



The University of Sydney

Faculty of Dentistry Handbook 2002

University semester and vacation dates 2002

Summer School

Lectures begin	Wednesday 2 January
Summer School ends	Friday 1 March

Semester 1

Lectures begin	Monday 4 March
Easter recess:	
Last day of lectures	Thursday 28 March
Lectures resume	Monday 8 April
Study vacation: 1 week beginning	Monday 17 June
Examinations commence	Monday 24 June
Semester 1 ends	Saturday 6 July

Semester 2

Lectures begin	Monday 29 July
Mid-semester recess:	
Last day of lectures	Friday 27 September
Lectures resume	Tuesday 8 October
Study vacation: 1 week beginning	Monday 11 November
Examinations commence	Monday 18 November
Semester 2 ends	Saturday 7 December

Last dates for withdrawal or discontinuation 2002

Semester 1 units of study

Last day to add a unit	Friday 15 March
Last day for withdrawal	Friday 29 March
Last day to discontinue without failure (DNF)	Friday 26 April
Last day to discontinue (Discontinued - Fail)	Friday 14 June

Semester 2 units of study

Last day to add a unit	Friday 9 August
Last day for withdrawal	Friday 30 August
Last day to discontinue without failure (DNF)	Friday 13 September
Last day to discontinue (Discontinued - Fail)	Friday 8 November

Full Year units of study

Last day for withdrawal	Friday 29 March
Last day to discontinue with permission (DNF)	Friday 2 August
Last day to discontinue (Discontinued - Fail)	Friday 8 November

Academic year information (Academic Board policy and dates 1998-2002) is available at:

www.usyd.edu.au/su/planning/policy/acad/3_0aca.html

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The University of Sydney Faculty of Dentistry Handbook 2002

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The information in this handbook is subject to approval and/or change by the appropriate faculty of the University. Students should always check the accuracy of the information with faculty staff.

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Contents

Introduction	iv
Faculty of Dentistry semester and vacation dates 2002	iv
Message from the Dean	v
1. Staff	1
2. Guide to the Faculty	5
General information	5
Centres and services for teaching and research	5
Membership of the Faculty	6
History of the Faculty	6
3. Bachelor of Dentistry	9
Introduction	9
Aims	9
Characteristics	9
Organisation	10
Goals	11
Information technology	11
Learning	12
Assessment	13
Evaluation	13
Research	13
4. Bachelor of Dental Surgery requirements	15
Regulations	15
5. Units of study	17
Year 3	17
Year 4	19
Year 5	21
6. Other Faculty information	23
Infectious diseases	23
Orientation and enrolment	23
Regulations	23
Libraries	25
Faculty societies	25
Committee for Continuing Education in Dentistry	25
Traineeships, scholarships and prizes	25
7. General University information	27
Student organisations	31
Glossary	33
Index	43
Map of main campus	44

Introduction

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

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

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

Faculty Office

Information about:

- University regulations
- Faculty rules, procedures and the like

can be obtained from the Faculty Office, which is located on the 6th floor of the United Dental Hospital of Sydney, 2 Chalmers Street, Surry Hills NSW 2010.

Disciplines

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

Teaching hospitals

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

Noticeboards

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

Postgraduate study

The Faculty of Dentistry offers the following postgraduate degrees and diplomas:

- Master of Dental Science
- Master of Science in Dentistry
- Doctor of Dental Science
- Doctor of Philosophy
- Graduate Diploma in Community Oral Health and Epidemiology
- Graduate Diploma in Clinical Dentistry.

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

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

Phone: (02) 9351 3231

Fax: (02) 9351 3196

Email: pskinner@medicine.usyd.edu.au

Faculty of Dentistry semester and vacation dates 2002

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

Semester	Begins	Recess	Lectures end	Study vacation	Exams commence
First Year (BDent)					
First Semester	25 February	29 Mar--5 Apr	28 June	N/A	N/A
Second Semester	15 July	30 Sep --7 Oct	16 November	N/A	18 November
Second Year (BDent)					
First Semester	18 February	29 Mar--5 Apr	28 June	N/A	N/A
Second Semester	15 July	30 Sep--7 Oct	8 November	11-22 November	25 November
Third Year (BDS)					
First Semester	14 February	29 Mar ~5 Apr	14 June	17-21 June	24 June
Second Semester	22 July	30 Sep --7 Oct	8 November	11-15 November	18 November
Fourth Year (BDS)					
First Semester	28 January	29 Mar ~5 Apr	14 June	17-21 June	24 June
Second Semester	15 July	30 Sep --7 Oct	8 November	11-15 November	18 November
Fifth Year (BDS)					
First Semester	7 February	29 Mar ~5 Apr	14 June	17-21 June	24 June
Second Semester	29 July	30 Sep --7 Oct	8 November	11-15 November	18 November

Message from the Dean

Welcome to the Faculty of Dentistry at The University of Sydney. I hope you will find your time with us to be a student-friendly preparation for a rewarding career in a close-knit and supportive profession.

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

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

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

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



Keith S Lester, Dean





1 Staff

As at 7 November 2001. Heads of discipline are denoted with an asterisk (*).

Dean

Keith S Lester

Pro-Dean

Cyril J Thomas

Associate Deans

Gregory M Murray (*Postgraduate and Research*)

Tania Gerzina (*Curriculum*)

Shalinie Gonsalkorale (*Students*)

Sub-Dean

Susan Buchanan (*Director of Dental Services, United Dental Hospital*)

Sub-Deans (Academic)

Catherine E Groenlund (*United Dental Hospital*)

Malcolm D Bourne (*Westmead Centre for Oral Health*)

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Executive Assistant to the Dean

Natalie Shea, BA DipEd BMus

Faculty Office

Executive Officer

Susanne Osborne, BFA NE

Finance Accountant/Resources Officer

Reuben Karunaikumar, ACMA UK

Admissions Officer

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Margo Lemcke, GradDipHlthPromotion QldUT

Teaching and support staff

Professor of Prosthodontics

*Iven J Klineberg, AM RFD, PhD Lond BSc MDS, FRACDS
FDSRCS FICD (Occlusion). Appointed 1978

Professor of Oral Pathology

*D Murray Walker, BDS Brist MD BCH Wales, FDSRCS
MRCPATH FFOP FRCPA (Oral Pathology and Oral Medicine).
Appointed 1992

Professor of Conservative Dentistry

*Roland W Bryant, MDS PhD, FRACDS (Tooth Conservation).
Appointed 1993

Australian Society of Orthodontists (NSW Branch) Inc Professor of Orthodontics

*M Ali Darendeliler, MS(BDS) Istanbul PhD DipOrthod Gazi
CertifOrthod Geneva PrivDoc Turkey (Orthodontics).
Appointed 1997

Professor of Biomaterials Science

*Michael V Swain, BSc PhD UNSW (Dental Materials Science).
Appointed 1998

Associate Professors

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 Mark Cordato
 Julia Dando
 Anthony de Meyrick
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 Iain Douglas
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 Martin Fine
 Bruce Gray
 Warwick W Hanson
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 Ken Harrison
 Tom Hasson
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 Kerry Lester
 Lydia Lim
 Sabrina Manickam
 John McHugh
 Atul Mehta
 Peter G Mouser
 James Mumme
 Pauline Myint
 Thach Nguyen
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 Steven Parker
 Kathryn Poulos
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 Robert Santosa
 James ES Shin
 Christopher Smith
 Jin Song
 Steve Stramotas
 John Vandervord
 Richard Vickers
 Ross Vickers
 Michael P Walker
 David Watkins
 Ian Young
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 J Paul Seale, PhD *Lond, FRACP (Pharmacology)*
Reader
 John Gibbins, MDS PhD *(Pathology)*
Associate Professors
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 Ewan Mylecharane, BPharm *Vic IC BSc PhD Melb*
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Lecturers
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 Miriam Frommer, PhD *Lond BSc (Physiology)*
 Bill Phillips, BSc PhD *(Physiology)*
 M Anne Swan, BSc PhD *(Anatomy and Histology)*
Associate Lecturers
 Fiona Stewart, BSc *NE MB BS, RACGP (Anatomy and Histology)*

2 Guide to the Faculty

■ General information

Degrees and diplomas in the Faculty

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

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

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

The field of dentistry

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

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

Dentistry as a profession

There is an increasing scope of activity for dental graduates. The control of dental caries and the lessening of needs for routine restorative dentistry in the younger generation, as well as rapid advances in research and prevention over the last decade, have allowed dental graduates the opportunity to carry out more sophisticated and specialised dental treatment. The increasing availability of postgraduate training makes entry into specialised practice more readily available and the growing level of community awareness of the significance of oral health, together with a feeling of confidence in preventive measures, allows a higher standard of dental health care to be provided for the community.

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

General dental practice

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

Specialisation

After two years in general dental practice, dentists may prepare themselves for specialised practice by completing a Master's degree in the discipline of their choice. Some of the areas of

specialisation are orthodontics, oral and maxillofacial surgery, oral medicine, periodontics, dental public health, prosthodontics and paediatric dentistry.

Research

The essence of professional and university activity is the development of knowledge in the total field that the profession encompasses.

Research in dentistry is the basis of progress, in understanding not only human biology and pathology, but also psychology. It embraces every aspect of the basic sciences, clinical practice and the behavioural sciences in their relationship to the production of oral health and its maintenance.

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

Teaching

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

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

Institutional dentistry

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

Armed services

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

School Dental Service

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

The Dentists Act

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

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

Any person who proves to the Board to be of good character shall be entitled to be registered as a dentist if he or she is:

- (a) a graduate in dentistry of any university in Australia or of a dental college affiliated with a university of Australia; or
- (b) qualified in any of the ways set out in Section 10 of the Act.

■ Centres and services for teaching and research

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

Both sites provide:

- clinical and technical facilities for the instruction of dentistry students

- dental treatment for patients who are holders of Health Cards or those referred for specialist care.

Aboriginal Medical Service

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

■ Membership of the Faculty

Resolutions of the Senate

Constitution of the Faculty of Dentistry

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

Student membership of the Faculty

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

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

The Senate resolutions for the student membership of the Faculty of Dentistry are set out in full in the University's Calendar.

Students may also become members of other university bodies.

■ History of the Faculty

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

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

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

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

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

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

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

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

Instructor in Mechanical Dentistry

NA Gray

Three lecturers in Surgical Dentistry

NS Hinder, DDS

NB Pockley, DDS

R Fairfax Reading, MRCSEd

Three lecturers in Mechanical Dentistry

AH MacTaggart, DDS

AC Nathan, DDS

HSduVemet, DDS

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

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

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

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

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

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

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

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

USA. Dr Neil Ernest Goldsworthy, Senior Lecturer in Bacteriology in the Faculty of Medicine, was appointed the first Director.

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

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

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

The 1970s were a period of concern about redevelopment of dental teaching and research facilities and revision of the undergraduate curriculum. The MGM Building adjoining the United Dental Hospital was purchased by the Health Commission of New South Wales with the financial support of the Australian Universities Commission, and was converted into facilities for the Faculty. Planning commenced for a second clinical school to be established in the Westmead Centre, a major new hospital complex in the western suburbs of Sydney (now known as Westmead Hospital). The Hospital was opened for medical patients in 1978 and accepted its first dental patients in 1980. The Westmead Hospital Dental Clinical School (now the Westmead Centre for Oral Health) has become a major facility for the Faculty for both undergraduate and postgraduate education and training.

In line with developments in dental and health sciences education throughout the world, the Faculty embarked in 1970 on a review of its undergraduate curriculum. Radical changes were adopted and the first students were accepted into the new Bachelor of Dental Surgery course in 1978.

Professor Martin retired in December 1988; his successor, Professor Rory Hume, was elected Dean in January 1989 and resigned in September 1990. Professor Iven Klineberg was elected Dean to March 1992 and under a revised University policy became the first appointed Dean for a five-year term 1992 to 1996.

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

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

3 Bachelor of Dentistry

■ Introduction

In 2001, the Faculty of Dentistry at The University of Sydney introduced its four-year graduate-entry program (BDent). This program replaces the former five-year undergraduate-entry curriculum, to which the last students were admitted in 2000.

The Faculty aims to attract and enrol committed, mature and academically diverse students. Student selection will be on the basis of

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

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

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

■ Aims

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

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

■ Characteristics

Features of the new curriculum include:

- graduate entry of applicants with diverse backgrounds
- development of dental skills from the first week and early patient contact
- an emphasis on effective communication and active learning
- an integrated understanding of medical and dental issues in health and disease
- learning based on clinical problems and emphasising clinical reasoning
- a team approach to learning and clinical work
- an evidence-based approach to practice
- encouragement and support for self-directed learning
- an emphasis on information literacy
- opportunities to learn in a range of dental practice settings, including rural placements.

Each week of learning is based on the presentation of a clinical problem, which students address cooperatively in small groups. In all, 35 problems are studied in each of Years 1 and 2.

Learning is integrated across dental and medical disciplines and between years; understanding and knowledge are built progressively in a relevant context. Students are challenged to identify key issues for learning and to seek out and share knowledge that will progress the group's collective

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

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

Most of the problems in the first two years are based on realistic medical problems that illustrate important scientific concepts in health and disease. The problems represent common situations, with an emphasis on those that are treatable or preventable, and are constructed to stress diagnostic reasoning and scientific principles of management. In addition, each problem raises one or more issues of importance in practice: ethical; behavioural; social; interpersonal. Some problems raise issues relating to the distribution of health care or to research. Each problem specifically encourages dental students to explore within their own groups the wider relevant implications of the problem.

On main campus, most lectures and other laboratory sessions are shared with medical students. Some classes and seminars, however, are specifically designed for dental students. Four problems to be studied towards the end of second year focus explicitly on fundamental oral issues.

In the latter two years of the program, the problems will continue to be presented, but will be centred on more complex dental issues. They will however often involve medically compromised patients as encountered in daily community or hospital practice, in order to reinforce and apply earlier learning.

High level communication and technical skills are essential for successful dental practice. For each week of the first two years, students attend the United Dental Hospital for a busy clinical day. They consider relevant basic dental issues in a case-based context and learn many specific dental skills in the laboratory, in simulation and in the clinics. As a crucial part of professional training, students are encouraged to assess their own progress and to evaluate the work of their peers. As students progressively demonstrate basic proficiency, they move to the dental clinics to apply their skills.

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

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

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

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

Students will use information technology throughout the program

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

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

dental teams. Students will progress educationally from lower order (reporting, describing) to higher order skills (analysing, evaluating and synthesising).

