



The  
University  
of Sydney

20  
10

# Education and Social Work postgraduate handbook

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# Acknowledgements



## The Arms of the University

### **Sidere mens eadem mutato**

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

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### **Official course information**

Faculty handbooks and their respective online updates, along with the *University of Sydney Calendar*, form the official legal source of information relating to study at the University of Sydney. Please refer to the following websites:

[www.usyd.edu.au/handbooks](http://www.usyd.edu.au/handbooks)  
[www.usyd.edu.au/calendar](http://www.usyd.edu.au/calendar)

### **Amendments**

All authorised amendments to this handbook can be found at [www.usyd.edu.au/handbooks/handbooks\\_admin/updates2010](http://www.usyd.edu.au/handbooks/handbooks_admin/updates2010)

### **Disability access**

An accessible version of this handbook (in Microsoft Word) is available at [www.usyd.edu.au/handbooks/handbooks\\_disability](http://www.usyd.edu.au/handbooks/handbooks_disability)

### **Resolutions**

#### *The Coursework Clause*

Resolutions must be read in conjunction with the *University of Sydney (Coursework) Rule 2000 (as amended)*, which sets out the requirements for all undergraduate courses, and the relevant resolutions of the Senate.

#### *The Research Clause*

All postgraduate research courses must be read in conjunction with the relevant rules and resolutions of the Senate and Academic Board, including but not limited to:

1. The *University of Sydney (Amendment Act) Rule 1999 (as amended)*.
2. The *University of Sydney (Doctor of Philosophy (PhD)) Rule 2004*.
3. The resolutions of the Academic Board relating to the Examination Procedure for the Degree of Doctor of Philosophy.
4. The relevant faculty resolutions.

### **Disclaimers**

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

### **Price**

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

### **Handbook purchases**

You can purchase handbooks at the Student Centre, or online at [www.usyd.edu.au/handbooks](http://www.usyd.edu.au/handbooks)

### **Production**

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### **Handbook enquiries**

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# Important dates

## University semester and vacation dates for 2010

Summer/Winter School lectures	Dates
Summer School – December program	Begins: Monday 7 December 2009
Summer School – main program	Begins: Monday 4 January 2010
Summer School – late January program	Begins: Monday 18 January
Winter School – main program	Monday 28 June to Friday 24 July
Semester One	Dates
International student orientation (Semester One) – STABEX	Monday 15 February and Tuesday 16 February
International student orientation (Semester One) – full degree	Wednesday 18 February and Thursday 19 February
Lectures begin	Monday 1 March
AVCC Common Week/non-teaching Easter period	Friday 2 April to Friday 9 April
International application deadline (Semester Two) *	Thursday 30 April *
Last day of lectures	Friday 4 June
Study vacation	Monday 7 June to Friday 11 June
Examination period	Tuesday 15 June to Saturday 26 June
Semester ends	Saturday 26 June
AVCC Common Week/non-teaching period	Monday 5 July to Friday 9 July
Semester Two	Dates
International student orientation (Semester Two) – STABEX	Monday 19 July and Tuesday 20 July
International student orientation (Semester Two) – full degree	Wednesday 22 July and Thursday 23 July
Lectures begin	Monday 26 July
AVCC Common Week/non-teaching period	Monday 27 September to Friday 1 October
Last day of lectures	Friday 29 October
International application deadline (for Semester 1, 2011) *	Saturday 30 October *
Study vacation	Monday 1 November to Friday 5 November
Examination period	Monday 8 November to Saturday 20 November
Semester ends	Saturday 20 November

\* Except for the faculties of Dentistry, Medicine and the Master of Pharmacy course. See [www.acer.edu.au](http://www.acer.edu.au) for details.

## Last dates for withdrawal or discontinuation for 2010

Semester One – units of study	Dates
Last day to add a unit	Friday 12 March
Last day for withdrawal	Wednesday 31 March
Last day to discontinue without failure (DNF)	Friday 23 April
Last to discontinue (Discontinued – Fail)	Friday 4 June
Semester Two – units of study	Dates
Last day to add a unit	Friday 6 August
Last day for withdrawal	Monday 31 August
Last day to discontinue without failure (DNF)	Friday 10 September
Last day to discontinue (Discontinued – Fail)	Friday 29 October
Last day to withdraw from a non-standard unit of study	Census date of the unit, which cannot be earlier than 20 per cent of the way through the period of time during which the unit is undertaken.
Public holidays	Dates
Australia Day	Monday 26 January
Good Friday	Friday 2 April
Easter Monday	Monday 5 April
Anzac Day	Monday 26 April
Queen's Birthday	Monday 14 June
Labour Day	Monday 4 October





# How to use this handbook

## What is a handbook?

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

As a student at the University of Sydney you need to be aware of course structures and content, who your lecturers are, as well as examination procedures.

You should also become familiar with University policies and faculty rules and regulations. This handbook supplies a lot of this information.

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

## What new students need to know

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

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

## Where to find information

### Course terminology

University terminology, such as 'credit point', 'unit of study', and 'WAM', can be found in the **Abbreviations** and **Glossary** chapters, at the back of this handbook.

### Dates

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

### Contents and index

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

You'll find information like:

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

The **Index** lists units of study only. It allows you to check every reference which refers to your unit of study within the handbook. It is divided into two parts, and lists units of study alphabetically (by course name) and again by course code (alphanumeric).

## Colour-coded sections

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

## Faculty rules and regulations

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

These should be read along with the University's own *Coursework Rule 2000 (as amended)* which is described in the **Essential information for students** chapter near the end of this book. Together they outline the agreement between student and faculty, and student and University.

## General University information

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

- terminology and abbreviations used at the University
- campus maps to help you find your way around
- Summer School and Winter School information
- information for international students
- student services.

## Course planner

You might like to plot the course of your degree as you read about your units of study. Use the planner at the back of this handbook.

## Timetables

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

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

## Students with a disability

For accessible (word, pdf and html) versions of this document, see:  
[www.usyd.edu.au/handbooks/handbooks\\_disability](http://www.usyd.edu.au/handbooks/handbooks_disability)

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

For details on registering with the service and online resources, see:  
[www.usyd.edu.au/disability](http://www.usyd.edu.au/disability)

## Handbook updates

The information in this handbook is current at the time of publication. Further information on University policies, such as plagiarism and special consideration, can be found on the University's website, along with official handbook amendments.

[www.usyd.edu.au/handbooks/handbooks\\_admin/updates2010](http://www.usyd.edu.au/handbooks/handbooks_admin/updates2010)

**Feedback regarding this handbook is welcome.**  
[info@publications.usyd.edu.au](mailto:info@publications.usyd.edu.au)





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# Faculty of Education and Social Work handbook

## Message from the Dean



On behalf of the teaching and administrative staff, it is my privilege to welcome you to the Faculty of Education and Social Work.

Education and Social Work both have a strong tradition in the University. The Faculty of Education was established in 1986 and in 2003, joined with Social Work and Social Policy Studies to create our faculty. The professions of Education and Social Work have

much in common, and we are in the process of developing joint programs and initiatives that involve aspects of both professions, allowing us to more effectively address social justice and inequity. Our partnership has been very important in developing concepts of

professional education and ways of supporting students as learners and practitioners.

The faculty has developed a portfolio of postgraduate programs taught by leading academics who are well known nationally and internationally in their fields. We are a community of highly committed scholars and researchers who recognise our postgraduate students as significant members of that community and offer them the opportunity to make a difference in their own professional setting. Students enrolled in our postgraduate programs are given the opportunity to further their professional development within this research-rich context.

The faculty offers a wide range of programs for postgraduate students from Coach Education to Teaching English to Speakers of Other Languages. In addition, our students come from diverse backgrounds and bring a breadth of experience and insight that further enrich the programs we offer. We value the opportunity for dialogue that our postgraduate programs afford and greatly look forward to working with you.

**Professor Robyn Ewing**  
*Acting Dean*





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# Introduction to the faculty

This is the Postgraduate Handbook for the Faculty of Education and Social Work, within which you should find all of the information you are likely to require about our postgraduate programs. In particular, it will guide you through course requirements, units of study outlines, course convenors, where and who to turn for further information, advice, assistance and services at the University of Sydney.

## The Faculty of Education and Social Work

The Faculty of Education was established in 1986, having been until then, a department in the Faculty of Arts. In 1992, the faculty amalgamated with the then Institute of Education, itself part of the Sydney College of Advanced Education. This resulted in a large increase in the number of staff and courses which were offered by the faculty.

Purpose-built accommodation for the faculty was completed in 1992. This provides state of the art facilities for the training of educators, including a bio-mechanics laboratory, well equipped computer laboratories, a dance studio, visual arts facilities, television studio and technologically well equipped lecture and tutorial rooms.

In 2003, Social Work, originally located within the Faculty of Arts, merged with the Faculty of Education to form the Faculty of Education and Social Work. The merger reflects the close association that the two disciplines share in areas of research and professional practice.

The faculty prides itself on the provision of excellent educational opportunities for undergraduate and postgraduate students as well as continuing studies and support of professionals in both education and social work.

## Research centres and networks

The faculty has a strong commitment to diverse research interests. Of particular note is the high national and international profile of many faculty researchers, with strong commitments to achieving advances in theory, policy and professional practice in their fields of interest.

Research is supported by the Research Division and conducted largely under the auspices of its multidisciplinary research centres and networks of educational studies on China and conducts substantial teaching programs.

The centre, which has been part of the faculty for over 20 years, assists in sourcing opportunities for collaboration with China and supports a growing number of research higher degree students studying aspects of education and society in China.

For detailed information on research centres and networks please visit [www.edsw.usyd.edu.au/about/centres](http://www.edsw.usyd.edu.au/about/centres).





# Contacts

## Dean (Acting)

Professor Robyn Ewing, BEd (Hons) PhD *Sydney*

### Executive Assistant to the Dean

Robert Keighthley

## Associate Deans

Dr Lindsey Napier (Staffing)

Dr Fran Waugh (Learning and Teaching)

Dr Lesley Harbon (International)

Dr Richard Walker (Acting) (Division of Postgraduate Coursework & Professional Education)

Dr Paul Dufficy (Division of Undergraduate & Preservice Programs)

Professor Brian Paltridge (Division of Doctoral Studies)

Associate Professor Janette Bobis (Division of Research)

Professor Michael Jacobson (ICT)

### Faculty Manager

Shona Smith, BA(Hons) LLB GradDip Museum Studies *Sydney*

### Manager, Student Administration

Maria McQuilty, BA *Sydney*

### Scholarships Officer

TBA

### Timetable and Web Assistant

Brad Mercer

### Manager, Marketing and Development

Craig Van Dartel, BSocSc *Mitchell CAE MA ComMgt UTS*

### Manager, Finance

Erin Sreejayan, ACMA *UK*

### Manager, Information Systems

Wai Yat Wong, MSc *Sydney*

### Technical Support Officer

Heman Chan

### Web Developer

Pius Jeon

### Web Content Coordinator

Be Bonham BSc *Sydney*

### Manager Facilities

John Usman, DipEd *Glasgow DipMgmt & Lead TAFE*

### Co-Director, CoCo Research Centre

Michael Jacobson, Phd *Sydney*

## Division of Postgraduate Coursework and Professional Education

### Acting Associate Dean of the Division of Postgraduate Coursework and Professional Education

Dr Richard Walker

Phone: 9351 6274

Room: 523

### Administrative contacts

The graduate courses at the faculty are administered through the Division of Postgraduate Coursework and Professional Education/Division of Doctoral Studies Office in the Student Administrative Office. In the first instance all queries should be addressed to this office which is located in Room 307, Education Building, A35.

