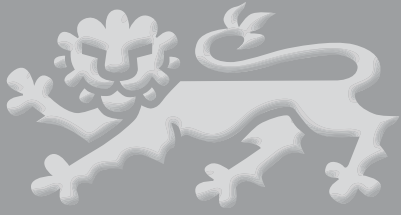
Youth Allowance

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

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maps

Quick links:

www.facilities.usyd.edu.au/maps/index.shtml

Campuses

Bicycle map

Precincts

Disability access

Parking layout



The University of Sydney

University buildings	Computer access centres	Sports and recreational venues
O6 Aeronautical Engineering Building	H3 Brennan	K2 Fisher Tennis Courts
J4 Anderson Stuart Building	G4 Education	D4 HK Ward Gymnasium
G3 Badham Building	K3 Fisher	H5 Lawn Tennis Courts
H3 Bank Building	N7 Link	H4 Manning Squash Courts
L2 Baxter's Lodge	L6 McGrath (Carslaw)	F5 The Arena Sports Centre
L8 Biochemistry and Microbiology Building	H3 Pharmacy	G5 The Square
E6 Blackburn Building	Cultural venues	E5 University Oval No1
E7 Bosch Building 1A	H2 Macleay Museum	E3 University Oval No2
E7 Bosch Building 1B	J3 Nicholson Museum	M9 University Sports & Aquatic Centre
H3 Brennan MacCallum Building	N6 Seymour Centre	Unions and associations (offices)
E6 Bruce Williams Pavilion	K7 Sir Hermann Black Gallery	K7 Students' Representative Council (SRC)
L6 Carslaw Building	M6 Tin Sheds Gallery	M9 Sydney University Postgraduate Representative Association (SUPRA)
F4 Chaplaincy	J2 War Memorial Art Gallery	M9 Sydney University Sport
M8 Chemical Engineering Building	J2 War Memorial Art Gallery	G2 University of Sydney Union
J5 Chemistry Building	F2 Agriculture, Food and Natural Resources	University administration and Services
N8 Civil Engineering Building	M6 Architecture	M10 Advancement Services
N9 Civil Engineering Workshop	H3 Arts	H3 Alumni Relations Office
K10 Clark Building	K8 Economics & Business	F3 Business Liaison Office
J9 Darlington Centre	G4 Education and Social Work	F1 Careers Centre
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L10 Demountables	H3 Pharmacy	H3 Chancellor
K5 Eastern Avenue Auditorium & Lecture Theatre Complex	L6 Science	L10 Computing Centre
L9 Economics and Business Building	D3 Veterinary Science	H2 Executive Offices
H2 Edgeworth David Geology Building	Libraries	J3 Information Centre
G4 Education Building	M6 Architecture	L10 Information and Communications Technology
H4 Education Building Annex	G3 Badham	L9 International Office
H5 Edward Ford Building	H5 Burkitt-Ford	K8 Office of Development
N7 Electrical Engineering Building	K3 Curriculum Resources	G1 Personnel
N7 Engineering Link Building	N8 Engineering	M10 Printing Services (UPS)
C3 Evelyn Williams Building	K3 Fisher	H2 Publications Office
K3 Fisher Library	J6 Madsen	H3 Research Office
G2 Footbridge Theatre	L6 Mathematics	M10 Room Bookings & Venue Management
C2 Gatekeeper's Lodge	E7 Medical	F1 Scholarships Unit
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M8 Gordon Yu-Hoi Chui Building	H6 Physics	M10 Student Housing
J2 Great Hall	H5 Schaeffer Fine Arts	G4 Student Services Unit
G3 Griffith Taylor Building	Retail	K8 Summer School
D4 HK Ward Gymnasium	H3 Australia Post Office	H3 University Relations (Vice Principal)
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G2 Holme Building	G2 Holme Building	
N5 Information Technologies	H4 Manning House	
K8 Institute Building	F5 The Arena Sports Centre	
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D3 JD Stewart Building	M9 University Sports & Aquatic Centre	
F3 John Woolley Building	M9 University Co-op Bookshop	
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H3 MacLaurin Hall	C3 Veterinary Hospital & Clinic	
H2 Macleay Building	K7 Wentworth Building	
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J6 Madsen Building	M10 Emergency Services	
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D3 McMaster Building		
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A2 Mechanical Foundation Building		
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	F9 Carillon Avenue	
	H1 Laurel Tree House	
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	J10 Darlington House	
	K9 Darlington Road Terraces	
	N5 International House	
	L10 Mandelbaum House	
	A4 Sancta Sophia College	
	C8 St Andrew's College	
	B5 St John's College	
	L6 St Michael's College	
	G7 St Paul's College	
	E1 Selle House	
	D10 Sydney University Village	
	F7 Wesley College	
	G8 Women's College	

Course planner

Year	Semester	Unit of study 1 & credit points		Unit of study 2 & credit points		Unit of study 3 & credit points		Unit of study 4 & credit points		Total credit points
1	1									
	2									
2	summer									
	1									
	winter									
	2									
3	summer									
	1									
	winter									
	2									
4	summer									
	1									
	winter									
	2									
5	summer									
	1									
	winter									
	2									
Total credit points										