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

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

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

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

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

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

Outline

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

i Organisation

1. Themes

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

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

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

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

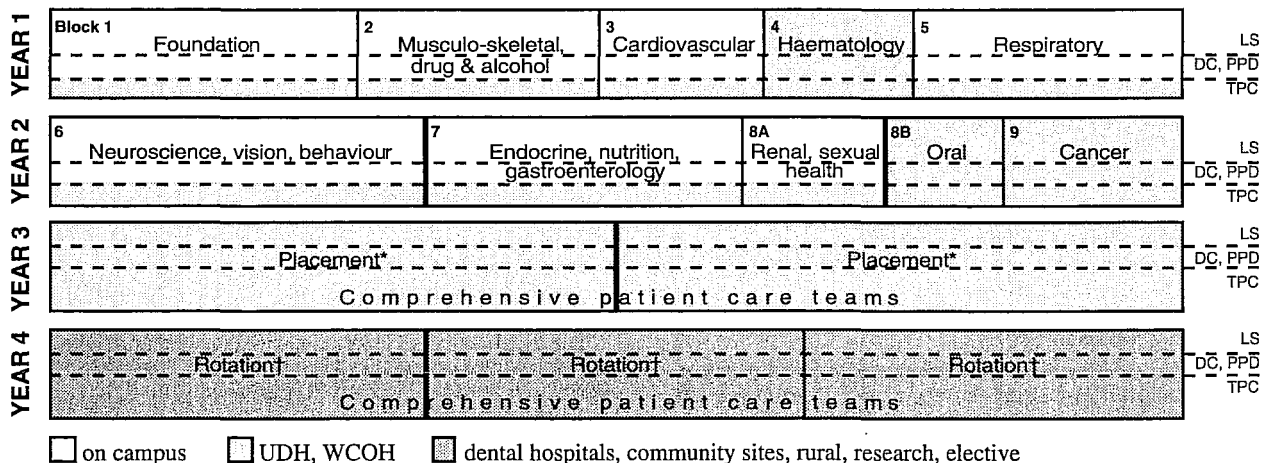
These three themes provide the framework for the goals of the program (see below), the development of the curriculum, and for assessment. The integrated nature of the curriculum means that every week some aspects from all themes will be discussed in tutorials, presented in lectures or specific theme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

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

2. Structure

The theme structure ensures that the students' knowledge and skills develop and build systematically over the four years in explicit domains. The relative contributions of the themes vary at different stages of the curriculum, with an initial focus on life sciences, early clinical experience and dental manipulative skills. Then follows a growing emphasis on clinical dental knowledge, skills and judgement as students manage individual patients in

Figure 3.1: Organisation of the BDent



*Placement: WCOH, regular visits to UDH

†Rotation: UDH and associated clinics: WCOH and associated clinics: rural and elective/selective

opportunity for electives (at the student's choice) or selectives (directed studies for those in difficulties).

Year 1

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

Year 2

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

Year 3

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

Year 4

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

■ Goals

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

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

At the end of the BDent, graduates will demonstrate the following.

1. General and diagnostic

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

2. Management

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

3. Personal

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

4. Community

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

Information technology

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

Information for students is accessible from the Faculty's educational site, including timetables, bulletins, a dental relevance link, one-page summaries of learning topics with references and keywords, outlines of lectures and sessions, relevant images and other learning resources. Materials for the problems, including the introductory triggers, laboratory and imaging data, are made available. Various learning resources including problem summaries are also presented, together with a process for voluntary self-assessment with feedback. Students have access to Web sites world-wide and to databases, including bibliographic ones, as well as computer-based educational programs and texts. Patient record systems are increasingly digitalised and students will become familiar with them. Electronic mail is extensively used by staff and students and electronic forums will be established to support students when they are on rotations remote from the main sites. Students are encouraged to be selective in their use of such resources and to contribute to the processes of evaluating them.

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

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

■ Learning

All years

Problem-based learning

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

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

Self-directed learning

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

Theme sessions and lectures

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

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

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

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

Evidence-based practice

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

Team approach to practice

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

Years 1 and 2

Dental Clinical Skills strand

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

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

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

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

Years 3 and 4

Placements and rotations

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

Structured teaching sessions

A structured teaching program is planned to extend throughout this part of the course. Problem-based learning will continue in Years 3 and 4, with more complex dental and medical issues in a streamlined format that more closely resembles the reasoning used in clinical practice. Scheduled sessions will be linked to issues arising in the problem under study. Each day in Year 3 will

Figure 3.2: Clinical reasoning model, Years 1 and 2

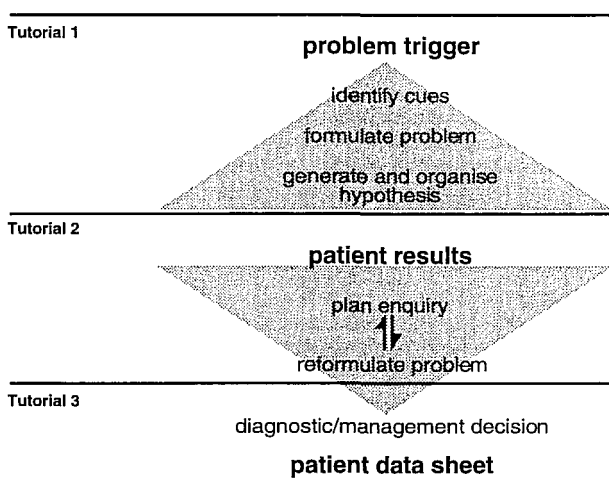


Illustration (by S Barnet, Dept of Medical Education) of the process of clinical reasoning tutorial process and the contribution of the supporting information technology. The trigger is presented on the computer screen usually in the form of a photograph and a voice-over.

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

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

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

IT resources: Learning topics, linked references, lectures, theme sessions, clinical skills, oral relevance, EBP activities, libraries, images, Web sites, self assessments.

start with a theme-based session - occasional lectures, case presentations, theme-based seminars and discussions. In Year 4, formal teaching will be necessarily reduced as the students will be on at least two sites. Some videoconferencing can link the two major sites, and it is planned to develop student forums for synchronous discussion of the current problem (and other issues) amongst those in distant sites.

■ Assessment

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

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

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

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

1. Principles

Assessments have been designed so as to

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

2. Progression

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

Year 1

PPD/D&C theme

- meets requirements for attendance, participation, ethical and professional behaviours
- presentation of a reflective portfolio

TPC theme

- satisfactory completion of a dental skills log-book
- satisfactory performance in a skills assessment

Year 2

LS theme

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

PPD/D&C theme

- meets requirements for attendance, participation, ethical and professional behaviours

TPC theme

- satisfactory completion of a dental skills log-book

- satisfactory performance in required skills assessments

Year 3

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

LS theme

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

PPD/D&C theme

- meets requirements for attendance, participation, ethical and professional behaviours
- satisfactory evidence-based practice presentation
- meets the criteria for required assignment(s)
- satisfactory reports from clinical supervisors

TPC theme

- satisfactory completion of a dental case-book
- satisfactory supervisors' reports
- satisfactory performance in required clinical assessments including case presentations and interviews

Year 4

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

LS theme

- satisfactory achievement on written or oral assignments

PPD/D&C theme

- meets requirements for attendance, participation, ethical and professional behaviours
- satisfactory presentations in evidence-based practice and the elective
- meets the criteria for required written or oral assignment(s)
- satisfactory reports from all rotations and elective
- reflective portfolio

TPC theme

- satisfactory completion of a dental case-book
- satisfactory supervisors' reports
- satisfactory performance in required clinical assessments including case presentations

a Evaluation

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

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

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

■ Research

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

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

1. Dentistry combined degree program

Selected students with a proven aptitude for research and an Honours degree (by research) are offered the opportunity to combine their studies with a higher degree:

- Doctor of Philosophy (PhD)

- Master of Philosophy in Public Health (MPhilPH) (by research).

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

There are two methods of application for the admission of qualified applicants:

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

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

2. Dentistry intercalated degree programs

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

Master of Dentistry by research

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

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

The BDent/MDent and MPH Intercalated Degree Programs will normally each take five years.

3. Dentistry exit degree program

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

- Bachelor of Science (Dent)(Hons)

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

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

4 Bachelor of Dental Surgery requirements

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

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

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

■ Regulations

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

Bachelor of Dental Surgery

- (1) A unit of study shall consist of lectures, seminars or tutorials, together with such clinical and laboratory instruction or practical work, exercises or essays as may be prescribed by the Faculty.
- (2) In these resolutions, the words 'to complete a unit of study' and derivative expressions mean:
 - (a) to attend all lectures, seminars or tutorials, and clinical and laboratory instruction;
 - (b) to complete satisfactorily the practical work, exercises or essays if any; and
 - (c) to pass the examinations in the unit of study.
- (1) An examination shall be held for each of the prescribed units of study for the degree.
- (2) At each examination a candidate may be required to give proof of the candidate's knowledge by practical or viva voce examinations, and the results of such tests may be taken into account in determining the results of the examinations.
3. A candidate for the degree shall, during the First Year, complete the following units of study:
 - (1) Physics
 - (2) Chemistry
 - (3) Biology
 - (4) Histology and Embryology
 - (5) Biochemistry
 - (6) Oral Anatomy and Oral Health
 - (7) Dental Technology.
4. A candidate for the degree shall, during the Second Year, complete the following units of study:
 - (1) Anatomy
 - (2) Biochemistry
 - (3) Histology
 - (4) Physiology
 - (5) Materials Science
 - (6) Tooth Conservation
 - (7) Removable Prosthodontics (Preclinical)
 - (8) Oral Health
 - (9) Professional Communication.
5. A candidate for the degree shall, during the Third Year, complete the following units of study:
 - (1) Infectious Diseases
 - (2) Pathology
 - (3) Tooth Conservation
 - (4) Removable Prosthodontics
 - (5) Periodontics
 - (6) Oral Biology
 - (7) Oral Diagnosis and Radiology
 - (8) Occlusion
 - (9) Endodontics
 - (10) Fixed Prosthodontics
 - (11) Pharmacology
 - (12) Oral Surgery (Local Anaesthesia and Exodontia)
 - (13) Orthodontics.
6. A candidate for the degree shall, during the Fourth Year, complete the following units of study:
 - (1) Tooth Conservation
 - (2) Fixed Prosthodontics
 - (3) Endodontics
 - (4) Removable Prosthodontics
 - (5) Preventive Dentistry
 - (6) Oral Surgery
 - (7) Oral Pathology and Oral Medicine
 - (8) Surgery
 - (9) Pharmacology and Therapeutics
 - (10) Anaesthesia
 - (11) Oral Diagnosis and Radiology
 - (12) Periodontics
 - (13) Orthodontics.
7. A candidate for the degree shall, during the Fifth Year, complete the following units of study:
 - (1) Oral Surgery
 - (2) Clinical Dentistry
 - (3) Electives
 - (4) Ethics and Professional Responsibility
 - (5) Systemic Pathology
 - (6) Paediatric Dentistry.
8. Except by permission of the Dean of the Faculty, no candidate shall be allowed to sit for any yearly examination unless the requirements as specified by the Faculty for that year have been completed.
9. Except with the permission of the Faculty, no candidate shall be permitted to enrol in any units of study prescribed for the Second or subsequent Years of candidature unless that candidate has completed all the requirements of the previous Year as specified by the Faculty for that Year.
10. Candidates who have completed all units of study for the degree to the satisfaction of the Faculty may be recommended to the Senate for the degree of Bachelor of Dental Surgery.
11. Except with the permission of the Faculty, all requirements for the degree shall be completed within nine calendar years from the date of first enrolment in the Faculty.
12. First Class or Second Class Honours may be awarded at graduation.
13. If a candidate graduates with First Class Honours and the Faculty is of the opinion that the candidate's work is of sufficient merit, that candidate shall receive a bronze medal.
14. A candidate who had been enrolled for the degree of Bachelor of Dental Surgery but has not re-enrolled for a period of one year shall complete the requirements for the degree under such conditions as the Faculty may determine.
15. Where a unit of study for the degree is no longer available, a candidate shall complete instead such other unit or units of study as the Faculty may by resolution prescribe.

Bachelor of Science (Dental)

1. A candidate for the degree of Bachelor of Dental Surgery who:
 - (a) has shown exceptional merit in the entry qualification(s) for the degree, or in the units of study of the degree,

- (b) is considered by the Head of Discipline/Department, or the Professor or other member of the teaching staff most concerned, a suitable candidate for advanced study and research,
may be permitted, with the special permission of the Dean, to undertake an approved course of advanced study and research within the Faculty, concurrently with their enrolment in the degree. The course of advanced study and research shall, except with the permission of the Faculty, be completed in not less than three years.
2. A candidate for the degree of Bachelor of Dental Surgery who:
- (a) has completed the units of study of the Third Year or the Fourth Year for the degree,
 - (b) has shown special merit in those studies, and
 - (c) is considered by the Head of the appropriate Discipline/Department, or the Professor or other member of the teaching staff most concerned, a suitable candidate for advanced study and research,
- may be permitted by the Faculty to interrupt candidature for the degree and undertake an approved course of advanced study and research within the Faculty.
3. A person who:
- (a) has qualified for the award of the degree of Bachelor of Dental Surgery of The University of Sydney,
 - (b) has shown special merit in those studies, and
 - (c) is considered by the Head of the appropriate Discipline/Department, the Professor or other member of the teaching staff most concerned, a suitable candidate for advanced study and research,
- may be permitted by the Faculty to undertake, during the year immediately following that in which the candidate qualified for the award of the degree of Bachelor of Dental Surgery, an approved course of advanced study and research within the Faculty.
4. On completion of the course, the candidate may be recommended by the Faculty for the award of the degree of Bachelor of Science (Dental).
5. (1) The degree shall not be awarded before the completion of the units of study of the Third Year of the degree of Bachelor of Dental Surgery.
(2) The degree shall only be awarded with Honours.
(3) There shall be three classes of Honours, namely Class I, Class II and Class in.
(4) If a candidate graduates with First Class Honours and the Faculty is of the opinion that the candidate's work is of sufficient merit, that candidate shall receive a bronze medal.

5 Units of study

■ Year 3

DENT 3014 Endodontics A

2 credit points. Dr Tony Martin and others. **Semester:** 1. **Classes:** 1 lecture and 1 practical per week. **Assessment:** One 1 hour exam, preclinical work.

This unit of study comprises lectures and preclinical practical classes on the nature of pulpal and periapical disease and its treatment in anterior and posterior teeth. Working under conditions that simulate the clinical environment, endodontic treatment is carried out in extracted teeth.

Textbooks

Walton R, Torabinejad M. Principles and Practice of Endodontics (3rd edn). Saunders, 2001

DENT 3015 Endodontics B

3 credit points. **Semester:** 2. **Classes:** 1 lecture and 1 practical per week. **Assessment:** One 1 hour exam, preclinical work.

As for Endodontics A

DENT 3002 Fixed Prosthodontics

5 credit points. **Semester:** 2. **Classes:** 1 lecture per week. **Assessment:** One 1 hour exam.

The unit of study comprises a series of lectures on the restoration of defects in tooth structure using indirect technology. Emphasis is given to the indications for full crown preparations, inlays and onlays, fixed partial dentures, impression techniques, resin-bonded and conventionally luted technologies and temporisation. An introduction to single tooth implant systems will also be given.

Textbooks

Shillingburg HT. Fundamentals of Tooth Preparations (2nd edn).

Quintessence, 1991

Smith BGN. Planning and Making Crowns and Bridges. Methuen, 1986

Rosenstiel SF et al. Contemporary Fixed Prosthodontics (2nd edn),

Mosby, 1995

DENT 3003 Infectious Diseases

5 credit points. A/Prof Raymond Kearney. **Semester:** 1. **Classes:** 4 lectures per week, 26 x 2 hour practicals/tutorials. **Assessment:** One 3 hour exam, one 1 hour practical exam, skills and MCQ tests, assignments.

The unit of study aims to teach the basic concepts and principles determining the mechanisms of microbial infection and pathogenicity and to provide the students with an understanding of infection and pathogenicity that will be relevant whatever the nature of the infectious agent and whatever the type of infection.

The acquisition of the theoretical basis of infectious diseases will thus serve as an essential foundation for understanding the theoretical and practical sessions on infection control which form an important and hence major component of the course content.

A significant proportion of the course is devoted to self-directed learning by students. The format consists of student-presented posters and tutorials on set topic assignments.