**Office hours:** Monday to Thursday 10am-4pm; Friday 10am-1pm

### Manager, Division of Postgraduate Coursework and Professional Education

Ms Maria-Grace Guerreiro

Phone: 9351 7048

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### Graduate Coursework Adviser

Ms Maryke Sutton

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### Graduate International Student Adviser

Mr Gilbert Cheng

Phone: 9351 4054

Email: [g.cheng@edfac.usyd.edu.au](mailto:g.cheng@edfac.usyd.edu.au)

### Acting Manager of Division of Doctoral Studies/Graduate Research Adviser

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## Division of Professional Education

### Professional Learning Coordinator

TBA

### Project Officers

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Ms Nina Goodwin  
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Room: 607

Ms Britt Arnaud  
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Room: 612

## Research Division

### Associate Dean (Research)

Associate Professor Janette Bobis  
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Room: 819

### Research Manager

Mr Patrick Brownlee  
Phone: 9351 2616  
Room: 413

### Research Officer

Ms Rosalie Robinson  
Phone: 9351 89459  
Room: 414

## Division of Doctoral Studies

### Associate Dean and Director

Professor Brian Paltridge  
Phone: 9351 3160  
Room: 445

### Associate Director

Dr Sue Goodwin  
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Room: 730

### Professional Doctorates Coordinator

Dr Lesley Scanlon  
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### Research Higher Degrees Coordinator

Dr Ruth Phillips  
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Room: 741

### Thesis Proposal & Examination Coordinators

Dr Judy Anderson  
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### Research Progress Managers

Dr Lindy Woodrow  
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Dr Aek Phakiti  
Phone: 9351 6312  
Room: 816

Dr Michael Anderson  
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Dr Lina Markauskaine  
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### Acting Manager

Mrs Venice Jureidini-Briozzo  
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Room: 307

### Research Student Liaison Officer

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Room: 440



## Academic contacts

### Education course convenors

#### Postgraduate Coursework Coordinator

Dr Richard Walker  
Phone: 9351 6274  
Room: 523

#### General MEd Degree

Dr Richard Walker  
Phone: 9351 6274  
Room: 523

#### Coach Education

Dr Donna O'Connor  
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Room: 334

#### Educational Management and Leadership

Dr Kevin Laws  
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Room: 517

#### Educational Psychology

Dr Richard Walker  
Phone: 9351 6274  
Room: 523

#### Higher Education (Graduate Certificate)

Associate Professor Simon Barrie  
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Room: Institute of Teaching & Learning, Room 394, Carslaw Building  
F07

#### International Education

Professor Anthony Welch  
Phone: 9351 22791  
Room: 542

#### Research Methodology

Associate Professor Murray Print  
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Room: 538

#### Special Education

Associate Professor David Evans  
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#### TESOL

Dr Lindy Woodrow  
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Room: 810

#### Graduate Certificate in Teaching English as a Foreign Language (TEFL)

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Room: 814

#### Master of Learning Science & Technology/Graduate Diploma/ Graduate Certificate in Learning Science & Technology

Dr Chun Hu  
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Room: 247

#### Professional Learning Portfolios

Dr Louise Sutherland  
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Room: 806

### Social Work and Policy Studies course convenors

#### Master of Social Work/ Graduate Diploma in Social Work

Dr Margot Rawsthorne  
Phone: 9036 9313  
Room: 728

#### Master/Graduate Diploma/Graduate Certificate in Policy Studies

Dr Ruth Phillips  
Phone: 9351 6899  
Room: 741

#### Graduate Certificate in Human and Community Services

Dr Margot Rawsthorne  
Phone: 9036 9313  
Room: 728

For a comprehensive list of faculty staff (academic and general) please consult the Faculty Directory at [www.edsw.usyd.edu.au](http://www.edsw.usyd.edu.au).



# Important information and advice

## Notice boards

These are located at several points and it is important that you refer to them regularly. The main postgraduate notice board is located on Level 3 of the Education Building (A35). The TEFL program noticeboard is situated on Level 6.

## Enrolment in other units of study/programs

It is not advisable to enrol concurrently in another program or units of study outside the faculty. If you ignore this advice, you cannot use those additional commitments as a reason for not meeting unit of study or course requirements on time.

## University policies and forms

For a directory of current University Policy Documents including policies, procedures and guidelines, visit the website at: [www.edsw.usyd.edu.au/current\\_students/policies/uni.shtml](http://www.edsw.usyd.edu.au/current_students/policies/uni.shtml).

## Attendance

Much of the work in the graduate programs rely on the interchange between staff and students. Staff regard candidates for the graduate courses as adult learners who, as graduates, have demonstrated familiarity with the competence to cope with tertiary education.

The staff therefore take seriously the requirement which is University policy regarding attendance at courses: viz, that absence without approval from more than 10% of classes in a unit of study may result in failure in that unit of study.

In some cases missing even one session may cause problems with passing that unit of study. Staff will advise students of attendance requirements.

## Application for credit for previous study

It is possible to request credit for up to 50% for most of the master's degrees (four units) or a graduate diploma (three units) for previous studies undertaken at a postgraduate level at other institutions, for courses studied with the Division of Professional Education at the University of Sydney and for a limited number of courses offered by the NSW Department of School Education.

Please consult the appropriate program resolutions. Applications for credit should include copies of the course outlines detailing the number of contact hours, the lecturer in charge of the course, the method of assessment and, of course, the grade awarded. In some cases, the faculty may ask for copies of marked assignments.

Applicants should note:

- Credit is given only for courses/units of study completed within the previous six years.
- Credit is given only for courses/units of study that are considered by the faculty to be equivalent work to the units of study offered by the faculty within that program.
- Credit cannot be given for courses/units of study that have been used for the award of a previous degree.

## Period of candidature

The master's (coursework) programs may be completed within one year (two semesters) and the maximum time allowable for completion of requirements for the award is four years.

## Suspension of studies

If you are unable to continue your studies due to ill-health, work commitments or other reasons and wish to take a break for a short time, it is possible to suspend your candidature for one or two semesters.

If you wish to suspend candidature, you should make a request in writing to the Division of Postgraduate Coursework and Professional Education or Doctoral Division outlining your reasons for making your request. This must be done before the two census dates: 31 March for the first semester, 31 August for the second semester.

After these dates, even if you discontinue all your units of study, there will be no suspension granted. That means that there will be no change to the time limit of your candidature, and 'Discontinuation without Fail' or 'Discontinuation with Fail' depending on the time of discontinuation will be recorded against the current units on your academic record. You will not receive a refund of fees.

When suspension of candidature is granted, the time limit for completion of the degree is extended by the appropriate amount.

## Discontinuation or withdrawal

When considering discontinuing a course, you should be aware of the following important conditions:

- **All changes are to be made at the Division of Postgraduate Coursework & Professional Education or Doctoral Division office**  
If you intend to discontinue units or move from one unit to another, it is not enough to notify only the lecturers concerned. You must complete a Variation of Enrolment Form at the Division of Postgraduate Coursework or Doctoral Division Office, Level 3, otherwise, no changes will be made to your enrolment with the University and you will be required to pay fees and fail the unit.
- **Refund policy**  
Tuition fees are fully refundable only if the student withdraws from a course or unit of study by the census date ie 31 March for 1st semester units and 31 August for second semester units. Refunds need to be requested from the FEES office. Any discontinuations after the census date means that the student will incur fees for that semester and the result Discontinuation without Fail (DNF) or Discontinuation with Fail (DF) will appear on the record. Students should consult the Student Information Bulletin (SIB) available at the Student Centre.
- **Forgetting to withdraw or discontinue**  
If you enrol in a unit but cease attending, you must inform the Division of Postgraduate Coursework or Doctoral Division Office. If you neglect to do this, you may be deemed to have failed the unit of study. You will not receive a refund of fees. The University has strict guidelines for the refund of fees if you discontinue your studies completely.

## Special Consideration

### Application

Students, who for reasons of serious ill health or serious misadventure as outlined in Academic Board policy on Special Consideration may apply for Special Consideration in their course or units of study. Students have the obligation to make themselves aware of the University policy on Special Consideration.

With the Special Consideration is supplied a Professional Practitioner Certificate. This certificate should be completed by a registered medical



practitioner or professional counsellor. Certificates signed by family members are not acceptable. Other documentation may be supplied with applications as they are relevant to the application.

The Special Consideration Form plus the Professional Practitioner Certificate is available on the following website:  
[www.edsw.usyd.edu.au/current\\_students/assistance\\_forms/all\\_students.shtml](http://www.edsw.usyd.edu.au/current_students/assistance_forms/all_students.shtml).

### Submission

The form, with supporting documentation must be submitted to the Faculty of Education and Social Work Special Consideration Officer where its submission will be recorded, and the form notarised/stamped.

A copy of the notarised/stamped form and all supporting documentation must be delivered by the student or his or her agent to each unit of study Coordinator or Course coordinator from whom Special Consideration is sought.

### Consideration

A judgement on any application must be made by two or more academic staff members. In the Faculty of Education and Social Work; this will normally be the Course Coordinator and a unit of study Coordinator.

Where the Special Consideration application concerns a student's progress in a course as a whole, the Course Coordinator will have responsibility for the following process.

Where the application is directed towards a particular unit of study, the unit of study Coordinator will be responsible for the process:

- convening the meeting to consider applications for Special Consideration, normally within two weeks of the application being received by the Coordinator
- documenting accurately the process and decisions by which a judgement is made on the application
- reporting the outcome to the applicant in writing (this may occur by email)
- implementing the judgement
- the file shall be passed on to the Division of Postgraduate Coursework or Doctoral Division office for storage, being retained for at least one year following the final act of implementing the judgement
- meeting any reporting request concerning Special Consideration applications from the Dean or Assistant Dean as required.

Two (or more) staff members are responsible for familiarising themselves with Faculty and Academic Board policy on Special Consideration, and in particular:

- making informed and fair judgements
- respecting the privacy of any applicant.

### Possible outcomes

Applications will not be accepted if they fail to meet Academic Board policy relating to the 'seriousness' of the reasons for application. Nor may they be accepted if a student's needs are considered to be more appropriately met by standard requests for resubmission of assignments, extensions or make-up examinations.

The only exceptions to this rule are where an application for Special Consideration is made on the grounds applying specifically to the Faculty of Education and Social Work. See (1) above.

Where applications do meet the 'seriousness' criterion:

- In cases where the ability of an applicant to pass a unit of study is in doubt, the allocation of additional marks may not be used to assist an applicant.
- Consideration may be given through the following among other means: variation of attendance requirements, extensions for the submission of required work, the substitution of assignments for missed work, the granting of a make-up exam or the substitution of a new assignment for failed work. (Very often these remedies will require the submission of 'incomplete' assessments at the conclusion of a unit until such time as the requirements of the Special Consideration resolution are met.)

- Assignments or examinations which students are normally required to complete in a unit of study in order to meet assessment requirements may not simply be removed as a result of the acceptance of an application. Arrangements must be made for their completion (as above), or equivalent new assessment tasks set.
- In no case may the acceptance of a Special Consideration application simply lead to the gratuitous granting of additional marks, either for specific assessment tasks or to vary the final mark and grade in a unit of study (see also policy on aggregate results).

Normally where an application for Special Consideration has been accepted, the course of action required to finalise a result in a unit of study, or to secure continued progress in a course should have occurred by the end of the first week in any succeeding semester, but in all circumstances not longer than six months following the acceptance of an application for Special Consideration.

In some cases, the faculty's recognition of the seriousness of the misadventure or illness suffered by a student may not necessarily lead to any remedy if the work missed has been too great. Re-enrolment in a unit of study in the next available semester may be the only possible course of action. This will certainly be the case if six weeks or more of lectures have been missed.

In some circumstances, it will be in the power of the faculty to recommend the withdrawal of a HECS charge if the misadventure or illness occurs after a HECS census date.

Where a student wishes to contest the determination of an application for Special Consideration, the Student Appeals process is available. The process is outlined at the following website:  
[www.edsw.usyd.edu.au/current\\_students/policies/uni.shtml](http://www.edsw.usyd.edu.au/current_students/policies/uni.shtml).