Textbooks

Mims CA et al. Medical Microbiology (2nd edn). Mosby, 1998

DENT 3016 Occlusion A

2 credit points. Dr Anthony Au and Prof Iven Klineberg. **Semester:** 1. **Classes:** 9 lectures, 5 tutorials and 5 practicals. **Assessment:** One 3 hour exam, class work, assignment.

This is a preclinical and clinical unit of study designed to study aspects of the human stomatognathic system and focussing on the occlusion as a component of treatment planning in restorative dentistry. The practical program integrates the anatomical, physiological and histological information related to this system with that presented in Second Year where Occlusion is integrated with Removable Prosthodontics. The following information will be included:

- functional anatomy of the stomatognathic system
- application of techniques used in clinical treatment for determining maxillo-mandibular relationships including jaw posture and different tooth contact positions, and the transfer of this information to an articulator for the analysis of study casts

- the study of tooth morphology and the interrelationships at tooth contact for young healthy dentitions contrasted with changes in the dentition with age including vertical dimension and its implications in restorative dentistry.

The clinical component requires students to work in pairs and carry out a comprehensive orofacial examination and occlusal analysis. A coordinated series of lectures and clinical sessions will emphasise the physiology and include aspects of the pathophysiology of the stomatognathic system and the following:

- clinical techniques of recording and verifying jaw recording
- clinical occlusal analysis including clinical assessment of TM joints, and jaw and cervical muscles
- the clinical application of occlusal adjustment procedures
- the critical appraisal of current literature on relevant aspects of occlusion. Group assignments on appraising selected published articles will be required.

Textbooks

Ash MH, Ramfjord SP. An Introduction to Functional Occlusion. Saunders, 1982

Dubner R et al. The Neural Basis of Oral and Facial Function. Plenum Press, 1978

Klineberg IJ. Occlusion: Assessment and Diagnosis. Wright, 1991

Klineberg IJ. Craniomandibular Disorders and Orofacial Pain: Diagnosis and Management. Wright, 1991 (Chapters 4 and 5)

Ramfjord SP, Ash MH. Occlusion (4th edn). Saunders, 1994

DENT 3017 Occlusion B

1 credit point. **Semester:** 2. **Classes:** 5 lectures and 3 tutorials.

Assessment: Classwork, assignment.

As for Occlusion A

DENT 3005 Oral Biology

1 credit point. Dr Michael Thomas and others. **Semester:** 2. **Classes:** 3 lectures or PBL tutorials per week. **Assessment:** One 3 hour exam, assignments.

A series of lectures and problem-based learning tutorials will be given on aspects of the biology of the mouth in healthy and diseased conditions. They will include topics such as:

- the properties and functions of saliva
- oral bacteria and their interaction with each other and with oral tissues
- the formation and properties of plaque
- the biochemistry and development of teeth
- calcium metabolism
- the demineralisation and remineralisation of enamel
- the molecular basis for the effect of fluoride
- the metabolism of cariogenic bacteria
- the role of diet (particularly sucrose) in caries
- the carious lesion
- the causes and development of periodontal diseases
- biochemistry of the connective tissue of oral tissue and its response to disease and dental materials
- the immunological aspects of periodontal disease
- the control and prevention of periodontal disease
- other diseases involving oral organisms such as pulpitis, candidiasis and endocarditis.

Textbooks

Ferguson DB. Oral Biosciences. Churchill Livingstone, 1999

Marsh P, Martin M. Oral Microbiology (4th edn). Butterworth Heinemann, 1999

Reference books

Brock TD et al. Biology of Microorganisms (7th edn). Prentice-Hall, 1994

Busscher HJ, Evans LV. Oral Biofilms and Plaque Control. Harwood Academic Publishers, 1998

Roitt I. Essential Immunology (9th edn). Blackwell, 1997

Roitt I, Lehner T. Immunology of Oral Diseases (3rd edn). Blackwell, 1992

Soames JV, Southam JC. Oral Pathology (3rd edn). Oxford, 1998

Bagg J et al. Essentials of Microbiology for Dental Students. Oxford, 1999

DENT 3018 Oral Diagnosis and Radiology A

1 credit point. Dr Malcolm Coombs and others. Semester: 1. Classes: 14 lectures and 1 practical.

This unit of study is an introduction to dento-maxillo-facial radiology and oral diagnosis and treatment planning.

It covers the basic theoretical aspects of radiology: types of apparatus, production and characteristics of x-rays, radiation biology, films and film processing, precautions, quality assurance procedures, radiographic techniques, film interpretation and radiographs as diagnostic aids. Limited experience is gained in practical radiography in the clinic.

An introduction is given to the procedures used in the examination and systematic analysis of problems in oral health care. Topics included are patient examination procedures, recording data, history taking, signs and symptoms of abnormality, diagnostic aids, epidemiology of oral conditions, genetics in dentistry, abnormalities in dentition development, and principles and models in treatment planning.

Examinations are taken separately in oral diagnosis and dento-maxillofacial radiology in Second Semester; a pass must be obtained in both to pass the unit of study.

Textbooks

Bricker SL et al. Oral Diagnosis, Oral Medicine and Treatment Planning. Lea & Febiger, 1994
Pharoah MJ, White SC. Oral Radiology: Principles and Interpretation. Mosby, 2000

DENT 3019 Oral Diagnosis and Radiology B

1 credit point. Semester: 2. Classes: 13 lectures and 3 practicals. Assessment: Two 3 hour exams.

As for Oral Diagnosis and Radiology A

DENT 3020 Oral Surgery (Loc Anaesth & Exodontia) A

3 credit points. Clin A/Prof Geoff McKellar and others. Semester: 1. Classes: 10 lectures, 3 tutorials and 3 practicals. Assessment: One 1 hour exam.

Local Anaesthesia

The teaching in Local Anaesthesia is a continuum through Third, Fourth and Fifth Years. The introductory part of this course in local anaesthesia extends over several days in Semester 1. This part of the unit of study consists of an integrated series of lectures together with clinical demonstration and practice. The contents cover the history and development of the subject, applied anatomy, asepsis, local anaesthetic drugs, and techniques for the various regional anaesthetic injections for the second and third divisions of the trigeminal nerve. Further clinical experience and teaching continues throughout the remainder of the Fourth and Fifth Years.

Textbooks

Malamed SF. Handbook of Local Anesthesia (4th edn). Mosby, 1997

Reference book

Roberts DH, Sowray JH. Local Analgesia in Dentistry. Wright, 1987

DENT 3021 Oral Surgery (Loc Anaesth & Exodontia) B

2 credit points. Clin A/Prof Geoff McKellar and others. Semester: 2. Classes: 15 lectures, 12 practicals and 12 tutorials. Assessment: One 2 hour exam.

Exodontia

An intensive introductory course in the practice of exodontia is given as part of the oral surgery strand throughout Third, Fourth and Fifth Years. Topics covered in lectures, tutorials and practical demonstrations include patient assessment, the philosophy of surgical cleanliness, universal precautions, treatment planning, techniques for the removal of teeth, and the management of complications with a revision of basic life support. Regular clinical sessions in exodontia continue throughout the remainder of the Third, Fourth and Fifth Years.

Reference book

Howe GL. Extraction of Teeth (2nd edn). Wright, 1990

DENT 3008 Orthodontics

1 credit point. Dr Theo Baisi. Semester: 2. Classes: 9 lectures and 4 tutorials. Assessment: Multiple choice exam.

Given a child, adolescent or adult patient, by the conclusion of the unit of study the student should be able to:

- by non-directive questioning, obtain the patient's assessment of his/her own orofacial characteristics which may reveal concern about malocclusion or malposition of the teeth that the patient desires to be changed
- employ a systematic clinical examination of the positions and occlusion of the teeth and health status of oral tissues of a

patient, identifying deviations from normal, acceptable and healthy states for that patient

- relate features of physiognomy of any patient to positions and occlusion of the teeth of that patient
- offer preliminary advice on the general management of deviations from normal, acceptable and healthy oral health states.

Reference books

Houston WJB. Orthodontic Diagnosis (3rd edn). Wright, 1982
Proffit WR. Contemporary Orthodontics (3rd edn). Mosby, 2000

DENT 3009 Pathology

5 credit points. Dr John Gibbins. Semester: 1. Classes: 2 practicals per week. Assessment: Computer-based continuous assessment, barrier exam at end of semester.

The first component of a two-semester course in general and systemic pathology is taught in the Department of Pathology on the main campus. Two lectures and two slide classes per week cover general principles underlying pathological processes in cells and tissues. Emphasis is on general principles but pathological processes are illustrated with material from oral and paraoral tissues wherever possible. The second component (on systemic pathology) is taught in Fifth Year.

Textbooks

Cotran RS et al. Pathological Basis of Disease (5th edn). Saunders, 1994

DENT 3024 Periodontics A

2 credit points. Dr Luke Villata. Semester: 1. Classes: 20 lectures, 3 tutorials/practicals per week. Assessment: Continuous clinical assessment, one case presentation.

This unit of study is designed to:

- introduce the current concepts of the aetiology and pathogenesis of gingivitis and inflammatory periodontal disease
- provide a rationale for current clinical practices in the treatment of gingivitis and periodontal disease
- review the current methods of plaque control and the strategies in the development of plaque control programs
- instruct students in the clinical skills of: assessment of the periodontal health status of patients (diagnosis); development of a comprehensive treatment plan for patients with periodontal conditions; detection of dental deposits on tooth and root surfaces; the mechanical removal of the deposits (scaling and root planing); assessment of host responses in the healing process of the gingival and periodontal tissues; evaluation of effectiveness of initial periodontal therapy.

Textbooks

Lindhe J et al. Clinical Periodontology and Implant Dentistry (3rd edn). Munksgaard, 1997

Reference books

Genco RJ. Contemporary Periodontics. Mosby, 1990
Pattison AM, Pattison GL. Periodontal Instrumentation (2nd edn). Appleton and Lange, 1991
Rateitschak KH et al. Color Atlas of Dental Medicine 1. Periodontology (2nd edn). Thieme, 1989

DENT 3025 Periodontics B

3 credit points. Semester: 2. Assessment: One 2 hour exam, continuous clinical assessment, one case presentation, two tutorial presentations. As for Periodontics A

DENT 3011 Pharmacology

1 credit point. Prof Paul Seale and others. Semester: 2. Classes: 1 lecture per week. Assessment: One 1 hour exam, one assignment.

This unit of study, consisting of 11 lectures and 2 problem-solving sessions, aims to provide students with a general understanding of the principles of pharmacology and therapeutic drug use, and a more detailed understanding of drug use in dentistry. Introductory lectures deal with drug-receptor interaction, and drug absorption, distribution, metabolism and excretion. Thereafter, the unit of study covers autonomic pharmacology and drugs used to treat allergy, inflammation and asthma. The problem-solving sessions will cover drugs used in emergencies and respiratory drugs.

Textbooks

Neal MI. Medical Pharmacology at a Glance (3rd edn). Blackwell Scientific Publications, 1997

Reference book

Cawson RA et al. Basic Pharmacology and Clinical Drug Use in Dentistry (6th edn). Churchill Livingstone, 1995

DENT 3026 Removable Prosthodontics A

2 credit points. Dr Graham Thomas. Semester: 1. Classes: Weekly lectures and practicals/dinics. Assessment: One 1 hour exam, practical and clinical summative and formative classwork.

The unit of study consists of lectures, seminars and clinical and practical classes. Students examine and treat patients who require partial dentures, and under close supervision they carry out the clinical and laboratory stages in the construction of these prostheses.

The didactic aspects of the unit of study are provided through lectures. Seminars and group activities provide a less formal setting for interchange of ideas on selected topics. Emphasis is placed on partial dentures which maintain the integrity of the remaining oral structures through a rational approach to their design.

Throughout the course exercises and seminars are conducted on the design, treatment planning, treatment sequencing and decision making processes in oral rehabilitation.

Textbooks

Lechner SK, Thomas CJ. *Partial Denture Construction: A Manual of Clinical and Laboratory Procedures* (5th edn). University of Sydney, 1994

Computer-aided learning (CAL):

Lechner SK, Thomas GA. *Interactive Prosthodontics*

Lechner SK, Thomas GA. *Interactive Learning in Dentistry*

Reference books

Craig RG. *Dental Restorative Materials* (10th edn). Mosby, 1997

Lechner SK, MacGregor AR. *Removable Partial Prosthodontics: A Case-Oriented Manual of Treatment Planning*. Mosby-Wolfe, 1994

Zarb GA et al. *Boucher's Prosthodontic Treatment for Edentulous Patients* (10th edn). Mosby, 1990

DENT 3027 Removable Prosthodontics B

3 credit points. Semester: 2. Classes: Weekly lectures and practicals/clinics. Assessment: One 3 hour exam, case presentation, practical and clinical summative and formative classwork.

As for Removable Prosthodontics A

DENT 3028 Tooth Conservation A

2 credit points. Dr Liz Martin and others. Semester: 1. Classes: 1 lecture and 3 clinics per week. Assessment: One 1 hour theory exam, clinical work.

The unit of study provides experience in the clinical care of patients who require simple counselling for tooth conservation or simple restoration of coronal tooth structure. The lectures and practical classes add to the knowledge and skill required to provide such care. The course also includes a short 18-hour preclinical practical course on complex restorations.

Textbooks

Mount GJ, Hume WR. *Preservation and Restoration of Tooth Structure*. Mosby, 1998

DENT 3029 Tooth Conservation B

3 credit points. Semester: 2. Assessment: One 1 hour theory exam, clinical work.

As for Tooth Conservation A

■ Year 4

DENT 4016 Anaesthesia

2 credit points. Semester: 2. Classes: 9 lectures. Assessment: One 1 hour exam.

This subject is integrated into the Surgery unit of study in Fourth Year.

Principles of anaesthesia. Topics include: history of anaesthesia; pain and anxiety control; physiology of respiration; basic evaluation of surgical risk; drugs and diseases that affect anaesthesia and sedation; available techniques of pain and anxiety control - general anaesthesia, relative analgesia, intravenous sedation; complications and emergencies.

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

Textbooks

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

DENT 4021 Endodontics A

3 credit points. Dr Tony Martin, Dr Tim Castrisos and others. Semester: 1. Classes: 1 lecture and 2 clinics per week. Assessment: One 1 hour exam, clinical work.

This unit of study provides instruction in the more complex aspects of endodontics in order to provide for the clinical diagnosis and care of patients with diseases and injuries that affect the pulpal and periradicular tissues of teeth.

Textbooks

Walton R, Torabinejad M. *Principles and Practice of Endodontics* (3rd edn). Saunders, 2001

Reference book

Andreasen JO. *Essentials of the Traumatic Injuries of the Teeth* (2nd edn). Munksgaard, 2001

DENT 4022 Endodontics B

2 credit points. Semester: 2. Assessment: One 1.5 hour exam, clinical work.

As for Endodontics A

DENT 4023 Fixed Prosthodontics A

3 credit points. Semester: 1. Classes: 30 lectures, 80 practicals/clinics and 18 seminars. Assessment: One 1.5 hour exam, seminar participation, clinical work.

Lectures and practical classes cover the principles of the design and construction of fixed appliances, including implants, which replace missing teeth, the properties and manipulation of dental porcelains, advanced techniques for the restoration of defects in individual teeth, and treatment planning for the patient requiring a more complex type of care.