In any case an appeal is initially made to the appropriate course coordinator who shall be responsible for advising the student of the process involved with appeals.

## Research candidates (PhD, EdD, DSW, MPhil, MEd (Research))

### General information

It is your responsibility to ensure you have written approval for all changes to your candidature by the Doctoral Division before 31 March (Semester 1) and 31 August (Semester 2). Applications you will need to submit for changes are:

- *Application for Extension of Candidature*: if you need to extend your latest submission date.
- *Application for Suspension of Candidature*: if you need to suspend for a semester during your candidature.
- *Application for Change in Attendance Status*: if you need to change your candidature from Part Time to Full Time or from Full Time to Part Time.

The University has a Learning Centre that provides advice on postgraduate research skills. For further information visit the website:  
[www.usyd.edu.au/stuserv/learning\\_centre](http://www.usyd.edu.au/stuserv/learning_centre).

### Thesis examination

It is a University requirement that you give three months notice before the expected date of submission by completing a *Notice of Submission of Thesis* form. This form can be collected from the faculty office.

If you are a doctoral research student you will need to submit four copies and if you are a master's research student you will need to submit three copies of your thesis for examination to the faculty office.

It is your responsibility to ensure you are enrolled at the time you submit your thesis for examination. It is recommended that you consult your supervisor and follow their advice of what style guide to use in writing your thesis. If your supervisor has recommended the APA style guide to be followed, you can borrow a copy from Fisher Library.

## Submission of essays and extensions of time

The Faculty of Education and Social Work requires essays to be handed in by the due date unless an extension of time has been granted beforehand.

Extensions of time are granted on the grounds of illness or misadventure. Only in exceptional circumstances will requests for extensions made after the due date be considered.

Where units of study are assessed progressively and cumulatively (as most are) you must submit all required work on time and achieve a pass standard overall.

Unless specifically advised otherwise, always submit an essay personally to the appropriate tutor or lecturer. Do not slip an essay under a door or leave it on a desk. If granted permission to do so, you may post an essay to the appropriate tutor or lecturer. The post-mark on the envelope must be on or before the due date. Always remember to keep a copy of your essay.

## Student services, facilities and societies

There are many avenues by which candidates can seek assistance with academic and/or personal problems.

You should approach the lecturer concerned if the matter is related to a particular course. If dissatisfied with that step, you may contact the Designation Coordinator.

You should talk to the Graduate Coursework Coordinator if you have a more general problem affecting attendance/results in more than one unit of study in the program, or if you want general advice.

There are specialist assistants who can provide help on a confidential basis and who will support your case to the Graduate Coursework Coordinator if you wish. These specialised services are listed in various University and faculty publications (eg *Guide for Students*) and include:

### **Koori Education Centre**

Old Teachers College Building, Ground Floor  
Phone: 9351 2046

### **Counselling Service**

Level 5, Jane Foss Russell Building, G02  
Phone: 8627 8433

### **University of Sydney Health Service**

Wentworth Building, Level 3: Building G01  
Phone: 9351 3484

### **University of Sydney Health Service**

Holme Building, AO9  
Phone: 93514095

### **Learning Assistance Centre**

Level 7, Education Building (A35)  
Phone: 9351 3853

### **SRC, including the Welfare/Research Officer**

Level 1 Wentworth Building and SUPRA

### **Accommodation Service**

Level 5, Jane Foss Russell Building, G02  
Phone: 8627 8442

If you have a problem seek the assistance of these professional people **before** the problem overwhelms you or damages your work beyond repair. These services are provided for your benefit. The graduate convenors are always willing to help on a confidential basis.

## MyUni Student Portal

Launched in 2004, the MyUni student portal (<http://myuni.usyd.edu.au>) is the starting point and 'onestop' environment for students to access all their web-based University information and services. MyUni allows students to complete tasks online that would previously have required attendance in person. It offers the following services:

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

## Student Centre

Level 3, Jane Foss Russell Building, G02  
Phone: 8627 8200 for general enquiries

Academic transcripts may be purchased from the Student Centre. Contact Mrs Anastasia Siatos on 8627 8229.

## Sydney University Postgraduate Representative Association (SUPRA)

With the introduction of Voluntary Student Unionism in July 2006, SUPRA has had to significantly change the way they engage with postgraduate students. In order for postgraduate students to access the services, activities and resources offered by SUPRA they will need to become a SUPRA Subscriber at no cost.

For more information see SUPRA website: [www.usyd.edu.au/supra](http://www.usyd.edu.au/supra).

## Electronic searching services

Of particular interest to postgraduate students is a wide range of local and international databases which are available electronically. These include:

### **Databases specific to Education:**

International ERIC (Australian Education Index; British Education Index; Canadian Education Index); ERIC: Educational Resources Information Centre (North America); and Exceptional Child Education Resources.

### **Databases relevant to Education**

Ausport (Australian sport); Australian Bureau of Census and Statistics' publications (specially the Census); DELTAA: Database on English Language Teaching for Adults in Australasia; Distance Education Database; Family: Australian Family and Society Abstracts; Historical Abstracts; ADD:LLBA (Linguistics and language abstracts); MAIS (multicultural affairs); Medline (includes sport physiology); Philosopher's Index; PsycInfo (psychology); SocioFile (sociology); and SportsDiscus and the Unesco Database.

### **Databases of general interest to Education**

Current Contents (a current awareness service which provides the contents pages of journals immediately on publication); Dissertation Abstracts International (predominantly North American theses); Liblink (a gateway to New South Wales library catalogues); SIAL: Serials in Australian libraries (Australian locations of serials); and SOFI (includes the Australian Bibliographical Network, a source for the location of books and serials in Australian libraries).

## Electronic library services, also accessible remotely

Students have the option to connect directly to the Library's online catalogue via telnet. The online catalogue menu includes access to:

the University of Sydney Library catalogue (includes, for example, the facility for placing holds on books, book renewals, downloading of catalogue records to disk or personal computer, via email); databases (eg Expanded Academic Index); and the links to other New South Wales library catalogues.

There's also the option to connect to a wider range of library services through the Library's homepage: [www.library.usyd.edu.au](http://www.library.usyd.edu.au).

The webpage offers access to the Library's online catalogue; New South Wales, Australian and international library catalogues; electronic journals; databases (many of which require registration and/or passwords etc – details are available on the Library's homepage); library hours and services (eg includes the form for requesting inter-library loans electronically); and the internet.

The *Education Internet Guide: Sources for Theory, Practice, Teaching and Research*, available at: [www.library.usyd.edu.au/Guides/Education](http://www.library.usyd.edu.au/Guides/Education) includes many internet resources intended for education administrators, policy makers, and researchers, who need to know how to identify descriptive and statistical sources on education systems, their institutions, policies and programmes, their human and financial resources, and the processes involved in their functioning. Over 1000 sites are included which reflect the faculty's teaching and research profile.

## Libraries

The University of Sydney Library, consisting of 12 libraries across eight campuses, offers a wide range of services and collections to support teaching and research programs at undergraduate and postgraduate levels in the University. See the website: [www.library.usyd.edu.au](http://www.library.usyd.edu.au).

### Fisher Library

Fisher Library houses the Undergraduate Library (which includes multiple copies of titles for student coursework at both undergraduate and postgraduate level) and the Research Library (which includes single copies of titles for research needs).

Fisher Library also houses the ERIC: Education Resources Information Centre microfiche collection of unpublished documents. The documents cover all aspects of educational theory and practice.

Resources supporting courses offered by the Faculty of Education and Social Work are located principally in Fisher Library, and the specialist collection of the Alexander Mackie Curriculum Resources Library. The collection includes books and periodicals in the areas of educational research and policy, educational psychology, sociology of education, philosophy of education, history of education, comparative education, educational administration, special education, educational and psychological testing, teacher education and curriculum theory.

All students with a current borrower's card are eligible to borrow from Fisher Library (both Undergraduate and Research libraries) as well as from any of the other libraries. For further information contact Philippa Crosbie ([p.crosbie@library.usyd.edu.au](mailto:p.crosbie@library.usyd.edu.au)); Phone: 9351 6940.

### Curriculum Resources Collection (Fisher Library)

Level 1, Undergraduate Wing  
Building F03, Fisher Library

The collection contains curriculum resources to support the teacher education program of the Faculty of Education and Social Work. The collection covers the years K-12 and includes:

- documents associated with the New South Wales school curriculum and examination process (eg publications of the New South Wales Board of Studies, syllabuses and related support documents, examination papers and related publications)
- policy documents
- books
- periodicals

- audiovisual equipment and materials (eg teaching kits, videos, slides, posters and educational games)
- other materials including teachers' guides, manuals and students' workbooks.

The collection also includes children's literature and picture books. An extensive range of electronic and multimedia resources are also available.

Contact the librarian: Jacquei Hicks ([j.hicks@library.usyd.edu.au](mailto:j.hicks@library.usyd.edu.au)); phone: 9351 6252.

## Scholarships

Each year, the Faculty of Education and Social Work invites applications from its graduates for a range of awards made possible under several bequests and trusts.

### Education Scholarships

#### Alexander Mackie Research Fellowships

Several awards may be made to eligible persons for the purpose of conducting advanced study or research overseas. Fellows are expected to spend at least 8 weeks overseas.

#### Ewing Doctoral Scholarships

Awards are made to eligible persons for the purpose of carrying out full-time research in the Faculty of Education and Social Work leading to the award of the degree of Doctor of Philosophy or Doctor of Education. The awards are intended, inter alia, to enable fellows to carry out part of their research program interstate or overseas. Awards, which carry an annual stipend, are awarded for a period of three years.

#### Ewing Postdoctoral Research Scholarships

Awards are made to eligible doctoral graduates in Education of no more than 5 years' standing to carry out full-time postdoctoral research in Education within the faculty. Awards are for two years only.

#### Thomas T. Roberts Fellowships

Awards are made to eligible persons for the purpose of conducting research overseas in the field of Education. The tenure of each fellowship is for up to one year. Fellows are expected to spend at least 6 weeks overseas and will demonstrate the potential benefit of their study to education in Australia.

#### Trevor Miller Memorial Fund Grant

Several awards may be made for students undertaking work in the field of Comparative Education. Grants may assist with the purchase of relevant educational materials, may assist with the publication of work in the field, or may enable participation in an interstate or international conference or research program.

### Social Work scholarships

#### Helen Marchant-Pritchard Memorial Scholarship

To support research on topics which reflect Dr Helen Marchant's professional interests, such as social work and social change; gender and social welfare; women, work and technology; immigration and social policy. Open to graduates in Social Work with professional backgrounds in social work and/or social policy seeking to pursue research in the Faculty of Education and Social Work. Awards will either assist with the purchase of materials, equipment or services or travel for data collection interstate or overseas to support the intended research.

#### Katherine Ogilvie Memorial Award

To support postgraduate research in Social Work or a travel grant for overseas research. The award is open to postgraduate research students enrolled within the Faculty of Education and Social Work and who are eligible for membership of the Australian Association of Social Workers. Several awards may be made each year.

### **Ogilvie Palliative Care Bequest**

The purpose of this award is to support research into diversity and end of life issues for postgraduate coursework and research students in social work. The award shall be open to postgraduate coursework or research students enrolled within the Faculty of Education and Social Work who are graduates with either a social work or related undergraduate degree and who have at least two years full-time (or equivalent) work experience in the field of palliative care. Several awards may be made each year.

### **Applications and enquiries**

It is essential that interested persons consult carefully the various criteria determining eligibility and conditions for each award, as these differ from scheme to scheme. Applicants are required to nominate academic referees and to ensure that referees, on a confidential basis, forward referees' reports direct to the faculty by the closing date.

Once the faculty confirms that eligibility criteria and award conditions have been met, applications will be considered on the basis of academic merit. Particular attention will be paid to the academic record and standing of applicants and to the academic merit of the proposed research and other activities.

It is essential that applicants provide sufficient information to enable the overall academic merit of applications to be assessed. Advertisements and applications for faculty awards are open for application from October each year.

For application forms and information on the Faculty of Education and Social Work Scholarships, visit the website:  
[www.edsw.usyd.edu.au/news\\_events/PG\\_schols.shtml](http://www.edsw.usyd.edu.au/news_events/PG_schols.shtml).

For application forms and information on University Scholarships, visit the website: [www.usyd.edu.au/fstudent/scholarships.shtml](http://www.usyd.edu.au/fstudent/scholarships.shtml).





# Style guide for essays and assignments

## Style guide for essays

This style guide is intended for use in the preparation of all student written work in the undergraduate courses of study offered by the Faculty of Education and Social Work and also appropriate for written work in postgraduate units of study in the MEd Course and associated Diplomas and Certificates.

However, this style guide does not apply to MPhilEd, MEd (Research), DSW, EdD, or PhD written work.

A student essay is a presentation of research. The Faculty of Education and Social Work believes that the form of research presentation is an important aspect of the research process itself and should be mastered by students as soon as possible.

Scholarly conventions in research presentation have emerged over the years. The following guidelines are dictated by both these scholarly conventions and common sense. They will help you to present your essay in a form that is both professional in appearance and easily read and assessed.

Coordinators of individual programs or units of study may alter these guidelines to better suit individual circumstances. But notwithstanding such modifications, these guidelines apply and should be adhered to by all students.

## Presentation of essays

### Title page

Many units of study have official cover sheets to be attached to the front of each essay. Use these unless otherwise instructed. If there is no official cover sheet, a title page must include the following:

- your name and student identification number
- the full title of the essay
- the name of the tutor/lecturer and exact title of the unit of study
- the due date and (if prescribed) the number of words required.

### Layout

Please ensure that you proofread and correct errors and omissions in grammar, punctuation, and spelling before you submit an essay. Be certain to retain a copy of any essay submitted as a precaution against any unforeseen loss or mishap.

### Margins

Leave a left-hand margin of 4cm for your marker's comments and adequate margins at the top (3cm) and the bottom (2cm) so that your essay looks good on the page.

### Page numbers

Use Arabic numbers, without brackets or full stops, at the top of the page either in the middle or in the right hand corner. The conventions for using p., pp., f., and ff. are as follows:

- p. is used when the quotation is from one page only. For example: p. 23.
- pp. is used when the quotation runs on to the next page(s). For example: pp. 23-24.
- f. is used when not quoting directly but acknowledging a line of argument or source of factual information from one page only. For example: p. 23f.
- ff. is used when not quoting directly but acknowledging a line of argument or source of factual information which runs on to the next page(s). For example: pp. 23-24ff.

## Typing/word-processing

The final draft of all Education essays must be typed or word-processed. Academic convention requires that you use double spacing for the body of the essay and use one side of the paper only.

## Use and acknowledgement of sources

In the research process, the writer of an essay will have consulted a number of books, articles, reports, and perhaps other written and electronic sources on the topic. The essay will include a number of ideas gleaned from these sources as well as the writer's own ideas.

The writer is obliged to acknowledge the source of three kinds of material borrowed from others. These are direct quotations (ie an author's ideas expressed in their own words), paraphrasing (ie an author's ideas expressed in their own words with some modifications), and facts, ideas, and opinions of an author loosely based upon their own words even if expressed in parts over several sentences, paragraphs, or chapters.

## Academic Honesty Policy

Academic honesty is a core value of the University of Sydney. It is central to all academic practice, as students who cheat, obtain credit and qualifications that are not earned or deserved. The Academic Board has spent extensive time examining how best to address this issue.

Academic dishonesty may include:

- plagiarism
- recycling
- fabrication of data
- engaging another person to complete an assessment or examination
- communication to other candidates during an examination
- forbidden material in an examination, and
- attempting to read another student's work during an examination.

Defining what constitutes plagiarism is the first problem. While there are many definitions, accepted practice varies considerably from discipline to discipline, creating a problem of consistency across the University. However, the real issue for assessment of coursework is whether the student "intended to deceive" the examiner.

If the plagiarism (using any definition) was unintentional, then the role of the examiner should be to educate the student in good academic practice. If the intent was deception, then the head of department/school should be able to exercise academic judgment in failing the student on all or part of a unit of study.

The resolutions are designed to allow lecturers, examiners and heads of department to exercise proper academic judgement on the degree and intent of plagiarism. Records are kept within departments if the plagiarism is unintentional (or there is insufficient evidence to conclude dishonest intention).

When dishonest intentions are demonstrated, a note is placed in the student's record to help other departments determine "intent to deceive" for a particular student.

The Academic Board Resolutions include the right of the student to appeal the decisions of the heads of department under the Resolutions of the Senate. See *Student appeals against academic decisions*.

For more information about the University's academic honesty policy, see: [www.usyd.edu.au/senate/policies/Plagiarism.pdf](http://www.usyd.edu.au/senate/policies/Plagiarism.pdf).



### Direct quotations

Only use direct quotations when the author expresses an idea better than you could or when the authority of the author is to be stressed or contested. A direct quotation is sometimes used by way of an introduction and less frequently as a conclusion.

Quotations are seldom self-explanatory and usually need an introductory sentence to link it with a preceding idea and a following sentence to emphasise or analyse a key phrase or notion. Occasionally, where it sums up a main line of argument memorably, it may be used in epigraph which is quoted at the top of the essay and not incorporated into the text.

As previously noted, a direct quotation should be used to support the analysis and argument rather than to make a major point in a discussion itself. Care must be taken in the identification of quoted material by use of quotation marks or indentation and by accurate acknowledgement of the source (including a page reference for material directly quoted).

Inclusion of a reference in the "References Cited" list implies that the source has been directly consulted as a primary reference source. Where a work is cited through a secondary reference source, particulars of the secondary source need to be provided.

Undue dependence on a single source or a few sources is generally to be avoided. This indicates a lack of comprehensiveness in the search for sources of data vital to the research process. Ensuring proper acknowledgement of quoted text normally requires careful recording of sources and page references at the reading/note making stage.

Unacknowledged use of materials from published sources constitutes plagiarism. Plagiarism is always improper. When it is intentional, plagiarism is dishonest as well. Submission of plagiarised work may be a sufficient basis for the recording of a failure result in a unit of study.

### Format for quotations

Quotations must be exactly transcribed. Any words left out must be indicated by three dots, single spaced. For example: "His works ... are not collected".

Any words added by the writer to explain the quote or to complete its grammatical sense must be placed in brackets. For example: "His [Smith's] works ... are not collected".

Use double quotation marks when quoting except in the following two cases.

First, when a quote is within a quote, use single quotation marks for the second quoted material. For example: "Bernard Darwin writes that Ruskin's famous line, 'To make your children capable of honesty is the beginning of education', first appeared in *Time and Tide*".

Second, when a quotation requires more than three lines of an essay no quotation marks are used at all. Instead, the quote should be indented (1cm) and blocked so that it stands out clearly from the rest of the essay text.

A quotation of less than three complete lines should be incorporated into the paragraph. Make sure that any quotation used makes grammatical sense within the essay.

## Style guide for assignments

Unless you are otherwise advised by a course coordinator or the unit of study coordinator, the Faculty of Education and Social Work requires the style guide of the American Psychological Association (APA) in its 5th edition to be used for academic writing.

The following guide does not cover all possible referencing needs of academic writers. Refer to copies of the 5th edition in the Library if the following advice does not meet your needs.

### Citations within the text of your assignment

In the APA system, short citations in the form (author, date of publication, page reference) are included in the text of your academic writing. These short citations are expanded and listed alpha-numerically in the Reference List at the conclusion of your assignment.

In the References List, all the citations which occur in the text of your assignment must have full publication details printed (see B below).

### Citation placement

Refer to the book *Numeracy and Literacy*, published in 2002. The citation will appear thus:

(Weidemann, 2002, pp. 3-4)

Where possible it should come at the end of the sentence, but inside the full-stop, viz:

All children without learning difficulties at age eleven should be able to read, write and compute at a basic level (Weidemann, 2002, pp. 3-4).

Sometimes the sentence might be formulated like this:

Weidemann (2002, pp. 3-4) argues that all children at age eleven without learning difficulties should be able to read, write and compute at a basic level.

Details of this citation of Weidemann will be found in the References list at the end of your assignment.

Note the following usages: p. for a one page reference and pp. for more than one page, chap. for chapter, para. for paragraph, viz:

(Weiner, 1999, p. 12)  
(Stephanos, 2000, pp. 6-8)  
(Tran, 2004, chap. 5)  
(Rowling, 1996, para. 5)

### Placement for a direct quotation

At the end of a direct quotation, there will always be a citation with the exact page number/s from which the quotation comes. In this case the citation will come outside of the final full-stop in the quotation, viz:

"The public education systems of the West were usually established in the nineteenth century." (Miller, 1999, p. 12)

### Referencing a whole article, book or source

Sometimes in your writing, the argument of a whole book, article or other text will be referred to. On this occasion you may cite the author and publication date without a page number, viz:

There is one book, *The Common Sense Book of Baby and Child Care*, which stands as a powerful testament to changing ideas about child-rearing in the mid-twentieth century (Spock, 1946).

or:

The writing of Dr Spock (1946) on baby and child care is a powerful testament to changing ideas about child-rearing techniques in the mid-twentieth century.

Referring to whole works, without the need for page numbers, is not likely to occur frequently.

### Different authors; same surname

Under these circumstances where there are citations for work by Michelle Smith and Andrew Smith:

(M. Smith, 2002, p. 12)  
(A. Smith, 1998, p. 3)

### Same author; different works in the same year

Add 'a', 'b', 'c' ... to as many of the same author's publications in the same year. In the References list at the end of your assignment the year of publication details will also be labelled 'a', 'b', 'c' ...; viz:

(James, 2003a, pp. 45-47)  
(James, 2003b, chap. 13)

### Sources with more than one author

For two authors only:

(Adams & Hamid, 1997, p. 12)

For more than two authors, the first citation lists them all, the second uses the abbreviation 'et al' (meaning 'and others'), viz:

(Bryan, Carey, Vuong & Jones, 1999, pp. 17-20)

Then, in the remainder of the assignment, for example:

(Bryan et al., 1999, p. 22)

### More than one citation for the idea or source

In this case the references may be grouped in the same set of brackets. They will be separated by a semicolon and appear in alphabetical order, viz:

The idea that children need equal numbers of male and female teachers as role models has been contested by several authors. (See Jameson, 1998, p. 14; Kenway, 2001, p. 122; Smith, 2003c, pp. 7-11; Willis, 2002, pp. 3-5.)

or

The evidence that children need equal numbers of male and female teachers as role models is extremely weak (Jameson, 1998, p. 14; Kenway, 2001, p. 122; Smith, 2003c, pp. 7-11; Willis, 2002, pp. 3-5).

or if referring to different works by the same authors in different years:

(Tran & Du, 2000, 2003)  
(Sullivan, 1988, pp. 6-8; 1994, pp. 12-40)

### Source with no date or no author

Use the abbreviation 'n.d.' for no date. Use a short title for the source in the case of no author, viz:

(Poulos, n.d., p. 13)  
("Sydney wins", 1994, pp. 2-4)

### Groups as authors

Perhaps you are quoting from or citing a New South Wales Board of Studies syllabus document, or other government document with no persons named as authors.

(Board of Studies NSW, 2002, p.5)  
(Dept. Social Welfare and Youth Affairs, 2004, chap. 32)

### Source within a source

Where your source quotes or refers to another source, for example Unsworth refers to previous work by Halliday on linguistics, the citation might read thus:

(Halliday, 1987, cited in Unsworth, 2004, p. 15)

Only Unsworth will appear in the references at the end of your assignment.