Textbooks

Shillingburg HT. *Fundamentals of Tooth Preparations*. Quintessence, 1991

Smith BGN. *Planning and Making Crowns and Bridges*. Methuen, 1986

Rosenstiel SF et al. *Contemporary Fixed Prosthodontics* (2nd edn).

Mosby, 1995

DENT 4024 Fixed Prosthodontics B

3 credit points. Semester: 2. Assessment: One 1.5 hour exam, major essay, seminar participation, clinical work.

As for Fixed Prosthodontics A

DENT 4037 Oral Diagnosis and Radiology A

1 credit point. Dr Malcolm Coombs and others. Semester: 1. Classes: Three 3 hour tutorials and five 2.5 hour clinics. Assessment: Continuous clinical assessment.

These units of study are continuations of the Third Year units of study, to extend and develop treatment planning, radiographic skills and interpretation. Each student is required to present an assigned topic which will contribute to the final unit of study assessment. Practical experience is gained in radiographic technique, film processing and interpretation. Minimum requirements are set for satisfactory completion of the unit of study.

Textbooks

Bricker SL et al. *Oral Diagnosis, Oral Medicine and Treatment Planning*. Lea & Febiger, 1994

Pharoah MJ, White SC. *Oral Radiology Principles and Interpretation*. Mosby, 1994

Langlais RP, Kastle MJ. *Exercises in Oral Radiographic Interpretation* (3rd edn). Saunders, 1992

DENT 4038 Oral Diagnosis and Radiology B

1 credit point. Semester: 2. Classes: One 3 hour tutorial and five 2.5 hour clinics. Assessment: One 2 hour exam, one 1 hour practical exam, assignment.

As for Oral Diagnosis and Radiology A

DENT 4025 Oral Pathology and Oral Medicine A

2 credit points. Prof Murray Walker. Semester: 1. Classes: 1 lecture per week and twelve 2 hour problem-based learning sessions. Assessment: One 3 hour exam.

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

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

Textbooks

Soames JV, Southam JC. *Textbook of Oral Pathology*. Oxford Medical Publications, 1999

Reference books

Tyldesley WR, Field EA. Textbook of Oral Medicine (latest edn). Oxford Medical Publications
 Scully C, Cawson RA. Medical Problems of Dentistry (latest edn). Wright
 Bagg J et al. Essentials of Microbiology for Dental Students. Oxford University Press, 1999

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

DENT 4027 Oral Surgery A
 3 credit points. Dr Anumugam Punna-Moorthy. Semester: 1. Classes: 1 lecture, 1 seminar and four 3 hour clinic sessions per week.
 Assessment: Continuous clinical assessment.

The formal lecture course begins in Semester 1 and continues until the end of Semester 2. Theoretical aspects of clinical oral surgery are dealt with including:

- asepsis and antisepsis, and universal precautions
- history taking, examination, laboratory investigations, biopsy techniques, assessment of the patient, and treatment planning
- clinical procedures
- surgical techniques, complications including haemorrhage and infection, and post-operative care of the oral surgery patient
- impacted teeth, cysts, tumours, mucosal lesions, and surgical endodontics
- oral manifestations of systemic diseases.

Practical work is carried out in the Oral Surgery Clinic where students gain experience in minor oral surgical procedures. Students extend their experience in local anaesthesia and exodontia and are taught how to work in conjunction with specialist anaesthetists where general anaesthesia is required.

Diagnostic and oral surgery clinics are conducted regularly.

Textbooks

Cawson RA. Essentials of Dental Surgery and Pathology (5th edn). Churchill Livingstone, 1991

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

Reference books

Scully C, Cawson RA. Medical Problems in Dentistry (4th edn). Wright, 1998

Peterson LJ et al. Contemporary Oral and Maxillofacial Surgery (3rd edn). Mosby 1998

DENT 4028 Oral Surgery B

3 credit points. **Semester: 2. Assessment:** One 2 hour short answer, slide-based exam, one clinical/practical exam, continuous clinical assessment.

As for Oral Surgery A

DENT 4029 Orthodontics A

2 credit points. Prof Ali Darendeliler and Dr Om P Kharbanda. **Semester: 1. Classes:** 15 lectures, 10 tutorials/practicals and 11 clinics. **Assessment:** Formative assessment.

The cognitive objectives of the course involve understanding of the biological basis of the malocclusion and associated dentofacial deformities like cleft lip and palate as well as knowledge of the abnormal/normal growth of the jaws, face and dentition. Concepts of clinical and radiological diagnosis, interception and treatment of malocclusion will be taught based on the principles of problem-based learning in clinics and with the help of case studies. The aim will be to provide undergraduate students with the expertise to diagnose cases presenting at their future practices. They will, during the Fourth and Fifth clinical years, gain the skills to differentiate a severe case requiring specialist care from the malocclusions they are competent to treat themselves by interceptive/early treatment using removable and orthopaedic appliances and/or fixed appliances.

Reference books

Prompt WR. Contemporary Orthodontics (3rd edn). Mosby, 2000

Smir E, Bishara A. Textbook of Orthodontics (1st edn). WB Saunders Company, 2001

DENT 4030 Orthodontics B

1 credit point. **Semester: 2. Classes:** 10 tutorials/practicals and 11 clinics. **Assessment:** One 1.5 hour exam, four case histories, two treated cases, two assignments, two orthodontic appliances.

As for Orthodontics A

DENT 4033 Periodontics A

2 credit points. Dr John Highfield. **Semester: 1. Classes:** 1 lecture and 3 clinics per week, 9 seminars. **Assessment:** One written case report, one 1500 word essay, continuous clinical assessment.

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

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

Textbooks

Lindhe J et al. Clinical Periodontology and Implant Dentistry (3rd edn).

Munksgaard, 1997

Reference book

Genco RJ. Contemporary Periodontics. Mosby, 1990

DENT 4034 Periodontics B

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

DENT 4018 Pharmacology and Therapeutics

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

Textbooks

Neal MJ. Medical Pharmacology at a Glance (3rd edn). Blackwell Scientific Publications, 1997

Reference book

Cawson RA et al. Basic Pharmacology and Clinical Drug Use in Dentistry (6th edn). Churchill Livingstone, 1995

DENT 4019 Preventive Dentistry

2 credit points. Dr Shanti Sivanewaran. Semester: 2. Classes: 14 lectures. Assessment: One 2 hour exam.

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

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

Textbooks

Murray JJ. The Prevention of Dental Disease (3rd edn). Oxford, 1996

Reference books

Barnard PD. National Oral Health Survey Australia 1987-88.

Department of Community Services and Health, 1993

Barnard PD. Facts and Figures: Australian Dentistry - 1988. Australian Dental Association, 1989

Cohen LK, Gift HC. Disease Prevention and Oral Health Promotion.

Munksgaard, 1995

Dunning JM. Principles of Dental Public Health (4th edn). Harvard University Press, 1989

Szuster FSP, Spencer AJ. Dental Practitioner Statistics, Australia, 1994. Australian Institute of Health and Welfare Dental Statistics and Research Series No.11, The University of Adelaide, 1997

DENT 4035 Removable Prosthodontics A

3 credit points. Dr Graham Thomas. Semester: 1. Classes: 1 lecture and 3 hours of clinics per week. Assessment: Formative and summative assessment.

A two-semester unit of study comprising lectures, seminars and practical classes including the treatment of patients. The following topics are studied:

- diagnosis and treatment planning
- denture design
- tooth modification
- impression theories
- maxillomandibular relationship
- aesthetic and functional considerations in tooth arrangement
- overdentures
- immediate dentures
- rebase and reline procedures.

Textbooks

Lechner SK, Thomas CJ. Partial Denture Construction: A Manual of Clinical and Laboratory Procedures (5th edn). University of Sydney, 1991

Reference books

- Boucher CO et al. Prosthodontic Treatment for Edentulous Patients. Mosby, 1990
- Lechner SK, MacGregor AR. Removable Partial Prosthodontics: A Case-oriented Manual of Treatment Planning. Mosby-Wolfe, 1994
- Miller EL, Grasso JE. Removable Partial Prosthodontics (3rd edn). Mosby, 1991

DENT 4036 Removable Prosthodontics B

2 credit points. Semester: 2. Assessment: One 3 hour exam, formative and summative assessment.

As for Removable Prosthodontics B

DENT 4039 Surgery A

1 credit point. Dr Nicholas Packham. Semester: 1. Classes: 1 lecture per week. Assessment: One 1 hour exam.

A unit of study comprising lectures devoted mainly to the general principles of surgery and medicine. The following topics are covered: general hospital organisation and procedures; patient evaluation; common general surgical conditions; tumour treatment; head injuries; surgical emergencies. Particular emphasis is placed on surgical anatomy, diseases of the head and neck, especially the oral cavity, salivary glands and the thyroid gland, congenital conditions of the head and neck and the central role of tracheotomy.

Textbooks

- Burkitt HG et al. Essential Surgery: Problems in Diagnosis and Management (2nd edn). Churchill Livingstone, 1996
- Williamson RCN, Waxman BP eds. Scott, An Aid to Clinical Surgery (6th edn). Churchill Livingstone, 1998
- Scully C, Cawson RA. Medical Problems of Dentistry (latest edn). Wright

DENT 4040 Surgery B

1 credit point. Semester: 2. Classes: 12 lectures. Assessment: One 1 hour exam.

General Medicine

Common and important systemic diseases are discussed which have an impact on the approach of the dentist to the patient.

DENT 4041 Tooth Conservation A

2 credit points. Prof Roland Bryant, Dr Liz Martin, Dr Linda Moldovan and others. Semester: 1. Classes: 1 lecture and 5 clinics per week, 3 seminars. Assessment: One 1 hour exam, one 3 hour practical exam, clinical work. Assessment is based on performance in clinical sessions and the quantity and quality of treatment provided.

Experience is obtained in the clinical care of patients who primarily require the conservation or restoration of teeth. The unit of study includes lectures and seminars which add to the knowledge and skills required in order to plan treatment and to undertake more complex procedures in providing this care. A short 18-hour practical course on the advanced uses of composite resin for anterior and posterior teeth is held under clinical simulation conditions.

Textbooks

Mount GJ, Hume WR. Preservation and Restoration of Tooth Structure. Mosby, 1998

DENT 4042 Tooth Conservation B

3 credit points. Semester: 2. Classes: 1 lecture and 3 clinics per week, 3 seminars. Assessment: One 1.5 hour exam, one 3 hour practical exam, clinical work. Assessment is based on performance in clinical sessions and the quantity and quality of treatment provided.

As for Tooth Conservation A

■Year 5**DENT 5011 Clinical Dentistry A**

14 credit points. A/Prof Cyril Thomas and Fifth Year Management Committee. Semester: 1. Classes: 89 lectures, 13 tutorials, 5 seminars and 159 clinics. Assessment: One 1.5 hour exam, continuous clinical assessment.

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

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

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

Recommended reading

- Ailing CC et al. Impacted Teeth, Saunders, 1993
- Boucher CO et al. Prosthodontic Treatment for Edentulous Patients (10th edn). Mosby, 1990
- Cameron A, Widmer RP. A Handbook of Paediatric Dentistry. Mosby, 1997
- Drummond JR et al. Colour Atlas and Text of Dental Care of the Elderly. Mosby, 1995
- Gutmann JL et al. Problem-solving in Endodontics (2nd edn). Mosby, 1992
- Jacobson PH. Conservative Dentistry: An Integrated Approach. Churchill Livingstone, 1990
- Juniper R, Parkins BJ. Emergencies in Dental Practice: Diagnosis and Management. Butterworths, 1992
- Klineberg IJ. Occlusion: Assessment and Diagnosis. Wright, 1991
- Klineberg IJ. Craniomandibular Disorders and Orofacial Pain: Diagnosis and Management. Wright, 1991
- Lechner SK, Thomas CJ. A Clinical Manual for Complete Dentures (2nd edn). University of Sydney, 1993
- Mitchell DA, Mitchell L. Oxford Handbook of Clinical Dentistry (2nd edn). Oxford University Press, 1995
- Mount GJ. An Atlas of Glass-Ionomer Cements: A Clinician's Guide. Dunitz, 1994
- Phillips RW. Skinner's Science of Dental Materials (9th edn). Saunders College Publishing, 1991
- Rosenstiel SF et al. Contemporary Fixed Prosthodontics (2nd edn). Mosby, 1995
- Woods R. A Guide to the Use of Drugs in Dentistry (12th edn). Australian Dental Association, 1996
- Practical Guides for Successful Dentistry (5th edn). Australian Dental Association, 1996
- Prompt WR. Contemporary Orthodontics (3rd edn). Mosby, 2000

DENT 5012 Clinical Dentistry B

14 credit points. Semester: 2. Assessment: One assignment, one 1.5 hour slide assessment, one Objectively Structured Clinical Examination, one 3 hour exam, one viva voce exam if required, continuous clinical assessment.

As for Clinical Dentistry A

DENT 5007 Electives A

1 credit point. Board of Studies for Fifth Year and staff. Semester: 1. An elective unit of study embodying further study in one of the units of study listed under resolutions of the Senate, Bachelor of Dental Surgery, sections 4, 5, or 6, may be undertaken.

DENT 5008 Electives B

No credit points. Semester: 2.

As for Electives A

DENT 5003 Ethics and Professional Responsibility

1 credit point. Adj A/Prof John Dale and panel. Semester: 2. Classes: 10 lectures. Assessment: One 2 hour exam.

The unit of study is based primarily on those legal principles and statutes which relate to dentistry. The lectures are used to explain the Australian legal system and legal principles of relevant tort law (ie, negligence and assault), contract and criminal law and their application to dental practice. The Dentists Act and Regulations, the function of the Dental Board, disciplinary powers and advertising regulations are covered. Other acts impinging on dental practice are considered, such as industrial relations, consumer legislation, radioactive substances, and poisons.

Textbooks

- Essential reference materials
- Dental Practice Act (2001), 1989

Record of Decisions I, Dental Board of NSW
Record of Decisions II, Dental Board of NSW

DENT 5009 Oral Surgery A

6 credit points. Clin A/Prof Geoff McKellar and others. Semester: 1.
Classes: 1 lecture per week, 11 tutorials and 54 clinics, evidence-based practice tutorials and presentation sessions, 1 week rotation to Department of Emergency Medicine (Semester 1 or 2). Assessment: One 3 hour exam, continuous clinical assessment.

The main thrust of the Fifth Year unit of study is to provide a firm grounding in basic surgical skills, clinical oral pathology and associated medicine, thus enabling students to develop an understanding and proficiency in dento-alveolar surgery and to align general practice with oral and maxillofacial surgical practice.

A formal lecture program is presented during Semester 1, addressing advanced assessment using up-to-date techniques of diagnosis, and providing an in-depth knowledge of pre- and post-operative management procedures. Theoretical and practical teaching is also given in the use of relative analgesia to general practitioner level.

Recommended reading

Banks P. Killey's Fractures of the Mandible. Wright, 1991
Banks P. Killey's Fractures of the Middle Third of the Facial Skeleton. Wright, 1987
Cawson RA. Essentials of Dental Surgery and Pathology (5th edn). Churchill Livingstone, 1991
Davidson S. The Principles and Practice of Medicine (16th edn). Churchill Livingstone, 1991
Howe GL. Everyday Oral Medicine. Wright, 1991
Killey HC. An Outline of Oral Surgery Part 2. Wright, 1989
Ward Booth P et al. Maxillofacial Surgery Volumes 1 and 2. Churchill Livingstone, 1999

DENT 5010 Oral Surgery B

6 credit points. **Semester: 2. Classes:** 1 lecture per week, 8 tutorials and 51 clinics, evidence-based practice tutorials and presentation sessions, 1 week rotation to Department of Emergency Medicine (Semester 1 or 2).