### Classic text

It looks strange to cite a classic text with the year of a recent published edition (e.g. Plato, 2002). The convention in APA is either to publish the original publication date (if known) and the date of the edition being used, or where appropriate, the date of the translation:

(Elyott, 1536/1972, p. 12)  
(Confucius, 1989 trans., p. 15)

### Electronic/internet/web source

Exactly the same rules: author, date, "page" reference. Where there is no "page" reference, you cite author, date and paragraph number.

Use same methods above if there are no identifiable persons as site authors, that is, use the group name, or failing that, the short title of the site/page.

(Merryweather, 2003, para. 15)

This is how you'd cite the paragraph about academic results required to enrol in the BEd Primary course from the faculty's website ([www.edfac.usyd.edu.au/ndb/visitors/careers/car-primary.html](http://www.edfac.usyd.edu.au/ndb/visitors/careers/car-primary.html)).

In this case the date, 2003 comes from the date on which the website was last updated. On well-organised sites, this is usually stated on the homepage. Where it is not, you may have to use n.d. (no date).

(Faculty of Education and Social Work, 2003, para. 3)

### References list

At the end of the assignment must appear a section titled References list. Every citation which occurs in the assignment must have the detailed reference listed there alphabetically (or more correctly, alphanumerically) according to the name of the first author. Where works by the same author appear, the earliest reference year comes first, viz:

Connell, W. F. (1987). Research and writing in the history of education. In J. P. Keeves (Ed.), *Australian education: Review of recent research* (pp. 29-65). Sydney: Allen & Unwin.  
Connell, W. F. (1993). *Reshaping Australian education*. Melbourne: ACER.

The basic structure of references is as follows. The order of details and their punctuation is very important.

### Books with one, two or more authors

In the examples below you will see that full-stops separate the three sections of the reference, viz: author/date, title in italics, then place of publication and publishing company separated by a colon.

You will also notice that APA Style is parsimonious in its use of capital letters in titles of books and articles. Only proper nouns and the first letter in a title are to receive a capital, so below, American, but not promise.

Angus, D. L., & Mirel, J. (1999). *The failed promise of the American high school, 1890-1995*. New York: Teachers College Press.  
Berk, L. E. (2001). *Development through the lifespan*. Sydney: Allyn & Bacon.  
Sherington, G., Petersen, R. C., & Brice, I. (1987). *Learning to lead: A history of girls' and boys' corporate secondary schools in Australia*. Sydney: Allen & Unwin.

### Edited books

Burns, A. & Joyce, H. de S. (Eds.). (2000). *Teachers' voices 5: A new look at reading practice*. Sydney: National Centre for English Language Teaching and Research.  
Jaeger, R. M. (Ed.). (1997). *Complementary methods for research in education*. Washington: AERA.

### Chapters in edited books

In the examples below you will see that the total pages of the chapter or book section follow the italicised title of the book. Only the title of the book, not the title of the chapter is italicised.

Anderson, D. (1991). Is the privatisation of Australian schooling inevitable? In F. Castles (Ed.), *Australia compared* (pp. 73-88). Sydney: Allen & Unwin.  
Ball, S., & Vincent, C. (2001). New class relations in education: The strategies of the 'fearful' middle classes. In J. Demaine (Ed.), *Sociology of education today* (pp. 180-195). Houndsmills (UK): Palgrave.  
Bourke, L. (2001). One big happy family? Social problems in rural communities. In S. Lockie & L. Bourke (Eds), *Rurality bites* (pp. 89-102). Sydney: Pluto Press.

### Articles in journals with one, two or more authors

In the examples below you will see that there are three basic sections separated by full-stops, viz: author, date, title of article without quotation marks, then title of the journal and volume number (in italics) followed by the issue number of the journal and the pages containing the whole article.

Where a whole volume of a journal across several issues numbers the pages consecutively, then the issue number (in brackets) is not required. Where each issue in a volume starts at page 1, the issue number is required (not italics).

For journal titles, APA capitalises as the journal itself capitalises words in its name.

Ainscow, M., Hargreaves, D. H., & Hopkins, D. (1995). Mapping the process of change in schools: The development of six new research techniques. *Evaluation and Research in Education*, 9(2), 75-90.

Watt, H. M. G. (2002). Exploring adolescent personal and social gender stereotypes about maths. *Change: Transformations in Education*, 5(2), 39-54.

### Online periodical

As for other journals with the addition of your date of retrieval and the web address, viz:

Whitehead, K. (2000). Teachers, gender and the 'Report of the Junior Secondary Review'. *Journal of Educational Enquiry*, 1(1), 1-12. Retrieved July 9, 2003, from <http://www.education.unisa.edu.au/JEE/Papers/JEEPaper1.pdf>

### Newspaper and magazine articles

Yaman, E. (2002, June 12). Educator quits to teach Brits a thing or two. *Sydney Morning Herald*, p. 12.

Bagnall, D. (1998, January 27). Private schools: Why they are out in front. *The Bulletin*, pp. 12-15.

### Documents with groups as authors

In the first two examples you will notice that the publisher is the same group as the author. In the publication space, all that needs to be written is 'Author'. No italics for titles.

Board of Studies NSW. (1999). Indonesian beginners: Stage 6: Syllabus amendments. Sydney: Author.

Australian Bureau of Statistics. (2002). Schools Australia: 2001 (ABS Publication No. 4221.0). Canberra: Author.

Interim Committee for the Australian Schools Commission. (1973). Schools in Australia. Canberra: AGPS.

### Online document or website

The basic structure here is the usual author, date and title. But then a very clear, trackable address in the form: Retrieved month date, year, from web or other electronic address.

*USA Track and Field (2003). USATF announces major change in hydration guidelines.* Retrieved July 10, 2003, from [www.usatf.org/news/showRelease.asp?article=/news/releases/2003-04-19-2.xml](http://www.usatf.org/news/showRelease.asp?article=/news/releases/2003-04-19-2.xml)

### Document from ERIC (Educational Resources Information Centre) or similar archive

Mead, J. V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED346082)

### Lecture notes

If these are your own notes, they may be considered an unreliable source. It is much better to search for more authoritative sources of ideas, facts or data. Nevertheless, if used:

Ewing, R. (2002, February 12). Teaching literacy in the upper

primary school (Notes of lecture).

### Personal communication

This includes non-archived and personal email messages, letters and conversations. Author and date as expected, but title is always "Personal communication".

Sutherland, L. (2004, October 24). Personal communication.

### Email message

See Personal communication above for personal emails. Where the message constitutes a systematic publication to a discussion or news group, or electronic mailing list.

Simons, L. D. (2000, January 27). New resources for visual cognition [Msg 32]. Message posted to [group/visualcognition/message/4](http://group/visualcognition/message/4)

### Television program

In the author's place is the executive producer of the program (see the credits at the end of the program).

Cheshire, B. (2002, March 12). *School reorganisation* [Television broadcast]. Sydney: Australian Broadcasting Corporation.

### Video, audio recording or computer media

Gershwin, G. (1924). Rhapsody in blue. [Recorded by Siegfried Stockigt]. *On a taste of America* [CD]. Hamburg: Karussell.

### Film

Fox, R. (Producer) & Kanievska, M. (Director). (1984). *Another country* [Motion picture]. United Kingdom: Goldcrest Films International.

### Electronic computer program, software or programming language

Bender report [Computer software]. (1993). Melbourne, Florida: Psychometric Software.

Miller, M. E. (1993). The interactive tester (Version 4.0) [Computer software]. Westminster, CA: Psytech Services.

# Research degrees

The Faculty of Education and Social Work offers an outstanding range of innovative coursework and research courses for graduates. The courses present a relevant and challenging response to current educational community and professional demands. They are offered by some of the finest and most active educationalists in Australia. Underpinning the academic structure is an exceptional base of support facilities for our graduate students.

If you are interested in furthering your professional and academic qualifications, we invite you to discuss your future needs with us.

The following research degrees are outlined in this chapter.

- Doctor of Philosophy (PhD)
- Doctor of Education (EdD)
- Doctor of Social Work (DSW)
- Master of Philosophy (MPhil)
- Master of Education (Research)

## Doctor of Philosophy (PhD)

The Doctor of Philosophy degree (PhD) is a degree completed entirely by research or by coursework and thesis. Students undertaking this degree will work with an allotted supervisor and an associate supervisor. The degree is available in both full time and part time modes. Full-time candidature is normally three to four years of study, whilst part-time candidates can take up to eight years.

### Entry requirements

Prospective candidates may apply to enter the program by one of two qualifying pathways: direct entry or pathway A. In both instances, admission is subject to acceptance of the intending candidate's research proposal of 500–1,000 words which must address criteria specified by the faculty.

#### Direct entry

Direct entry candidates may be required to attend lectures, or enrol in units of study subject to the supervisor's and nominated Faculty Officer's approval.

Applicants may qualify if their research proposal is accepted and they satisfy one of the criteria listed below:

- a bachelor's degree with first or second-class honours in an appropriate area of study that includes a research thesis based on primary data, not a literature review, *or*
- a master's degree by research in an appropriate area of study that includes a research thesis that draws on primary data, *or*
- a master's degree by coursework with a 12,000-15,000 words research thesis or dissertation that draws on primary data, not a literature review, with a grade point average of at least 80% in the degree.

#### Pathway A entry

Pathway A entry is open to applicants whose research proposal is accepted and who satisfy one of the following criteria:

- a bachelor's degree with first or second-class honours in an appropriate area of study, but which did not include a research thesis, *or*
- a master's degree by coursework (with no thesis or dissertation component) with a grade point average of at least 75% and an amount of scholarly writing and/or research expertise which, in the opinion of the admissions committee, is equivalent to a

master's research thesis. Copies of these must be submitted with the application.

#### Pathway A conditions

Pathway A candidates are required to complete one core unit of study and at least one other elective unit from the list below:

Course code	Course name	Type
EDPK5003	Developing a Research Project	core for Education
SCWK6902	Social Research	core for Social Work
EDPK5001	Qualitative Methods	elective
EDPK5002	Quantitative Methods	elective
EDPK6012	Qualitative Analysis	elective
EDPK6016	Advanced Statistical Analysis	elective

#### Conditions of candidature

PhD candidates are required to complete a probationary year and to produce an extended thesis proposal (10,000-12,000 words) at the end of their first year of full-time or the part-time equivalent candidature. The normal length of a PhD thesis is approximately 80,000 words. Examination is by presentation of the thesis. For further information and resolutions please consult the *University of Sydney Calendar*.

## Doctor of Education (EdD)

The Doctor of Education (EdD) offers candidates the opportunity for advanced self-reflective research into the education profession and professional practice in education. The specific aim of the Doctor of Education is to develop researching professionals. Students undertaking this degree are assigned to a supervisor and an associate supervisor.

This program offers an innovative approach to the professional doctorate. It consists of a number of supervised research training components and a thesis of approximately 60,000 words.

Students will progress through a sequence of two phases. Phase 1 includes coursework and research tasks; phase 2 includes preparing the thesis for final examination. The program's duration is three years full-time or part-time equivalent with a first semester and mid-year intake.

#### Admission requirements

Applicants need to submit a research proposal (500-1000 words) addressing criteria specified by the faculty.

Applicants must also have at least three years' professional experience in education or a related field, and one of the following qualifications:

- a Bachelor of Education (or related area of study) with first- or second-class honours, *or*
- a research Master of Education or equivalent published research-based work acceptable to the faculty, *or*
- a Master of Philosophy in Education, *or*
- a coursework Master of Education awarded with merit, and which included a dissertation component of 12,000-15,000 with a grade point average of at least 75 per cent in the degree (a thesis or dissertation that is based solely on a review of the literature is not acceptable for direct admission to the EdD).



### Conditions of candidature

At the end of the first year of full-time study (or the part-time equivalent), a student will need to have successfully completed Phase 1 of the program:

- EDPK5003 Developing a Research Project
- EDPZ5001 The Researching Professional

Plus any research methods or specialist units as recommended by the supervisor.

Students must also present and defend a research proposal. This research proposal should extend the research proposal presented in the candidate's original application and should include a critical review of relevant literature and an outline of the student's proposed methodology.

It is recommended the extended research proposal be 5000-6000 words. Candidature is confirmed once the extended research proposal has been approved by the student's thesis committee.

### Examination of the thesis

The thesis will be examined by three examiners: persons with the same kinds of qualifications as are generally required for doctoral-level examinations, but with an understanding of, and commitment to, research into and within professional practice.

Procedures for examination of the thesis will be the same as for the Doctor of Philosophy. However, additional information about the nature of the EdD will be sent to the thesis examiners.

### Units of study

Course code	Course name	Type
EDPK5003	Developing a Research Project	core
EDPZ5001	The Researching Professional	core

### Course convenor

Dr Lesley Scanlon  
 Phone: 9351 6380  
 Room 809  
 Email: l.scanlon@edfac.usyd.edu.au

## Doctor of Social Work (DSW)

This course enables experienced practitioners in social work to:

- develop excellence in practice research and practice development; review and develop theoretical approaches to the changing context of welfare
- articulate new forms of practice appropriate for the new century
- be qualified to take on leadership roles in the profession and in human services, and
- be identified with continuing professional education at The University of Sydney.

This professional higher degree will encompass three activities: directly relevant coursework; practice development research at a high standard; and a research thesis of 50,000 words which links the other two components in an extended piece of writing and analysis.

Such a pattern is intended to facilitate development in leadership in practice, teaching or practice research. This course is three years full-time or part-time equivalent with a first semester and mid-year intake.

### Admission requirements

Applicants need to submit a research proposal (500–1000 words) addressing criteria specified by the faculty.

Applicants must also have at least three years' professional experience in social work or a related field, and one of the following qualifications:

- a Bachelor of Social Work or Bachelor degree in a related area of study with first or second class honours (first division), or
- a Master of Social Work by coursework, awarded with distinction or merit, and which included a dissertation component of 12,000–15,000 words, with a grade point average of at least 75 per cent in the degree, or
- a Master of Philosophy in Social Work from the University of Sydney or considered equivalent by the faculty.

Where the candidate is admitted under this subsection, the dissertation may NOT be solely on a review of literature.

### Conditions of candidature

By the end of the first 12 months of full-time study (or the part time equivalent), students need to successfully complete the core and elective units of study and present and defend a research proposal at a DSW students' research colloquium.

This research proposal should extend the research proposal presented in the candidate's original application and should include a critical review of relevant literature and an outline of the student's proposed methodology.

It is recommended that the extended research proposal be 5000-6000 words. Candidature is confirmed once the extended research proposal has been approved by the student's thesis committee.

### Program structure

#### Year 1

Students need to complete the following courses:

- **Core coursework:** 2 units of study (6 credit points each) one in research, and one in social practice or social policy.
- **Elective coursework:** 2 units of study (6 credit points each) in social work practice and/or social policy, plus two from a range of units which may include those cross-listed with other departments.

#### Year 2

Thesis and doctoral seminar.

#### Year 3

Continue with thesis and doctoral seminar.

### Units of study

Course code	Course name	Type
SCWK6902	Social Research	core
SCWK6943	Practice: Theory Development	core
SCWK6908	Authorised Independent Study & Report	pathways

### Course convenor

Dr Lesley Scanlon  
 Phone: 9351 6380  
 Room 431  
 Email: s.scanlon@edfac.usyd.edu.au

## Master of Philosophy (MPhil)

The Master of Philosophy is a degree completed by research and advanced coursework. Students undertaking this degree are assigned to a supervisor and, usually, an associate supervisor. This program consists of a supervised research component and required coursework. It is designed for students interested in pursuing research but not eligible to undertake a PhD.

Students may apply for the PhD on satisfying specific criteria. Full-time candidature is two years whereas part-time candidates are allowed to take up to four years. MPhil students are required to complete a probationary year and to produce an extended research proposal (recommended length 3000-4000 words) at the end of that year.

Examination is by presentation of a thesis of an upper limit of 30,000 words.

### Admission to the Master of Philosophy in Education

Applicants need to complete a research proposal (500–1000 words) addressing criteria specified by the faculty. They must also have one of the following qualifications:

- a Bachelor of Education (Honours) or Master of Teaching (Honours) or a graduate with Honours from another faculty within the University of Sydney in a subject within the area in which the applicant seeks to proceed, *or*
- a Master of Education (Pass) or Master of Education awarded with merit in an appropriate subject area, *or*
- a bachelor's degree and have completed units of study at the level deemed by the faculty to be equivalent to honours in an appropriate area of study, *or*
- hold qualifications considered by the faculty to be equivalent to those above.

### Admission to the Master of Philosophy in Social Work

Applicants need to complete a research proposal (500–1000 words) addressing criteria specified by the faculty.

Applicants must also have been in full-time employment in social work for a minimum of one year, and have one of the following qualifications:

- a four-year Bachelor of Social Work or equivalent with 1st or 2nd class honours, *or*
- Bachelor of Social Work (without 1st or 2nd class honours), either produce evidence to the satisfaction of the faculty of having completed equivalent work or complete a period of probationary candidature, *or*
- a Master of Social Work with merit.

### Conditions of candidature

Students in this degree are required to enrol in the unit of study EDPK5003 Developing a Research Project (education students) or SCWK6902 Social Research (social work students), plus at least one research unit chosen from:

- EDPZ6001 Critical Research Literature Analysis
- EDPK5001 Qualitative Methods
- EDPK5002 Quantitative Methods
- EDPK6012 Qualitative Analysis
- EDPK6016 Advanced Statistical Analysis.

A person who has been awarded the degree of Master of Arts (Honours) in Education or Master of Education (Honours) may not apply to have the degree converted to the degree of Master of Philosophy in Education.

Master of Philosophy students are required to complete a probationary year and to produce an extended research proposal in the early part of their candidature. At the end of the first 12 months of full time study (or the part time equivalent) candidates must present an extended research proposal for approval by their thesis committee.

This research proposal should extend the research proposal the candidate presented on application and include a critical review of relevant literature and an outline of the student's proposed methodology. It is recommended that the research proposal be 3000-4000 words.

Candidature will be confirmed once the coursework has been satisfactorily completed and the extended research proposal approved by the student's thesis committee.

### Units of study

Course code	Course name	Type
EDPK5003	Developing a Research Project	core - Education
SCWK6902	Social Research Methods	core - Social Work
EDPK5001	Qualitative Methods	elective
EDPK5002	Quantitative Methods	elective
EDPK6012	Qualitative Analysis	elective
EDPK6016	Advanced Statistical Analysis	elective

### Course convenor

Dr Sue Goodwin  
 Phone: 9351 3282  
 Room 730  
 Email: s.goodwin@edfac.usyd.edu.au

## Master of Education (Research)

The aim of this program is to provide students with an advanced level research training experience in – and make a contribution to knowledge – education as well as offer a research track to doctoral level study in education.

This degree focuses primarily on research in the area of Education. The MEd (Research) is designed for students who wish to undertake a research degree but not one of the length and scale of a PhD, EdD or MPhil; use this degree as a pathway into the PhD and EdD degrees, and/or wish to enrol in a higher degree that contains some coursework but do not wish to undertake the amount required by the Master of Education coursework degree.

### Admission requirements

All candidates are required to have achieved a grade point average of 70% in their final year of university study prior to admission into the Master of Education (Research) degree.

Candidates need to submit a research proposal (500–1000 words) addressing criteria specified by the faculty, and have one of the following qualifications:

- a Bachelor degree in an appropriate area of study and a Bachelor of Teaching/Master of Teaching degree or equivalent, *or*
- a Bachelor degree plus a one-year Diploma of Education in an appropriate area of study, *or*
- a four year Bachelor of Education degree or Bachelors degree deemed by the faculty to be equivalent and of a standard acceptable to the faculty.

### Program structure

This degree has two study options:

- **Option A - thesis only** (maximum 25,000 words)
- **Option B - coursework** (2 units of study – 25%) plus thesis (20,000 words – 75%). In this option the student's supervisor will recommend the student to complete two units of study listed below. Students enrolled in Option B will complete the coursework component in their first semester of study.

### Assessment

Thesis examination will be by two examiners, neither of who shall be the student's supervisor. One or both of these examiners may be from outside the University, but only one of these examiners may be internal to the University.

All coursework must be completed in the first semester of study. Assessment for Option B coursework component will be based on 5000-6000 words of written work as for all master level units of study taught by the faculty.

## Units of study

Course code	Course name	Type
EDPJ5022	Research Methods in Language Learning	
EDPK5001	Qualitative Research	
EDPK5002	Quantitative Methods	
EDPK5003	Developing a Research Project	
EDPK5013	Quantitative Analysis	
EDPK6016	Advanced Statistical Analysis	
EDPC5012	Evaluating ICT based Learning Innovation	
EDPC5003	Teaching, Learning & the Internet	

### Course convenor

Dr Sue Goodwin  
 Phone: 9351 3282  
 Room: 730  
 Email: s.goodwin@edfac.usyd.edu.au

## Research programs

### Thesis examination process for research degrees

Candidates shall inform the Division of Doctoral Studies of intention to submit three (3) months prior to lodgment of thesis and by the final date of completion of candidature.

This allows enough time to request potential examiners and also to invite examiners to mark the thesis. Ask for a 'Notification to Submit' form from the Division of Doctoral Studies.

The candidate shall lodge four (4) copies for PhD, EdD and DSW and three (3) copies for the MPhil and MEd (Research) of the thesis, typewritten and bound incorporating an electronic abstract of the thesis, usually a single page summary of about 300 words.

When the thesis is finally handed in to the Division of Doctoral Studies, it is then mailed immediately to the examiners. Each examiner is allowed at least two months to mark the thesis. When the examination is completed and all the reports have been returned to the Division of Doctoral Studies, these are processed for a recommendation in awarding the degree.

There are five 'typical' recommendations:

- a) award of the degree
- b) award the degree subject to correction of typographic errors
- c) award the degree subject to minor corrections and emendations
- d) revise and resubmit the thesis for re-examination
- e) Non Award.

Most theses come under the b) and c) categories.

Recommendation is sent to the Division of Doctoral Studies Committee of the faculty where the final decision regarding the award is made. In some cases, however, the reports are sent to the University's PhD Award Sub-Committee for a decision. Once a decision has been reached, however, the candidate is informed as soon as possible.

The whole examination process takes some time. The University allows six months from the date of submission to the date the candidate is informed of the result before the faculty is required to provide an explanation as to why the result is late.

Delays can occur in all parts of the procedure. However, the faculty is aware that the examination period is a difficult time for candidates and it tries to make sure the process takes no longer than is necessary.



# Course outlines – Education

The faculty offers the following courses:

Course	Units
Master of Education (MEd)	8
Master of Learning Science and Technology (MLS&T)	8
Graduate Diploma in Educational Studies (GradDipEdStud)	6
Graduate Diploma in Learning Science and Technology (GradDipLS&T)	6
Graduate Certificate in Educational Studies (GradCertEdStud)	4
Graduate Certificate in TEFL (GradCertTEFL)	4
Graduate Certificate in Learning Science and Technology (GradCertLS&T)	4

The units of study have been grouped together on the basis of a common theme into a number of programs, (eg Educational Psychology or Management and Human Resources Development). You will need to consider where your interests lie as your choice of program will affect the selection of units and the pattern of your candidature.