Assessment: One viva voce exam, continuous clinical assessment, evidence-based practice assessment, residency report.

As for Oral Surgery A

DENT 4031 Paediatric Dentistry A

2 credit points. Dr Philippa Sawyer. **Semester: 1. Classes:** 28 lectures, eighteen 2 hour clinics and eighteen 1 hour seminars. Assessment: Case and seminar presentation, clinical technique.

Physical and psychological growth and development of children from birth to adolescence, including general paediatric care and medically compromised children, acquired and inherited dental anomalies, paediatric and pathological craniofacial anomalies. Behaviour management techniques, diagnosis and treatment planning techniques for the appropriate treatment of carious lesions in primary and young permanent teeth including treatment of pulp pathology, extraction and space management in primary and mixed dentition, use and properties of tooth-coloured restorative materials, pit and fissure sealants, topical therapy, oral hygiene procedures and aspects of diet relevant to the oral health of the young.

Textbooks

Cameron A, Widmer RP. A Handbook of Paediatric Dentistry. Mosby, 1997
Reference books
Scully C, Welbury RR. Color Atlas of Oral Disease in Children and Adolescents. Wolfe, 1994
Shaw L. Paediatric Dentistry: Self Assessment Tests in Dentistry. Wolfe, 1994
Millett D, Welbury R. Orthodontics and Paediatric Dentistry. Churchill Livingstone, 2000
Welbury R. Paediatric Dentistry. Oxford University Press, 1996
Andreason JO, Andreason FM. Traumatic Injuries of the Teeth. Textbook and Colour Atlas (3rd edn). Munksgaard, 1994
Duggal MS et al. Restorative Techniques in Paediatric Dentistry. Dunitz, 1995
Grundy MC et al. Dental Care for the Medically Compromised Patient. Wolfe, 1993
Hall RK. Paediatric Orofacial Medicine and Pathology. Chapman and Hall, 1993

DENT 4032 Paediatric Dentistry B

3 credit points. **Semester: 2. Assessment:** One case presentation, one 1 hour slide exam, one 2 hour written exam, clinical technique.

As for Paediatric Dentistry A

DENT 5005 Systemic Pathology

1 credit point. Dr John Gibbins. **Semester: 1. Classes:** 1 lecture per week. **Assessment:** Written exam.

The second component of a two-semester course of study in pathology is taught at the Westmead Centre for Oral Health.

Lectures cover relevant aspects of the pathology of the respiratory, cardiovascular, neuromuscular, skeletal, and hemopoietic systems.

Textbooks

Cotran RS et al. Pathological Basis of Disease (6th edn). Saunders, 1999

6 Other Faculty information

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

Infectious diseases

As a student in the Faculty of Dentistry you are required to complete clinical training in the NSW hospital system. During that clinical training, you will be required to perform exposure-prone procedures. Students who are HIV positive, HBV e-antigen positive, HBV DNA positive or Hepatitis C PCR test positive will not be able to complete the course requirements for the Bachelor of Dental Surgery or Bachelor of Dentistry degree, because NSW Health Department Guidelines prevent them from performing exposure-prone procedures.

Transfer to other faculties is available to Faculty of Dentistry students with HIV, HBV or Hepatitis C in accordance with the University's transfer guidelines.

Information, advice and counselling for students with HIV, HBV or Hepatitis C are available from the Faculty of Dentistry's infectious diseases adviser, Professor Murray Walker, phone (02) 9845 7892, the University's Disability and Welfare Services unit, the Student Counselling Service, the Student Health Service, the Students' Representative Council, and the NSW Health Department Advisory Panel for health care workers with HIV or HBV

The NSW Health Department policy requires all students in the Faculty of Dentistry to know their HIV, HBV and Hepatitis C status. The Faculty of Dentistry recommends that all students undertake confidential testing and, if appropriate, counselling.

Further, there is a small personal risk of infection because of the extensive contact with patients. Therefore students are responsible for ensuring that their own immunisations against a range of diseases remain current, including childhood infectious diseases, tuberculosis, hepatitis A and hepatitis B.

Orientation and enrolment

Timetables

Timetables will be available during the orientation period.

Transfers between faculties for BDS students

Students who enrol in one degree course and pass the units of study prescribed for another degree course have not the right to transfer to that other degree course, but may be admitted by the Faculty or Board of Studies concerned on merit to the extent that facilities are available. It should be noted that the opportunities for transferring from other Faculties into the Faculty of Dentistry are limited, and competition for entry on that basis is keen.

Confirmation of enrolment

All the information provided when you enrol is added to the University's computerised student record system. This includes your degree, academic year and the units of study you are taking. It is important that this information be recorded correctly at the beginning of the year, and amended should a change occur in any of the details during the year. You should be aware that every unit of study enrolment has a financial implication.

To enable you to see what enrolment data has been recorded, you will be sent a 'confirmation of enrolment' notice shortly after completion of enrolment. You should check this carefully. If the information is correct you should keep the notice as a record of your current enrolment. Should the notice be incorrect in any detail, you should apply at the Student Centre immediately to have your record amended. A new confirmation will then be prepared and sent to you. You will also receive, about two months after the beginning of each semester, a statement showing your

HECS assessment for that semester. If there appears to be an error in this assessment, you should follow the directions for correction of the assessment which are included on the statement.

If you wish to:

- change a unit of study in which you are enrolled
- discontinue a unit of study
- discontinue enrolment totally

you should apply at the Student Centre for the appropriate form and then at your Faculty office to obtain approval. Your record at the University will not be correct unless you do this. It is not sufficient for instance to tell the lecturer that you discontinued a unit of study. Unless an enrolment change is approved formally at your Faculty Office it will not be officially recorded and in some cases will incur a financial liability.

Regulations

Discontinuation of enrolment and re-enrolment after discontinuation - undergraduate

All faculties, colleges and boards of studies

1. A candidate for a degree of bachelor who ceases attendance at classes must apply to the Faculty, College Board or Board of Studies concerned and will be presumed to have discontinued enrolment from the date of application, unless evidence is produced (i) that the discontinuation occurred at an earlier date and (ii) that there was good reason why the application could not be made at the earlier time.
2. A candidate for a degree of bachelor who at any time during the first year of attendance discontinues enrolment in all units of study shall not be entitled to re-enrol for that degree unless the Faculty, College Board or Board of Studies concerned has granted prior permission to re-enrol or the person is re-selected for admission to candidature for that degree.
3. Subject to provisos (i) and (ii) of section 1, no candidate for a degree of bachelor may discontinue enrolment in a unit of study or year after the end of lectures in that unit of study or year.
4. The Dean, Pro-Dean or a Sub-Dean of a Faculty, Director or Deputy Director of a College or the Chairperson of a Board of Studies, may act on behalf of that Faculty, College Board or Board of Studies in the administration of these resolutions unless the Faculty, College Board or Board of Studies concerned decides otherwise.

Withdrawal from Full-Year and First Semester units of study

5. A candidate for a degree of bachelor who discontinues enrolment in a full-year or First Semester unit of study on or before 30 March in that year shall be recorded as having withdrawn from mat unit of study.

Withdrawal from Second Semester units of study

6. A candidate for a degree of bachelor who discontinues enrolment in a Second Semester unit of study on or before 30 August in that year shall be recorded as having withdrawn from mat unit of study.

All faculties, colleges and boards of studies except the Faculty of Engineering

Discontinuation

7. (1) A discontinuation of enrolment in a unit of study shall be recorded as 'Discontinued - Not to count as failure' when the discontinuation occurs after the relevant withdrawal period and
 - (a) on or before the Friday of the first week of Second Semester for a full-year unit of study, or
 - (b) up to the last day of the seventh week of teaching in a one-semester unit of study.
- (2) A discontinuation of enrolment in a unit of study shall be recorded as 'Discontinued - Fail' when the discontinuation occurs
 - (a) after the Friday of the first week of Second Semester for a full-year unit of study, or

OTHER FACULTY INFORMATION

(b) after the last day of the seventh week of teaching in a one-semester unit of study.

(3) Notwithstanding paragraph (2) the Dean, Pro-Dean or Sub-Dean of the Faculty, Director or Deputy Director of the College or Chairperson of the Board of Studies concerned may determine that a discontinuation of enrolment should be recorded as 'Discontinued - Not to count as failure' on the grounds of serious ill-health or misadventure.

Instruments

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

Examinations

Periods

There are three formal examination periods.

Period	Held	Approx. duration
March semester	June	2-3 weeks
July semester	November	3-4 weeks
Supplementary	December/January	2 weeks

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

Notification of examination results

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

Disclosure of examination marks

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

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

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

Examination grades

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

Grade	Per cent
High Distinction	85-100
Distinction	75-84
Credit	65-74
Pass	50-64
Fail	below 50

Supplementary examinations, Bachelor of Dental Surgery

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

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

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

(i) Candidates who submit an application for Special Consideration after the Annual Examination but normally be entitled to be awarded a Supplementary

Examination to Count as Annual. Such candidates may be permitted, at the discretion of the examiner, to sit for a Postponed Annual Examination.

- (ii) A Postponed Annual Examination will normally take place within one week after the scheduled Annual Examination but before the Board of Examiners meeting.
- (iii) A Supplementary Examination to Count as Annual may be awarded only by the Board of Examiners as a result of an application for Special Consideration, normally submitted prior to the Annual Examination.
- (iv) A candidate awarded a Supplementary to Count as Annual will be permitted to sit for the examination, notwithstanding a result of Fail on the Year is recorded.

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

- (1) Except with the permission of the Faculty, a candidate for the degree of Bachelor of Dental Surgery seeking credit for an equivalent unit of study completed previously or for exemption from re-enrolment in a unit of study prescribed for the degree will normally be required to have achieved a result of Credit or higher in that unit of study.
- (2) Exemptions from re-enrolment will not be granted for units of study in clinical disciplines.

Illness or misadventure

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

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

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

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

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

The need to seek early advice

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

Exclusion

Restriction upon re-enrolment

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

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

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

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

Faculty of Dentistry

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

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

Libraries

Dentistry Library

The Fairfax Reading Library (ie, the Dentistry Library) is a branch in The University of Sydney Library system and is housed on the eighth floor of the United Dental Hospital.

Electronic resources and services of the University Library are accessible both from within the Library and over the Internet (www.library.usyd.edu.au). These include online catalogue, the self-service options of the University Library's computer system and access to databases, including Medline. Further information resources may be located via the Library home page on the Internet. Collection resources covering various disciplines within dentistry and associated fields are housed in the Dentistry Library. The collections consist of various formats (print, CD-ROM, audiovisual).

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

Contact

Dr Diana Kingston (Dentistry Librarian)

Phone: (02) 9351 8331

Fax: (02) 9212 5149

Web: www.library.usyd.edu.au/Libraries/Dentistry

Other libraries

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

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

Faculty societies

Sydney University Dental Undergraduates' Association

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

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

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

Dental Alumni Society of the University of Sydney

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

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

Dental Alumni Society Museum

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

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

Committee for Continuing Education in Dentistry

Chair: Director, Continuing Education

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

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

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

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

Traineeships, scholarships and prizes

Traineeships

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

Traineeships are available via the Defence Recruiting Office through the following:

- Royal Australian Navy
- Australian Military Forces
- Royal Australian Air Force

from whom further particulars may be obtained.

Undergraduate scholarships and prizes

Financial assistance

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

Dental Board of New South Wales

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

OTHER FACULTY INFORMATION

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

Funds are limited and loans must therefore be restricted accordingly.

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

Prizes for academic merit

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

Awards and honours

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

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

Year	Weighting
First Year	15%
Second Year	15%
Third Year	20%
Fourth Year	25%
Fifth Year	25%

Scalings

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

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

WAM	Award
85-100	Honours I
80-84	Honours n. Division 1
75-79	Honours n, Division 2

University Medal

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

7 General University information

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

Accommodation Service

The Accommodation Service assists students to find off-campus accommodation by maintaining an extensive database of suitable accommodation in various areas but primarily close to University or within easy access via public transport.

Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3312
Fax: (02) 9351 8262
TTY: (02) 9351 3412
Email: accomm@stuserv.usyd.edu.au
Web: www.usyd.edu.au/su/accom

Admissions Office

The Admissions Office is responsible for overseeing the distribution of offers of undergraduate admission and can advise prospective local undergraduate students regarding 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 (02) 9351 4118 for more information. For enquiries regarding Special Admissions (including Mature-Age Entry), phone (02) 9351 3615. Applicants without Australian citizenship or permanent residency should contact the International Office.

Student Centre
Ground Floor, Carslaw Building, F07
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4117 or (02) 9351 4118
Fax: (02) 9351 4869
Email: admissions@records.usyd.edu.au

Applying for a course

Prospective (intending) students must lodge an application form with the Universities Admissions Centre (UAC) by the last working day of September of the year before enrolment. Note that some faculties, such as Pharmacy, the Sydney Conservatorium of Music and Sydney College of the Arts, have additional application procedures.

Assessment

For matters regarding assessment, refer to the relevant department or school.

Careers information

Provides careers information and advice, and help in finding course-related employment both while you're studying and when you commence your career.

Careers Centre
Ground Floor, Mackie Building, K01
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3481
Fax: (02) 9351 5134
Email: info@careers.usyd.edu.au
Web: www.careers.usyd.edu.au

Casual Employment Service

The Casual Employment Service helps students find casual and part-time work during their studies and in University vacations.

Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 8714
Fax: (02) 9351 8717

Email: ces@stuserv.usyd.edu.au
Web: www.usyd.edu.au/su/cas_emp

Centre for Continuing Education

Bridging courses, study skills courses, essay writing courses, accounting extension courses, university preparation courses, access to university courses, non-award short courses.

Mackie Building, KOI
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2907
Fax: (02) 9351 5022
Email: info@cce.usyd.edu.au
Web: www.usyd.edu.au/cce

Centre for English Teaching

The Centre for English Teaching (CET) offers a range of English language courses including Academic English, General & Business English and IELTS preparation. CET programs help international students to reach the required English language levels for entry to degrees at the University. Students have the opportunity to take the CET university direct entry test at the completion of their language programs.

Level 2, Building F, 88 Mallett St
University of Sydney (M02)
NSW 2006 Australia
Phone: (02) 9351 0706
Fax: (02) 9351 0710
Email: info@cet.usyd.edu.au
Web: www.usyd.edu.au/cet

Child care

Contact the Child Care Coordinator for information about Children's Services for students and staff of the University who are parents.

Child Care Coordinator
Level 7, Education Building, A35
Phone: (02) 9351 5667
Fax: (02) 9351 7055
TTY: (02) 9351 3412
Email: childc@stuserv.usyd.edu.au
Web: www.usyd.edu.au/su/childcare

Co-op Bookshop

Sells textbooks, reference books, general books and software. Special order services available. The Co-op Bookshop is located at:

Sydney University Sports and Aquatic Centre, G09
Cnr Codrington St and Darlington Rd
Phone: (02) 9351 3705 or (02) 9351 2807
Fax: (02) 9660 5256
Email: sydu@mail.coop-bookshop.com.au
Web: www.coop-bookshop.com.au

Counselling Service

The Counselling Service aims to help students fulfil their academic, individual and social goals through professional counselling which is free and confidential. Counselling presents an opportunity to: gain greater self awareness; learn to cope more efficiently with the problem at hand; discuss any work related, social or personal issues that cause concern; explore options with professionally trained staff. In addition, workshops are offered each semester on topics such as stress management, relaxation, exam anxiety, communication skills and others.

Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2228
Fax: (02) 9351 7055

GENERAL UNIVERSITY INFORMATION

Email: counsell@mail.usyd.edu.au

Web: www.usyd.edu.au/su/counsel

Disability Services

Disability Services is the principal point of contact and advice on assistance available for students with disabilities. The Service works closely with academic and administrative staff to ensure that students receive reasonable accommodations in all areas of their study. Assistance available includes the provision of notetaking, interpreters, and advocacy with academic staff to negotiate assessment and course requirement modifications where appropriate.

Level 7, Education Building, A35

The University of Sydney

NSW 2006 Australia

Phone: (02) 9351 4554

Fax: (02) 9351 7055

Email: disserv@stuserv.usyd.edu.au

Web: www.usyd.edu.au/su/disability

Enrolment and pre-enrolment

Students entering first year

Details of the enrolment procedures will be sent with the UAC Offer of Enrolment. Enrolment takes place at a specific time and date, depending on your surname and the Faculty in which you are enrolling, but is usually within the last week of January. You must attend the University in person or else nominate, in writing, somebody to act on your behalf. On the enrolment day, you pay the compulsory fees for joining the Student Union, the Students' Representative Council and sporting bodies and nominate your preferred 'up front' or deferred payment for your Higher Contribution Scheme (HECS) liability. You also choose your first-year units of study, so it's important to consult the Handbook before enrolling.

All other students

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

Examinations

The Examinations and Exclusions Office looks after the majority of exam papers, timetables and exclusions. Some faculties, such as the Sydney Conservatorium of Music, make all examination arrangements for the units of study that they offer.

Examinations and Exclusions Office

Student Centre

Level 1, Carslaw Building, F07

The University of Sydney

NSW 2006 Australia

Phone: (02) 9351 4005 or (02) 9351 4006

Fax: (02) 9351 7330

Email: exams.office@exams.usyd.edu.au

Fees

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

Fees Office

Margaret Telfer Building, K07

The University of Sydney

NSW 2006 Australia

Phone: (02) 9351 5222

Fax: (02) 9351 4202

Financial Assistance Office

The University has a number of loan funds and bursaries to assist students who experience financial difficulties. Assistance is not intended to provide the principal means of support but to help in emergencies and to supplement other income.

Level 7, Education Building, A35

The University of Sydney

NSW 2006 Australia

Phone: (02) 9351 2416

Fax: (02) 9351 7055

TTY: (02) 9351 3412

Email: fao@stuserv.usyd.edu.au

Web: www.usyd.edu.au/su/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, to enable a member of the public to obtain access to documents held by the University and to enable a member of the public to ensure that records held by the University concerning his or her personal affairs are not incomplete, incorrect or out of date. By definition, a 'member of the public' includes staff or students of the University.

Application may be made for access to access University documents, however the Act provides some exemptions to particular documents. The Act contains review and appeal mechanisms which are required to be explained to applicants where applicable. The University is required to report to the public on its FOI activities on a regular basis. The two reports provided are the Statement of Affairs and the Summary of Affairs. The Statement of Affairs contains information about the University, its structure and function and the kinds of documents held. The Summary of Affairs identifies each of the University's policy documents and provides a contact list for those wishing to access these documents. Further information, and copies of the current reports may be found at www.usyd.edu.au/arms/foi/.

It is a requirement of the Act that applications be processed and a determination be made generally within 21 days. Determinations are made by the University's Registrar.

Graduations Office

The Graduations Office is responsible for organising graduation ceremonies and informing students of their graduation arrangements.

Student Centre

Ground Floor, Carslaw Building, F07

The University of Sydney

NSW 2006 Australia

Phone: (02) 9351 3199, (02) 9351 4009, Protocol (02) 9351 4612

Fax: (02) 9351 5072

(Grievances) appeals

Many decisions about academic and non-academic matters are made each year and you may consider that a particular decision affecting your candidature for a degree or other activities at the University may not have taken into account all the relevant matters.

In some cases the by-laws or resolutions of the Senate (see University Calendar) specifically provide for a right of appeal against particular decisions; for example, there is provision for appeal against academic decisions, disciplinary decisions and exclusion after failure.

A document outlining the current procedures for appeals against academic decisions is available at the Student Centre, at the SRC, and on the University's web site at www.usyd.edu.au/su/planning/policy/.

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

Students' Representative Council

Level 1, Wentworth Building, G01

The University of Sydney

NSW 2006 Australia

Phone: (02) 9660 5222

HECS

Student Centre

Ground Floor, Carslaw Building, F07

The University of Sydney

NSW 2006 Australia

Phone: (02) 9351 5659, (02) 9351 5062, (02) 9351 2086

Fax: (02) 9351 5081

International Student Centre

The International Student Centre consists of the International Office (IO), the International Student Services Unit (ISSU) and the Study Abroad and Exchange Office. The International Office provides assistance with application, admission and enrolment procedures and administers scholarships for international students. The ISSU provides a wide range of international student support services including arranging arrival accommodation and offering advice and professional counselling. The Study Abroad and Exchange Unit assists both

domestic and international students who wish to enrol for Study Abroad or Exchange programs.

International Student Centre

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

International Student Services Unit

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

Study Abroad and Exchange Unit

Study Abroad
Phone: (02) 9351 5841
Fax: (02) 9351 2795
Email: studyabroad@io.usyd.edu.au
Web: www.usyd.edu.au/io/studyabroad

Exchange
Phone: (02) 9351 5843
Fax: (02) 9351 2795

Email: exchange@io.usyd.edu.au
Web: www.usyd.edu.au/io/exchange

Intranet

USYDnet is The University of Sydney's intranet. It provides easy access to staff and student directories, maps, software and useful resources for both staff and students. As well as delivering information, the intranet provides interactive services such as the calendar of events, where staff and students can enter events and publish them University-wide.

MyUni is the personalised section of USYDnet. All staff and students are provided with access to MyUni through a login name and password. This enables them to customise the information they see and also receive delivery of personal information such as exam results and seat numbers. MyUni is a portal from which students and staff can complete tasks that were previously only possible offline. Web enrolment variation is one of the first of many facilities that are helping to move the every day tasks of all members of the university online.

Koori Centre and Yooroang Garang

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

Ground Floor, Old Teachers' College, A22
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 2046 general enquiries,
(02) 9351 7003 Liaison Officer
Fax: (02) 9351 6923

Email: koori@koori.usyd.edu.au
Web: www.koori.usyd.edu.au

Language Centre

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

Level 2, Christopher Brennan Building, A18
The University of Sydney
NSW 2006 Australia
Phone: (02)9351 2371
Fax: (02) 9351 3626

Email: language.enquiries@language.usyd.edu.au
Web: www.arts.usyd.edu.au/Arts/departs/langcent/home.html

Learning Centre

The Learning Centre assists students to develop the generic skills which are necessary for learning and communicating knowledge and ideas at university. The Centre is committed to helping

students to 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 the Centre provides are an Individual Learning Program (ILP), a special program for international students, Faculty-based workshops, publications of learning resources and library facilities.

Level 7, Education Building, A35
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 3853
Fax: (02) 9351 4865
Email: lc@stuserv.usyd.edu.au
Web: www.usyd.edu.au/su/lc

Library

Students are welcome to use any of the 22 libraries in the University. The student card is also the library borrower's card. Further details of the libraries, including services provided, locations and opening hours are available on the Library's homepage www.library.usyd.edu.au as well as in the printed *Library Guide*, available at any library. Consult the Library staff for assistance.

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

Architecture Library

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

Badham Library

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

Biochemistry Library

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

Burkitt-Ford Library

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

Camden Library

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

Chemistry Library

Chemistry Building, F1 1
Phone: (02) 9351 3009
Fax: (02) 9351 3329
Email: chemistry@library.usyd.edu.au

Curriculum Resources Library

Old Teachers College, A22
Phone: (02) 9351 6254
Fax: (02) 9351 7766
Email: curriculum@library.usyd.edu.au

Dentistry Library

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

Engineering Library

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

Fisher Library

Eastern Ave, F03
Phone: (02) 9351 2993
Fax: (02) 9351 2890
Email: fishinf@library.usyd.edu.au

GENERAL UNIVERSITY INFORMATION

Geosciences Library

Madsen Building, F09
Phone: (02) 9351 6456
Fax: (02) 9351 6459

Email: geosciences@library.usyd.edu.au

Health Sciences Library

East St, Lidcombe, C42
Phone: (02) 9351 9423
Fax: (02) 9351 9421

Email: h.knight@cchs.usyd.edu.au

Law Library

Law School, 173-175 Phillip St, Sydney, C13
Phone: (02) 9351 0216
Fax: (02) 9351 0301

Email: library@law.usyd.edu.au

Mathematics Library

Carslaw Building, F07
Phone: (02) 9351 2974
Fax: (02) 9351 5766

Email: mathematics@library.usyd.edu.au

Medical Library

Bosch Building, D05
Phone: (02) 9351 2413
Fax: (02) 9351 2427

Email: medical@library.usyd.edu.au

Music Library

Seymour Centre, J09
Phone: (02) 9351 3534
Fax: (02) 9351 7343

Email: music@library.usyd.edu.au

Nursing Library

88 Mallett St, Camperdown, M02
Phone: (02) 9351 0541
Fax: (02) 9351 0634

Email: nursing@library.usyd.edu.au

Orange Library

Leeds Parade, Orange
Phone: (02) 6360 5594
Fax: (02) 6360 5637

Email: lib@orange.usyd.edu.au

Physics Library

New Wing, Physics Building, A29
Phone: (02) 9351 2550
Fax: (02) 9351 7767

Email: physics@library.usyd.edu.au

Shaeffer Fine Arts Library

Mills Building, A26
Phone: (02) 9351 2148
Fax: (02) 9351 7624

Email: john.spencer@arthist.usyd.edu.au

Sydney College of the Arts Library

Balmain Rd, Rozelle, N01
Phone: (02) 9351 1036
Fax: (02) 9351 1043

Email: scalib@sca.usyd.edu.au

Sydney Conservatorium of Music Library

Macquarie St (opposite Bridge St), Sydney, C41
Phone: (02) 9351 1316
Email: library@conmusic.usyd.edu.au

Mathematics Learning Centre

The Mathematics Learning Centre runs bridging courses in mathematics at the beginning of the academic year (fees apply). It also provides on-going support during the year through individual assistance and small group tutorials.

Level 4, Carslaw Building, F07

The University of Sydney

NSW 2006 Australia

Phone: (02) 9351 4061

Fax: (02) 9351 5797

TTY: (02) 9351 3412

Email: mlc@stuserv.usyd.edu.au

Web: www.usyd.edu.au/su/mlc

Part-time, full-time

Students are normally considered as full-time if they have a HECS weighting of at least 0.375 each semester. Anything under

this amount is considered a part-time study load. Note that some faculties have minimum study load requirements for satisfactory progress.

Privacy

The University is subject to the NSW Privacy and Personal Information Protection Act 1998 (the Act). Central to the Act is Part 2 which contains twelve Information Protection Principles (IPPs) which regulate the collection, management, use and disclosure of personal information.

In response to Section 33 of the Act the University has developed a Privacy Management Plan which includes a new University Privacy Policy incorporating the requirements of the IPPS. Both the Plan and the new University Privacy Policy were endorsed by the Vice-Chancellor on 28 June 2000. The Privacy Management Plan sets out the IPPs and how they apply to functions and activities carried out by the University.

Further information and a copy of the Plan may be found at www.usyd.edu.au/arms/privacy/. Any questions regarding the Freedom of Information Act, the Privacy and Personal Information Protection Act or the Privacy Management Plan should be directed to:

Tim Robinson: (02) 9351 4263 or

Judith Russell: (02) 9351 2684

Email: foi@mail.usyd.edu.au

Student Centre

Ground Floor, Carslaw Building, F07

The University of Sydney

NSW 2006 Australia

Phone: (02) 9351 3023 General Enquiries

(02) 9351 4109 Academic Records

(02) 9351 3023 Discontinuation of Enrolment

(02) 9351 5057 Handbooks

(02) 9351 5060 Prizes

Fax: (02) 9351 5081, (02) 9351 5350 Academic Records

Student identity cards

In 1999 the University incorporated a photograph into the student identity card. This means that all students have to provide a colour, passport-sized, head and shoulders photograph when they attend on campus sites to have their student ID card laminated. University student ED cards also function as transport concession cards for eligible students, thus eliminating the need for a separate concession card. The endorsement for concession travel will take the form of a hologram sticker attached to the front of the student ED card.

Student Services

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

The Sydney Summer School

Most faculties at the University offer units of study from degree programs during January/February. As the University uses all of its HECS quota in first and second semester, these units are full fee-paying and entirely voluntary. However, Summer School units enable students to accelerate their degree progress, make up for a failed unit or fit in a unit which otherwise would not suit their timetables. New students may also gain a head start by completing requisite subjects before they commence their degrees. Units start on 2 January and run for up to six weeks (followed by an examination week). Notice of the units available is contained in the various faculty handbooks and is usually circulated to students with their results notices.

Timetabling Unit

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

The Sydney Conservatorium of Music operates in accordance with a local calendar of dates and produces a complete timetable

for all teaching that it delivers. The timetable is available on enrolment at the Conservatorium.

Undergraduate Scholarships

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

University Health Service

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

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

University Health Service (Wentworth)

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

University Health Service (Holme)

Science Rd Entry, Holme Building, A09
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4095
Fax: (02) 9351 4338

■ Student organisations

Students' Representative Council

Level 1, Wentworth Building, G01
The University of Sydney
NSW 2006 Australia
Phone: (02) 9660 5222 Editors, Honi Soit/Legal Aid
(02) 9660 4756 Second-hand Bookshop
(02) 9351 0691 Mallett St
(02) 9230 3777 Pitt St - Conservatorium
Fax: (02) 9660 4260
Email: postmaster@src.usyd.edu.au

Sydney University Sports Union

Services, facilities and clubs for sport, recreation and fitness.

Noel Martin Sports and Aquatic Centre, G09
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 4960
Fax: (02) 9351 4962
Email: sports_union@susu.usyd.edu.au

University of Sydney Union

Main provider of catering facilities, retail services, welfare programs, and social and cultural events for the University community on the Camperdown and Darlington campuses, and at many of the University's affiliated campuses.

University of Sydney Union
Box 500, Holme Building, A09
The University of Sydney
NSW 2006 Australia
Phone: (02) 9563 6000 Switchboard/Enquiries
Fax: (02) 9563 6239
Email: email@usu.usyd.edu.au
Web: www.usu.usyd.edu.au

Women's Sports Association

Provides for students, predominantly women, to participate in sport and recreation through the provision of facilities, courses and personnel.

The Arena Sports Centre, A30
The University of Sydney
NSW 2006 Australia
Phone: (02) 9351 8111
Fax: (02) 9660 0921
Email: secretary@suwsa.usyd.edu.au
Web: www.suwsa.usyd.edu.au

Glossary

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

Academic Board

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

Academic cycle

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

Academic record

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

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

Academic transcript

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

Academic year

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

Addresses

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

Admission

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

Admission basis

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

Admission (deferment)

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

Admission mode

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

Admission period

The period during which applications for admission to courses are considered. The main admission period takes place before Semester 1, but there may also be an admission period for mid-

year applicants before the beginning of Semester 2 and other admission periods.