There are certain guidelines that candidates should follow to make sure that they will qualify for the award of the degree: consideration has to be given to the combination of core and optional units of study. Core units are the compulsory units that must be completed within the program. They provide the basic knowledge that a candidate will need when undertaking the other units in the program.

Candidates should aim to do at least one core unit in the program of their choice in the first semester of their enrolment. Some programs have two or more core units and require all to be completed in a designated master's degree. The optional units of study enhance the work of the core units and offer candidates choices to specialise within their program area. The Special Project units of study and the Dissertation are regarded as optional units.

If you have any questions regarding the selection of appropriate units or how your candidature is to progress, please do not hesitate to contact the appropriate program convenor or the Postgraduate Coursework Coordinator. Names and contact numbers are listed in the front of this book.

Some programs offer a smaller range of units than others. These programs are designed to be offered at either a Graduate Diploma or a Graduate Certificate level only.

Please note that not all the units listed in the tables are offered every year. For units of study offered in the semester you will be commencing your studies, please check the brochure and timetable that accompanies your offer letter and/or refer to timetable presented to you on enrolment day.

## Master of Education degree (coursework)

The Master of Education (MEd) is a program for leaders and future leaders in education in a dynamic climate or educational change and innovation. The MEd is intended for trained teachers or those who wish to better understand educational theory and research.

### Entry requirements

Applicants need to apply in writing to the faculty for admission to candidature.

An applicant must hold one of the following qualifications:

- a Bachelor of Education from the University of Sydney or equivalent institution, *or*
- be a graduate of the University of Sydney who also holds the Diploma in Education or the Bachelor of Teaching or the Master of Teaching from the University of Sydney, *or* equivalent, *or*
- be a graduate of the University of Sydney with a degree which includes the satisfactory completion of all required units of study comprising Education 300 level or equivalent, *or*
- be a graduate of the University of Sydney who has completed postgraduate studies or gained professional experience equivalent to one year, in a field considered by the faculty to be appropriate to the program of studies in which the student intends to enrol, *or*
- hold qualifications or fulfill such other criteria considered by the Faculty of Education to be equivalent to those stated above and at a standard acceptable to the faculty.

To be awarded the Master of Education degree, you need to successfully complete 8 units of study. The faculty offers two forms of this degree:

#### 1) Graduate with a designated degree

Students concentrate their studies in one of the designated Master of Education programs and graduate with a degree that indicates their area of specialisation, eg Master of Education (Special Education).

To complete a designated MEd you need to take a minimum of 6 units from within one program (you need to complete all the core units, and the correct number of optional units to total 6 units) and the balance from anywhere else within the master's course.

The designations for the Master of Education are:

- Coach Education
- Educational Management and Leadership
- Educational Psychology
- International Education
- Research Methodology
- Special Education
- TESOL

#### 2) Graduate with a general Master of Education degree

This approach is best suited to those students you have a broad range of interests. To complete this form of degree, you still need to choose one area of interest and take four units from that area. These units normally include two core and two optional units from your chosen program. The four remaining units come from any of the other programs.

#### 3) Complete units and a dissertation

Candidates can also fulfill the requirements of the MEd award by undertaking and successfully completing the required 6 units of study and a dissertation with an upper limit of 12,000 words.



## Graduate Diploma in Educational Studies

In 1997 the Faculty of Education and Social Work introduced a new award, the Graduate Diploma in Educational Studies. To qualify for a graduate diploma, candidates must successfully complete six units, four from a single designated area offered.

Students will normally complete two core units and two corequisite units or elective units from the selected designation, and the remaining two units to be chosen from any stream. A part time candidate could complete the requirements in three semesters by undertaking two units per semester.

It is also possible to extend this candidature over three years with one unit completed per semester. The Graduate Diploma in Educational Studies is designated in that it carries the name of your chosen designated area, eg Graduate Diploma in Educational Studies (Special Education).

### 1) For a designated degree

- Coach Education
- Educational Management and Leadership
- Educational Psychology
- International Education
- Research Methodology
- Special Education
- TESOL

It is possible to qualify for a designated MEd only in the same program area as you studied in the graduate diploma. You must complete at least two units from your designated area unless you have already completed all six units in a designated area. In this case the remainder can come from any other area of study within the coursework program.

The Graduate Diploma is articulated with the MEd degree. That is, if you have completed the GradDip and not taken out the award, it is possible to enrol in the Master of Education and receive full credit for the completed units (but only within six years of finishing the Diploma).

You only need to complete another two units to be awarded the MEd. If you have followed the correct pattern in the Diploma, you would need to choose units according to one of these two models to be awarded the MEd.

### 2) For a general degree

You are able to choose units from any of the coursework programs. Remember, however, that the usual requirements regarding course selection apply.

## Graduate Certificate in Educational Studies

The graduate certificate requires a candidate to complete four units from a single program, ie two core units and two corequisites and/or optional units. The graduate certificates, however, are not designated like the graduate diplomas except for the Graduate Certificate in Educational Studies (Higher Education).

The GradCert can be articulated with the Graduate Diploma and Master of Education. The four units will be fully credited to either candidature as long as enrolment takes place within six years of completing the graduate certificate and the student has not taken out the award.

The designated areas or stream available for a Graduate Certificate in Educational Studies are:

- Coach Education
- Educational Management and Leadership
- Educational Psychology
- Higher Education

- International Education
- Research Methodology
- Special Education
- TESOL

## Coach Education

### Outcomes

At the successful conclusion of this designated program graduates should be able to:

- demonstrate competencies which involve the application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of coaching situations
- demonstrate skills that enable them to impart their knowledge of their sport to athletes, through the development of accurate techniques and teaching methods
- provide an ideal learning environment
- communicate with confidence relevant knowledge, skills and behaviours to others in indoor and outdoor settings, in written and oral forms and through demonstration
- demonstrate a familiarity with some of the technological resources produced to support the implementation of specific strategies in coaching athletes and teams
- develop an integrated model with the right mix of training activities, techniques and sport science support to optimize performance and learning
- analyse their coaching and implement relevant changes to enhance learning and performance
- demonstrate the capacity to develop, implement and critically evaluate programs or interventions
- collaborate with others in professional practice, with the capacity to be a team leader as well as an effective team member
- bring about a positive outcome to complex coaching situations
- demonstrate a commitment to the role of coach as a responsible and ethical practitioner
- acknowledge responsibility for personal values and their effect upon professional practice
- engage with and understand the nexus between practice, theory and research
- analyse and evaluate a variety of practices that are designed to improve performance or achieve health benefits and the credibility of its sources, and place it in context.

### Units of study

Course code	Course name	Type
EDPN5013	Teaching Skills for Coaches	core
EDPN5014	Coaching Effectiveness: Evaluation	core
EDPN5015	Sport and Technology	core
EDPN5016	Planning Coach Programs	core
EDPN6015	Elite Athlete Development	core
EDPN6017	Applying Sport Science to Coaching	elective
EDPZ5010	Individual Professional Learning Portfolio	elective
EDPZ6010	Professional Learning Leadership Portfolio	elective
EDPZ6730	Special Project 1	elective
EDPZ6731	Special Project 2	elective

### Requirements for the degree

**Graduate Certificate:** Complete 4 units of study: 3 core and 1 elective unit of study

**Graduate Diploma:** Complete 6 units of study: 4 core and 2 elective units of study

**Master of Education:** Complete 8 units of study: 4 core; 3 elective and 1 unit chosen from any postgraduate program offered by the faculty

### Course convenor

Dr Donna O'Connor (Room 334). Phone: 9351 6343  
Email: d.o'connor@edfac.usyd.edu.au

## Educational Management and Leadership

### Outcomes

At the conclusion of the designated degree, students should be able to:

- understand the basic concepts in administration and management
- understand models and theories in the field
- understand organisational behaviour
- understand the change processes and their impact upon organisations
- familiarise themselves with a range of human resources development and management issues and their relationship to other developments in education, the economy and society
- develop skills in the analysis of policy developments and factors affecting the implementation of human resources and management policies
- evaluate alternative policies and practices
- understand theories and models of evaluation
- develop skills in designing a proposal for the evaluation of a program
- develop a range of research skills related to the use of key information technologies
- develop a variety of academic writing skills.

### Units of study

Course code	Course name	Type
EDPA5001	Organisational Theory, Management & Admin	core
EDPA5011	Organisational Culture and Change	core
EDPA5013	Evaluation of Educational Training Programs	core
EDPA6015	Management and Leadership	core
EDPA6016	Organisations as Learning Communities	elective
EDPA6017	School Based Management & Effectiveness	elective
EDPA6018	Social Policy Process	elective
EDPB5002	Globalisation and Education (online)	elective
EDPC5003	Teaching, Learning and the Internet (online)	elective
EDPF5001	Contemporary Issues in Teaching	elective
EDPF5015	Mentoring and Teacher Induction	elective
EDPF6014	Issues in Teacher Education	elective
EDPK5001	Qualitative Methods	elective
EDPK5002	Quantitative Methods	elective
EDPK5003	Developing a Research Project	elective
EDPZ5010	Individual Profession Learning Portfolio	elective
EDPZ6010	Professional Leadership Portfolio	elective
EDPZ6724	Dissertation Part 1	elective
EDPZ6725	Dissertation Part 2	elective
EDPZ6730	Special Project 1	elective
EDPZ6731	Special Project 2	elective
EDPZ6720	Dissertation	elective

### Requirements for the degree

**Graduate Certificate:** Complete 4 units of study: 3 core and 1 elective unit of study.

**Graduate Diploma:** Complete 6 units of study: 3 core and 3 elective units of study.

**Master of Education:** Complete 8 units of study: 3 core, 3 elective and 2 other units from any postgraduate program offered by the Faculty Education and Social Work.

### Course convenor

Dr Kevin Laws (Room 332)  
Phone: 93516396  
Email: k.laws@edfac.usyd.edu.au

## Educational Psychology

### Outcomes

At the conclusion of this designated degree students should be able to:

- understand research and theory concerning the psychology of human learning and development
- demonstrate a familiarity with research across a range of areas in Educational Psychology
- review, evaluate and critique research and theory in the field of Educational Psychology
- be familiar with current theoretical and methodological debates in Educational Psychology
- speak with authority on the 'best evidence' position on one or more topics in the field
- develop an understanding of conceptual frameworks for research in Educational Psychology
- apply research findings to the design of learning environments in varied settings
- apply the findings from recent research in Educational Psychology to educational policy and practice.

### Units of study

Course codes	Course name	Type
EDPE5001	Learning, Knowing and Thinking	core
EDPE5002	Child Development in Context	core
EDPE5011	Motivation for Learning	core
EDPE6013	Learning and Teaching Thinking Skills	core
EDPE6011	Learning and Individual Differences	elective
EDPE6016	Adult Learning and Development	elective
EDPK5001	Qualitative Methods	elective
EDPK5002	Quantitative Methods	elective
EDPZ5010	Individual Professional Learning Portfolio	elective
EDPZ6010	Professional Learning Leadership Portfolio	elective
EDPZ6724	Dissertation Part 1	elective
EDPZ6725	Dissertation Part 2	elective
EDPZ6730	Special Project 1	elective
EDPZ6731	Special Project 2	elective

### Requirements for the degree

**Graduate Certificate:** Complete 4 core units of study.

**Graduate Diploma:** Complete 6 units of study: 4 core and 2 elective units.

**Master of Education:** Complete 8 units of study: 4 core, 2 elective and 2 units from any postgraduate program offered by the faculty.

### Course convenor

Dr Richard Walker  
Phone 93516274  
Room: 523  
Email: r.walker@edfac.usyd.edu.au

## Higher Education

The Higher Education Units of Study are offered in conjunction with the Institute of Teaching and Learning. Details of these units can be found at: [www.itl.usyd.edu.au/programs/gradstudies.htm](http://www.itl.usyd.edu.au/programs/gradstudies.htm).