Admission reply

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

Admission result

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

Admission year

The year the student began the course.

Advanced diplomas

See *Award course*.

Advanced standing

See *Credit*.

Advisor

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

Annual Progress Report

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

FlexSIS records that the form has been sent out and that it has been satisfactorily completed.

APA

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

Appeals

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

ARTS

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

Assessment

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

Associate supervisor

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

Assumed knowledge

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

Attendance mode

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

Attendance pattern/type

Refers to whether the student is studying part-time or full-time. For coursework students this is a function of course load - ie, the

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

AusAID

Australian Agency for International Development.

AUSCHECK

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

AUSTUDY

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

Award course

An award course is a formally approved program of study that can lead to an academic award granted by the University. An award course requires the completion of a program of study specified by course rules. (See also *Course rules*.) Award courses are approved by Senate, on the recommendation of the Academic Board. Students normally apply to transfer between Award courses through the UAC. The award course name will appear on testamurs. The University broadly classifies courses as undergraduate, postgraduate coursework or postgraduate research. The award courses offered by the University are:

- Higher doctorates
- Doctor of philosophy (PhD)
- Doctorates by research and advanced coursework
- Master's degree by research
- Master's degree by coursework
- Graduate diploma
- Graduate certificate
- Bachelor's degree
- Advanced diplomas
- Diplomas
- Certificates

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

Bachelor's degree

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

Barrier

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

Board of examiners

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

Board of studies

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

Bursaries

See *Scholarships*.

Business address

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

Cadigal Program

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

Campus

The grounds on which the University is situated. There are eleven campuses of the University of Sydney: Burren Street (Institute for International Health, Institute of Transport Studies),

Camperdown and Darlington (formerly known as Main Campus), Camden (Agriculture and Veterinary Science), Conservatorium (Conservatorium of Music), Cumberland (Health Sciences), Mallett Street (Nursing), Orange (Faculty of Rural Management), Rozelle (Sydney College of the Arts), St James (Law) and Surry Hills (Dentistry).

Census date

See HECS census date.

Centre for Continuing Education

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

Centrelink

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

Ceremony

See *Graduation ceremony*.

Chancellor

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

Class list

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

Combined course

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

Combined degree

See *Combined course*.

Commencing student

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

Comp subs

See *Compulsory subscriptions*.

Compulsory subscription rates

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

Compulsory subscription waiver provision

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

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

Compulsory subscriptions

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

At the Camperdown/Darlington campus (formerly known as Main Campus), compulsory submissions depend on the level of study.

Undergraduate: the University of Sydney Union, Students' Representative Council (SRC) and the University of Sydney Sports Union or the Sydney University Women's Sports Association.

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

Student organisations at other campuses include: the Conservatorium Student Association, the Cumberland Student Guild, the Orange Agricultural College Student Association and the Student Association of Sydney College of the Arts.

(See also *Compulsory subscription rates, Compulsory subscription waiver provision, Joining fee, Life membership.*)

Confirmation of Enrolment form

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

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

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

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

Continuing professional education

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

Convocation

Convocation is the body comprising all graduates of the University.

Core unit of study

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

Corequisite

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

Course

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

Course alias

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

Course code

See *Course alias.*

Course leave

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

Course (research)

A classification of courses in which students undertake supervised research leading to the production of a thesis or other piece of written or creative work over a prescribed period of time. The research component of a research course must comprise 66% or more of the overall course requirements.

Course rules

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

Course suspension

See *Course leave.*

Course transfer

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

Course type

Course type is a DETYA code.

Coursework

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

Credit

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

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

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

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

Credit points

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

Cross-institutional enrolment

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

DAC (Data Audit Committee)

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

Deadlines (enrolment variations)

See *Enrolment variations.*

Deadlines (fees)

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

Dean

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

Dean's certificate

A statement from the dean certifying that all requirements, including fieldwork and practical work, have been met and that the student is eligible to graduate. Not all faculties use dean's

certificates. In faculties that do, qualified students have 'dean's certificate' noted on their academic record.

Deferment

See *Admission (deferment), Leave.*

Degree

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

Delivery mode

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

Department

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

DETYA

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

Differential HECS

See *Higher Education Contribution Scheme (HECS).*

Diploma

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

Direct admissions

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

Disability information

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

Discipline codes

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

Discipline group

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

Discontinuation (course)

See *Enrolment variation.*

Discontinuation (unit of study)

See *Enrolment variation.*

Dissertation

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

Distance and flexible learning

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

Doctor of philosophy (PhD)

See *Award course, Doctorate, PhD.*

Doctorate

The doctorate and the PhD are high-level postgraduate awards available at the University of Sydney. A doctorate course normally involves research and coursework; the candidate submits a thesis that is an original contribution to the field of

study. Entry to a doctorate course often requires completion of a master's degree course. Note that the doctorate course is not available in all departments at the University of Sydney. (See also *Award course, PhD.*)

Earliest date

See *Research candidature.*

EFTSU

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

EFTYR

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

Enrolment

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

Enrolment non-award

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

Enrolment status

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

Enrolment status reason/category

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

Enrolment variation

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

Enrolment year

See *EFTYR, Stage.*

Examination

See *Examination paper code, Examination period, Supplementary exams.*

Examination paper code

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

Examination period

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

Exchange student

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

Exclusion

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

University policy relating to exclusion is set out in the University Calendar. (See also *Senate appeals*.)

Extended semesters

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

External

See *Attendance mode*.

External transcript

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

Faculty

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

Fail

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

Fee-paying students

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

Fee rate

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

Fee type

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

Flexible learning

See *Distance* and *Flexible learning*.

Flexible start date

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

FlexSIS

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

Full-time student

See *Attendance status*, *EFTSU*.

Grade

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

Graduand

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

Graduate

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

Graduate certificate

See *Award course*.

Graduate diploma

See *Award course*.

Graduate register

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

Graduation

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

Graduation ceremony

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

HECS

See *Higher Education Contribution Scheme (HECS)*.

HECS census date

The date at which a student's enrolment, load and HECS liability are finalised before reporting to DETYA. The following dates apply:

Semester 1: 31 March

Semester 2: 31 August.

HECS code

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

Higher doctorates

See *Award course*.

Higher Education Contribution Scheme (HECS)

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

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

Honorary degrees

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

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

Honours

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

HSC

The HSC is the NSW Higher School Certificate, which is normally completed at the end of Year 12 of secondary school. The UAI (Universities Admission Index) is a rank out of 100 that is computed from a student's performance in the HSC.

In absentia

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

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

Instrumental supervisor (teacher)

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

Internal

See *Attendance mode*.

Internal transcript

An Internal transcript is a record of a student's academic record for the University's own internal use. It includes the student's

name, SJD, address, all courses in which the student was enrolled and the final course result, and all units of study attempted within each course together with the unit of study result. (See also *Academic transcript*, *External transcript*.)

International student

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

Joining fee

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

Leave

See *Course leave*.

Life membership

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

Load

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

Local student

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

Major

A major is a defined program of study, generally comprising 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 prescribed in order to satisfy course requirements. Majors may be included on testamurs. (See also *Award course*, *Minor*, *Stream*.)

Major timetable clash

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

Mark

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

Master's degree

A postgraduate 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*, *Course (research)*, *Coursework*.)

Minor

A minor is a defined program of study, generally comprising units of study from later stages of the award course and requiring a smaller number of credit points than a major. Students select and transfer between minors (and majors) by virtue of their selection of units of study.

One or more minors may be prescribed in order to satisfy course requirements. Minors may be included on testamurs. (See also *Award course*, *Major*, *Stream*.)

Minor timetable clash

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

Mixed mode

See *Attendance mode*.

Mode

See *Attendance mode* and *Delivery mode*.

Mutually exclusive units of study

See *Prohibited combinations of units of study*.

MyUni

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

Non-award course

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

Non-award enrolment

See *Enrolment non-award*.

Non-specific credit

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

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

(See also *Credit*, *Specific credit*.)

OPRS

Overseas Postgraduate Research Scholarship.

Orientation Week

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

Part-time student

See *Attendance status*, *EFTSU*.

Permanent home address

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

PhD

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

Postgraduate

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

Potential graduand

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

Precedents

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

Pre-enrolment

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

Prerequisite

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

Prizes

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

Probationary candidature

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

Progression

See *Course progression*.

Prohibition (prohibited combinations of units of study)

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

Provisional re-enrolment

See *Pre-enrolment*.

Qualification

A qualification is an academic attainment recognised by the University.

Registrar

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

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 person will be a full-time member of the academic staff or a person external to the University appointed in recognition of 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*.)

Resolutions of Senate

Regulations determined by the Senate of the University of Sydney that pertain to degree and diploma course requirements and other academic or administrative matters.

Result processing

Refers to the processing of assessment results for units of study. Departments tabulate results for all assessment activities of a unit of study and assign preliminary results for each unit of study. Preliminary results are considered by the relevant board of examiners, which approves final results. Students are notified of results by result notices that list final marks and grades for all units of study. (See also *Assessment*, *Examination period*.)

Result processing schedule

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

Results

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

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 - eg, 'no more than one sixth of the total credit points for a course can be made up from PCON results'.
F	Fail	This grade may be used for students with marks of 46-49 in those faculties which do not use PCON
AF	Absent fail	Includes non-submission of compulsory work (or non-attendance at compulsory labs, etc) as well as failure to attend an examination
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 (ie, 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.
DF	Discontinued - fail	Recorded on transcript. This applies from the time DNF ceases to be automatically available up to the cessation of classes for the unit of study.

MINC	Incomplete with a mark of at least 50	This result may be used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final mark and passing grade. Except in special cases approved by the Academic Board, this result will be converted to a normal passing mark and grade either: <ul style="list-style-type: none"> • 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 the indicated mark and grade by the third week of the immediately subsequent academic session. Deans are authorised to approve the extension of a MtNC grade for individual students having a valid reason for their incomplete status.
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: <ul style="list-style-type: none"> • 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 MtNC 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 (eg, Honours).

Scholarships

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

School

See *Department*.

SCR

System change request.

Semester

A semester is a 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 must be given special permission by the Academic Board.

Semester address

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

Senate

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

Senate appeals

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

Session

A session is a teaching period that defines the offering of a unit of study. A session cannot be longer than six months. 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.

Session address

See *Semester address*.

Special consideration

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

They can obtain an official form from the Student Centre. The Student Centre stamps the form and the medical or other documentation. The student gives a copy of the material to the

Student Centre staff and takes copies to the relevant departments. The student retains the originals. The dates for which special consideration is sought are recorded on FlexSIS and printed on the examination register.

Special permission

See *Waiver*.

Specific credit

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

Sponsorship

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

SRS

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

Stage

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

Status

Status is a variable for students both with relation to course and unit of study. With relation to course, students can have the status of enrolled or not enrolled. 'Not enrolled' reasons can be: totally discontinued, withdrawn, suspended, cancelled, awarded, etc. With relation to unit of study, students can have the status of CURENR or WITHDN, discontinued, etc.

Stream

A stream is a defined program of study within an award course, which requires the completion of a program of study specified by the course rules for the particular stream, in addition to the core program specified by the course rules for the award course. Students enrolled in award courses that involve streams will have the stream recorded in their enrolment record. Students normally enter streams at the time of admission, although some award courses require students to enrol in streams after the completion of level 1000 units of study. Where permitted to do so by faculty resolution, students may transfer from one stream to another, within an award course, provided they meet criteria approved by the Academic Board on the advice of the faculty concerned. A stream will appear with the award course name on testamur - eg, Bachelor of Engineering in Civil Engineering (Construction Management). (See also *Award course*, *Major*, *Minor*.)

Student ID card

All students who enrol are issued with an identification card. The card includes the student name, SID, the course code, and a library borrower's bar code. The card identifies the student as eligible to attend classes and must be displayed at formal

examinations. It must be presented to secure student concessions and to borrow books from all sections of the University Library.

Student identifier (SID)

A 9-digit number which uniquely identifies a student at the University.

Student load

See *Load*.

Study Abroad Program

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

Subject area

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

Summer School

See *Sydney Summer School*.

Supervising faculty

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

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

Supervision

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

Supplementary examinations

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

Suppression of results

Results for a particular student can be suppressed by the University for the following reasons:

- the student has an outstanding debt to the university
- the student is facing disciplinary action.

Suspension

See *Course leave*.

Sydney Summer School

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

Teaching department

See *Department*.

Temporary address

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

Testamur

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

Thesis

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

Timetable

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

Transcript

See *Academic transcript*.

Transfer

See *Course transfer*.

Tuition fees

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

VAC

The Universities Admissions Centre (UAC) receives and processes applications for admission to undergraduate courses at recognised universities in NSW and the ACT. Most commencing undergraduate students at the University apply through UAC.

UAC admissions

Most local undergraduates (including local undergraduate fee payers) apply through the Universities Admission Centre (UAC).

The University Admissions Office coordinates the processing of UAC applicants with faculties and departments and decisions are recorded on the UAC system.

Applicants are notified by UAC and an electronic file of applicants who have been made offers of admission to courses at the University is loaded onto FlexSIS. (See also *Admission*, *Direct admissions*.)

UAI (Universities Admission Index)

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

Undergraduate

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

Unit of study

A unit of study is the smallest stand-alone component of a student's course that is recordable on a student's transcript. Units of study have an integer credit point value, normally in the range 3-24. Each approved unit of study is identified by a unique sequence of eight characters, consisting of a four character alphabetical code which usually identifies the department or subject area, and a four character numeric code which identifies the particular unit of study. Units of study can be grouped by subject and level. (See also *Core unit of study*, *Course*, *Major*.)

Unit of study enrolment status

The enrolment status indicates whether the student is still actively attending the unit of study (ie, currently enrolled) or is no longer enrolled (withdrawn or discontinued).

Unit of study group

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

Unit of study level

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

University

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

University Medal

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

GLOSSARY

UPA

University Postgraduate Award.

USYDnet

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

Variation of enrolment

See *Enrolment variation*.

Vice-Chancellor

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

Waiver

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

Weighted average mark (WAM)

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

Year of first enrolment (YFE)

The year in which a student first enrolls at the University.

Youth Allowance

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

Index

A

Aboriginal Medical Service, 6

Anaesthesia DENT 4016, 19

C

Clinical Dentistry A DENT 5011, 21

Clinical Dentistry B DENT 5012, 21

D

DENT 3002 Fixed Prosthodontics, 17

DENT 3003 Infectious Diseases, 17

DENT 3005 Oral Biology, 17

DENT 3008 Orthodontics, 18

DENT 3009 Pathology, 18

DENT 3011 Pharmacology, 18

DENT 3014 Endodontics A, 17

DENT 3015 Endodontics B, 17

DENT 3016 Occlusion A, 17

DENT 3017 Occlusion B, 17

DENT 3018 Oral Diagnosis and Radiology A, 18

DENT 3019 Oral Diagnosis and Radiology B, 18

DENT 3020 Oral Surgery (Loc Anaesth & Exodontia) A, 18

DENT 3021 Oral Surgery (Loc Anaesth & Exodontia) B, 18

DENT 3024 Periodontics A, 18

DENT 3025 Periodontics B, 18

DENT 3026 Removable Prosthodontics A, 18

DENT 3027 Removable Prosthodontics B, 19

DENT 3028 Tooth Conservation A, 19

DENT 3029 Tooth Conservation B, 19

DENT 4016 Anaesthesia, 19

DENT 4018 Pharmacology and Therapeutics, 20

DENT 4019 Preventive Dentistry, 20

DENT 4021 Endodontics A, 19

DENT 4022 Endodontics B, 19

DENT 4023 Fixed Prosthodontics A, 19

DENT 4024 Fixed Prosthodontics B, 19

DENT 4025 Oral Pathology and Oral Medicine A, 19

DENT 4026 Oral Pathology and Oral Medicine B, 20

DENT 4027 Oral Surgery A, 20

DENT 4028 Oral Surgery B, 20

DENT 4029 Orthodontics A, 20

DENT 4030 Orthodontics B, 20

DENT 4031 Paediatric Dentistry A, 22

DENT 4032 Paediatric Dentistry B, 22

DENT 4033 Periodontics A, 20

DENT 4034 Periodontics B, 20

DENT 4035 Removable Prosthodontics A, 21

DENT 4036 Removable Prosthodontics B, 21

DENT 4037 Oral Diagnosis and Radiology A, 19

DENT 4038 Oral Diagnosis and Radiology B, 19

DENT 4039 Surgery A, 21

DENT 4040 Surgery B, 21

DENT 4041 Tooth Conservation A, 21

DENT 4042 Tooth Conservation B, 21

DENT 5003 Ethics and Professional Responsibility, 21

DENT 5005 Systemic Pathology, 22

DENT 5007 Electives A, 21

DENT 5008 Electives B, 21

DENT 5009 Oral Surgery A, 22

DENT 5010 Oral Surgery B, 22

DENT 5011 Clinical Dentistry A, 21

DENT 5012 Clinical Dentistry B, 21

Dentists Act, 5

E

Electives A DENT 5007, 21

Electives B DENT 5008, 21

Endodontics A DENT 3014, 17

Endodontics A DENT 4021, 19

Endodontics B DENT 3015, 17

Endodontics B DENT 4022, 19

Ethics and Professional Responsibility DENT 5003, 21

F

Fixed Prosthodontics A DENT 4023, 19

Fixed Prosthodontics B DENT 4024, 19

Fixed Prosthodontics DENT 3002, 17

I

Infectious Diseases DENT 3003, 17

O

Occlusion A DENT 3016, 17

Occlusion B DENT 3017, 17

Oral Biology DENT 3005, 17

Oral Diagnosis and Radiology A DENT 3018, 18

Oral Diagnosis and Radiology A DENT 4037, 19

Oral Diagnosis and Radiology B DENT 3019, 18

Oral Diagnosis and Radiology B DENT 4038, 19

Oral Pathology and Oral Medicine A DENT 4025, 19

Oral Pathology and Oral Medicine B DENT 4026, 20

Oral Surgery (Loc Anaesth & Exodontia) A DENT 3020, 18

Oral Surgery (Loc Anaesth & Exodontia) B DENT 3021, 18

Oral Surgery A DENT 4027, 20

Oral Surgery A DENT 5009, 22

Oral Surgery B DENT 4028, 20

Oral Surgery B DENT 5010, 22

Orthodontics A DENT 4029, 20

Orthodontics B DENT 4030, 20

Orthodontics DENT 3008, 18

P

Paediatric Dentistry A DENT 4031, 22

Paediatric Dentistry B DENT 4032, 22

Pathology DENT 3009, 18

Periodontics A DENT 3024, 18

Periodontics A DENT 4033, 20

Periodontics B DENT 3025, 18

Periodontics B DENT 4034, 20

Pharmacology and Therapeutics DENT 4018, 20

Pharmacology DENT 3011, 18

Preventive Dentistry DENT 4019, 20

R

Removable Prosthodontics A DENT 3026, 18

Removable Prosthodontics A DENT 4035, 21

Removable Prosthodontics B DENT 3027, 19

Removable Prosthodontics B DENT 4036, 21

S

Surgery A DENT 4039, 21

Surgery B DENT 4040, 21

Systemic Pathology DENT 5005, 22

T

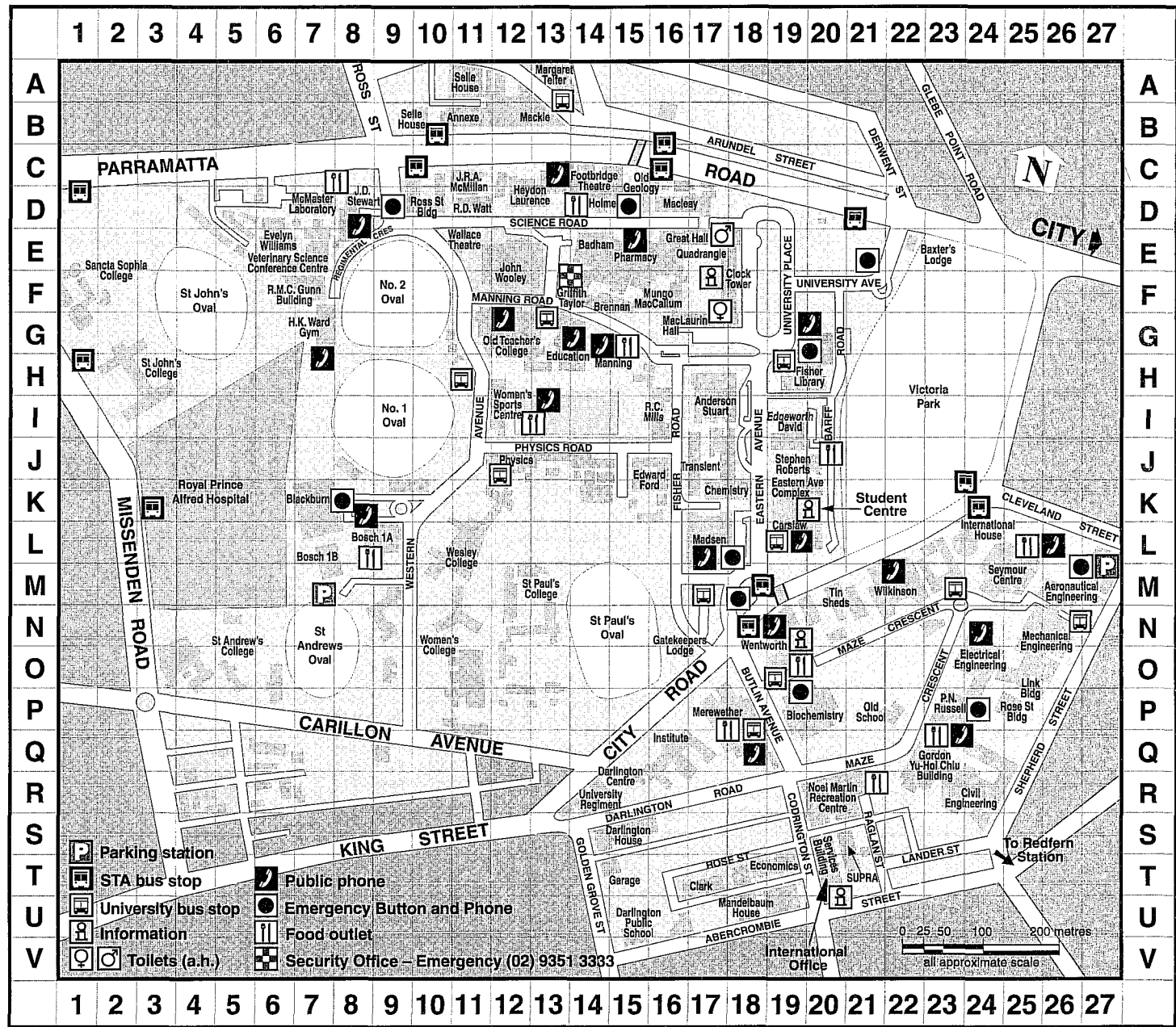
Tooth Conservation A DENT 3028, 19

Tooth Conservation A DENT 4041, 21

Tooth Conservation B DENT 3029, 19

Tooth Conservation B DENT 4042, 21

- Academic and Executive Services 16E
- Accounting 17P
- Accommodation Service 13G
- Administrative Policy & Strategic Planning Div'n 16E
- Administrative Support Services Div'n 16E
- Aeronautical Engineering 26M
- Agricultural Chemistry and Soil Science 10D
- Agricultural Economics HD
- Agriculture Faculty Office 11C
- Graduate School of Business Burren St
- Alma Street Glasshouse 23N
- Alumni Relations 16E
- Anaesthesia 7K
- Anderson Stuart Bldg 17I
- Anatomy and Histology 17I
- Ancient History and Classics 16F
- Animal Health Camden
- Animal Science 7F
- Anthropology 16F
- Archaeology 16F
- Architectural and Design Science 22M
- Architecture, Dept and Faculty Office 22M
- Architecture, Planning and Allied Arts 22M
- Archives 19H
- Art History and Theory 16I
- Art Workshop 20M
- Arts Faculty Office 16F
- Asset Management 13A
- Asian Studies 14F
- Badham Bldg and Library 14E
- Banks see Financial institutions
- Baxter's Lodge 22E
- Behavioural & Social Sciences in Nursing Mallett St
- Behavioural Science Cumberland
- Behavioural Sciences in Medicine 7K
- Biochemistry 20P
- Biological Sciences 15D
- Biomedical Science Cumberland
- Blackburn Bldg 7K
- Bookshops:
 - Medical 7K
 - SRC Secondhand 19N
 - University Co-operative 21R
- Bosch IA (lecture theatres) 8L
- Bosch IB Bldg 7M
- Brennan, C. Bldg 15F
- Budget Office 16E
- Business Liaison Office 12E
- Business Services 19U
- Campus Services 20T
- Careers Centre 13B
- Carlslaw Bldg 19L
- Cashiers 13A
- Central Services 20T
- Central Records Office 16E
- Centre for English Teaching Mallett St
- Centre for Teaching and Learning 19L



Chancellor's Committee Shop **17F**
Chaplains' Centre **10G**
Chemical Engineering **23Q**
Chemistry **17K**
Child Care:
 Boundary Lane **16U**
 Carillon Avenue **9Q**
 Laurel Tree House (Glebe) **16B**
 Union (Darlington) **21S**
Civil Engineering **24R**
Clark Bldg **17T**
Clinical Nursing **Mallett St**
Clinical Ophthalmology & Eye Health **Sydney**
 Eye Hospital
Clock Tower **17F**
Clinical Trials **Mallett St**
Communication Disorders **Cumberland**
Community & Mental Health Nursing **Cumberland**
Community Health **Cumberland**
Community Medicine **15K**
Computer Sales:
 Computer Sales and Service **23U**
 Computer Shop **21R**
Computer Science, Bassar Dept **17L**
Continuing Education, Centre for **13B**
Coppleson Postgraduate Medical Institute **9K**
Copy Centre **21R**
Counselling Service **13G**
Crop Sciences **13F**
Darlington Centre **15R**
Darlington House **14S**
Dentistry Faculty Office & Dental Studies **Surry Hills**
Development Office **16E**
Disability Services **13G**
Eastern Avenue Auditorium & Lecture Theatres **19K**
Econometrics **17P**
Economic History **17P**
Economics Bldg **19T**
Economics, Dept and Faculty Office **17P**
Edgeworth David Bldg **19J**
Education Bldg and Faculty Office **13G**
Educational Development & Evaluation **15K**
Educational Psychology, Literacies & Learning **13G**
Edward Ford Bldg **15K**
Electrical Engineering **24O**
Employment Service, Casual **14C**
Engineering Faculty Office **25O**
English **12E**
Equal Employment Opportunity Unit **13A**
Evelyn Williams Bldg **6E**
Experimental Medicine **7K**
External Relations Division **16E**
Facilities Planning, Office of **20T**
Family and Community Health in Nursing **Mallett St**
Financial institutions:
 Commonwealth Bank **14D**
 Credit Union-ATM only **14D**
 National Australia Bank **15E, 19N**

Finance, Dept of **16Q**
Financial Management & Reporting **13A**
Financial Services Division **13A**
Financial Systems Development **13A**
Fine Arts (Art History & Theory) **16I**
Fisher Library **19G**
Footbridge Theatre **14C**
French Studies **15F**
Garage, University **15T**
Gender Studies **16E**
General Practice **Westmead Hospital**
Geography **16Q**
Geology and Geophysics **19J**
Germanic Studies **15F**
Government and Public Administration **17P**
Great Hall **18E**
Greek, Modern **14F**
Griffith Taylor Bldg **14F**
Gunn, R.M.C. Bldg **7F**
Heydon Laurence Bldg **12D**
Health Information Management **Cumberland**
Health Sciences Faculty Office **Cumberland**
Health Service (Holme Bldg, Wentworth Bldg) **14D, 19N**
History **15F**
History and Philosophy of Science **19L**
Holme Bldg **14D**
Industrial Relations, Dept of **16Q**
Infectious Diseases **7K**
Information Technology Services **19U**
Institute Bldg **16Q**
International Office and International Student Services **20T**
International House **23L**
International Preparation Program **20T**
Italian **16I**
Jurisprudence **St James**
Koori Centre **12G**
Law Dept and Faculty Office **St James**
Learning Assistance Centre **13G**
Life Sciences in Nursing **Mallett St**
Linguistics **17J**
Link Bldg **25O**
Lost Property **14F**
Mackie Bldg **13B**
MacLaurin Hall **16G**
Macleay Bldg and Museum **16D**
Madsen Bldg **17L**
Mail Room (Internal) **20T**
Main Bldg **17F**
Management Studies **Burren Street**
Mandelbaum House **18U**
Manning House **14H**
Margaret Telfer Bldg **13A**
Marketing, Dept of **16Q**
Mathematics and Statistics **19L**
McMasterBldg **7D**
McMillan, J.R.A., Bldg **11C**

Mechanical and Aeronautical Engineering Bldg **25N**
Media and Publications **16E**
Mechanical Engineering **25N**
Media Office **16E**
Medical Radiation Technology **Cumberland**
Medicine, Dept of **7K**
Medicine, Faculty of **15K**
Merewether Bldg **17P**
Microbiology **20P**
Mills, R.C. Bldg **16I**
Mungo MacCallum Bldg **16F**
Music, Dept of **24M**
Nicholson Museum **16G**
Nursing Therapeutics **Cumberland**
Obstetrics and Gynaecology **9K**
Occupational Therapy **Cumberland**
Old Geology Bldg **15D**
Old School Bldg **21P**
Old Teachers'College Bldg **12G**
Operations Accounting **13A**
Orange - Rural Management, Faculty **Orange**
Orthoptics **Cumberland**
Paediatrics and Child Health **New Children's Hospil**
Pathology **7K**
Personnel Services **13A**
Pharmacology **7L**
Pharmacy **15E**
Philosophy **17G**
Photowise Imaging **20T**
Physics **13J**
Physiology **17I**
Physiotherapy **Cumberland**
Planning Support Office **16E**
Post Office **15E**
Printing Services, University **20T**
Professional Studies **13G**
Properties and Investments **13A**
Prospective Students Unit **12B**
Psychological Medicine **4K**
Psychology **14E**
Purchasing **13A**
Publications Unit **16E**
Public Health and Community Medicine **15K**
Quadrangle **17F**
Queen Elizabeth U Research Institute **9K**
Regiment, University **14R**
Religion, School of Studies in **12E**
Research and Scholarships **16E**
Revenue Services **13A**
Risk Management **13A**
Rose Street Bldg **24P**
Ross Street Bldg **10D**
Russell, Peter Nicol, Bldg **23P**
St Andrew's College **5O**
St John's College **3H**
St Paul's College **12N**