### Entry requirements

All intending participants in the graduate certificate must be currently engaged in some sort of university teaching.

Note: as one of the first semester units of the graduate certificate includes a three-day program run prior to the start of the semester, it is not possible to enrol in this unit after the semester commences.

This three-day program is offered three to four times a year and intending participants are advised to contact the ITL early, regarding actual dates and times. See: [www.itl.usyd.edu.au/programs/3day](http://www.itl.usyd.edu.au/programs/3day).

### Course commencement and timetable

See the general introduction to the coursework program. The coursework timetable is published prior to the start of each semester on the ITL website: [www.itl.usyd.edu.au/programs/gradstudies.htm](http://www.itl.usyd.edu.au/programs/gradstudies.htm).

### Applying for admission

See general introduction to the coursework program. Intending applicants are strongly advised to contact the ITL as early as possible to discuss their enrolment. Places in the Graduate Certificate are limited and applicants must have completed the three-day program prior to the commencement of their studies.

Enrolment for the three-day program is through the ITL website: [www.itl.usyd.edu.au/programs/3day/dates.htm](http://www.itl.usyd.edu.au/programs/3day/dates.htm).

The Faculty of Education and Social Work handles all other enrolment processes.

### Fees

See 'General Introduction to the coursework program'. University of Sydney staff should see the ITL website for special arrangements regarding the Graduate Certificate.

For more information contact:

Phone: +61 2 9351 3725

Fax: +61 2 9351 4331

Email: [itl@itl.usyd.edu.au](mailto:itl@itl.usyd.edu.au)

### Outcomes

At the conclusion of the designated degree students should be able to:

- have developed their awareness of the changing higher education context in which they are working, and how it affects pedagogy, curriculum and the academic profession
- understand the variety and forms of research and scholarship and their relationship to the practice and scholarship of teaching
- be able to plan teaching and research activities and priorities, on the basis of a knowledge of coherent epistemological positions
- have further developed their ideas and practice in student-focused, research-led and evidence-based teaching and learning in higher education
- have developed their practice in research higher degree supervision
- be capable of applying new technologies appropriately and effectively in higher education teaching and student learning
- have further developed their abilities to plan and implement personal and professional development programs to suit specific needs
- be capable of providing leadership in teaching and learning to address the University's strategic priorities at faculty and University levels
- have contributed to the enhancement of student learning in the University.

There are opportunities in some units of study to pursue individual professional development outcomes.

### Units of study

Course code	Course name	Type
EDPR5001	University Teaching and Learning	core
EDPR5002	Reflection & Practice in University Teaching and Learning	core
EDPR5003	University Teaching Portfolios	core
EDPR5011	Scholarship of University Teaching and Learning	core

### Requirements for the degree

**Graduate Certificate:** Complete 4 core units of study.

### Course convenor

Associate Professor Simon Barrie

Phone: 9351 5814

Location: Institute of Teaching & Learning

Room 394, Carlsaw Building, FO7

Email: [S.Barrie@usyd.edu.au](mailto:S.Barrie@usyd.edu.au)

## International Education

Please note: units of study in International Education are only offered via distance mode.

### Units of study

Course code	Course name	Type
EDPB5002	Globalisation and Education	core
EDPB5014	Intercultural Education: Principles and Strategies	core
EDPB6013	Internationalisation of Education	core
EDPB5016	Global Poverty, Social Policy and Education	elective
EDPB5017	International Policy Trends in Education	elective
EDPB5018	Investigating International Education	elective
EDPZ6730	Special Project 1	elective
EDPZ6731	Special Project 2	elective

### Requirements for the degree

**Graduate Certificate:** Complete 4 units of study: 3 core units plus 1 elective unit.

**Graduate Diploma:** Complete 6 units of study: 3 core units and 3 elective units.

**Master of Education:** Complete 8 units: 3 core, 3 elective units and 2 units from any postgraduate program offered by the faculty.

### Course convenor

Associate Professor Anthony Welch

Phone: 9351 2791

Room: 542

Email: [a.welch@usyd.edu.au](mailto:a.welch@usyd.edu.au)

## Research Methodology

### Units of Study

Course code	Course name	Type
EDPK5001	Qualitative Research	core
EDPK5002	Quantitative Methods	core
EDPK5003	Developing a Research Project	core
EDPK5013	Quantitative Analysis	core
EDPB5018	Investigating International Education	elective
EDPK6012	Advanced Statistical Analysis	elective
EDPZ6730	Special Project 1	elective
EDPZ6731	Special Project 2	elective
EDPZ6724	Dissertation Part 1	elective
EDPZ6725	Dissertation Part 2	elective

### Requirements for the degree

**Graduate Certificate:** Complete 4 units of study: 4 core units.

**Graduate Diploma:** Complete 6 units of study: 4 core units and 2 elective units.

**Master of Education:** Complete 8 units: 4 core, 2 elective units and 2 units from any postgraduate program offered by the faculty.

**Course convenor**

Associate Professor Murray Print  
 Phone: 9351 3202  
 Room: 538  
 Email m.print@usyd.edu.au

**Special Education****Outcomes**

At the conclusion of this designated degree students should be able to:

- demonstrate an in depth knowledge of the research in at least one substantive area of special education
- demonstrate a familiarity with the research across a range of special education areas
- draw on research and practice in special education research findings in Australia and overseas, to inform their practices
- critically evaluate the most recent research, reports and policy documents related to special education
- develop skills in teaching, assessment, behaviour management, curriculum development and adaption, programming and consultation in special education
- develop knowledge and skills to act as leaders, consultants and resources personnel in special education
- be aware of current Australian legislation and how it impacts on the provision of education programs for students with special needs.

**Units of study**

Course code	Course name	Type
EDPD5001	Students with Special Educational Needs	core
EDPD5011	Integration Process	core
EDPD5002	Principles of Workplace Training	elective
EDPD5003	Principles of Open Employment	elective
EDPD5004	Understanding Challenging Behaviour	elective
EDPD5005	Early Language Learning Issues	elective
EDPD5012	Preventing Disruptive Behaviour	elective
EDPD5014	Teaching Learning Difficulties - Basics	elective
EDPD5015	Meeting Special Educational Needs Through Curriculum	elective
EDPD6001	Researching Open Employment	elective
EDPD6015	The Consultative Process	elective
EDPD6016	Students with High Support Needst	elective
EDPD6018	Screening and Assessment in Special Education Advanced	elective
EDPZ6720	Dissertation (12 credit points)	elective
EDPZ6724	Dissertation Part 1 (6 credit points)	elective
EDPZ6725	Dissertation Part 2 (6 credit points)	elective
EDPZ6730	Special Project 1	elective
EDPZ6731	Special Project 2	elective

**Requirements for the degree**

**Graduate Certificate:** Complete 4 units of study: 1 core unit and 3 elective units.

**Graduate Diploma:** Complete 6 units of study: 2 core units and 4 elective units.

**Master of Education:** Complete 8 units of study: 2 core units; 4 elective units and 2 units from any other electives offered in this program or any unit from a postgraduate program offered by the faculty.

Please note: you must undertake all 8 units from within the Special Education program in order for this degree to be recognised as a qualification to teach special education.

**Course convenor**

Associate Professor David Evans  
 Phone: 9351 8463  
 Room: 536  
 Email d.evans@edfac.usyd.edu.au

**TESOL****Units of study**

Course code	Course name	Type
EDPG5001	Language as Social Practice	core
EDPJ5021	Developments in English Language Teaching	core
EDPJ5002	Second Language Acquisition	code
EDPJ5013	Methodology and Language Teaching	core
EDPJ5016	Grammar: Text and Context	core
EDPJ5020	Literacy and Language Teaching	core
EDPJ5001	Intercultural Language Education	elective
EDPG6014	New Literacies	elective
EDPJ5018	English for Specific Purposes	elective
EDPJ5022	Research Methods in Language Learning	elective
EDPJ5023	Teacher Professional Development for EFL	elective
EDPJ5024	English in Academic Settings	elective
EDPJ5025	Bilingual Education	elective
EDPZ6720	Dissertation (12 credit points)	elective
EDPZ6724	Dissertation Part 1 (6 credit points)	elective
EDPZ6725	Dissertation Part 2 (6 credit points)	elective
EDPZ6730	Special Project 1	elective
EDPZ6731	Special Project 2	elective
EDPZ6726	Thesis and Dissertation Writing	elective

**Requirements for the degree**

**Graduate Certificate:** Complete 4 units of study: 2 core units and 2 elective units.

**Graduate Diploma:** Complete 6 units of study: 4 core units and 2 elective units OR 2 core units and 4 elective units.

**Master of Education:** Complete 8 units of study: 4 core units; 2 elective units, and 2 other postgraduate units offered or approved by the faculty.

Students undertaking MEd Languages must take a Masters Level unit of study in their target language in the Faculty of Arts in place of one elective unit. Students should discuss unit choice with the convenor prior to enrolment.

**Course convenor**

Dr Lindy Woodrow  
 Phone: 9351 6419  
 Room: 810  
 Email: l.woodrow@edfac.usyd.edu.au

## Graduate Certificate in Teaching English as a Foreign Language (TEFL)

The Graduate Certificate TEFL program is intended for overseas teachers of English who wish to take a short intensive professional development course, or who may be thinking of undertaking master's level study later on. Australian citizens who are eligible may enrol; but they must be aware that the Graduate Certificate in TEFL is not a recognised teaching qualification in Australia. It is, however, an effective way of polishing teaching skills and developing increased fluency in English.

The program is taught full-time in the daytime over one semester with intakes in February/March and July. There is no provision for part-time study.

### Entry requirements

Applicants need to apply in writing to the faculty for admission to candidature.

An applicant must hold one of the following qualifications:

- a graduate from the University of Sydney, or equivalent institution with equivalent qualifications; or
- holds other academic and teaching qualifications acceptable to the faculty for the purposes of the certificate; and
- has at least one year full time teaching experience which the faculty considers satisfactory; and
- has satisfied the faculty, by means of such tests as it may require, of the candidate's competence in written and spoken English.

### Outcomes

The program is intended primarily to enhance the language and teaching skills of international teachers of English and to prepare them at the same time to become candidates for the MEd (TESOL) or other designated MEd degree. It is intended that the program of study will provide:

- contact with contemporary Australian culture
- opportunities to use English in native speaking contexts
- practice in teaching classes using English as the primary language of communication
- development of the ability to select, devise and use appropriate teaching tasks and materials
- development of the ability to use appropriately selected technology
- confidence in their ability to communicate professionally in English
- practice in developing English listening and reading, spoken and written skills in academic contexts.

### Units of study

Course code	Course name	Type
EDPZ5822	Language Skills for English Teachers	core
EDPZ5823	The Systems of English	core
EDPZ5824	Practice of English Language Teaching	core
EDPZ5825	Principles of English Language Teaching	core

### Requirements for the degree

**Graduate Certificate:** Complete 4 core units of study.

### Course convenor

Dr Marie Stevenson  
 Phone: 9351 3684  
 Room: 814  
 Email: m.stevenson@edfac.usyd.edu.au

## Graduate Certificate/Graduate Diploma/Master of Learning Science and Technology

The Master of Learning Science and Technology (MLS&T) is an innovative degree program that caters to current and prospective e-Learning professionals, as well as students who seek to forge a research career in ICT-supported learning. As such, the MLS&T is available in two streams.

### Professional Stream

This stream is intended to meet the needs of future e-learning professionals as well as those already working in industry, government and education who are seeking to advance their careers in the field of e-learning/technology-supported learning.

This stream is suited to individuals wishing to work as learning and development managers, instructional designers, multimedia learning designers and learning strategists. It includes degree core courses in the psychology and design of e-learning, emerging educational technologies, as well as change management and systems thinking.

### Research Stream

This stream is intended for those who wish to do research in ICT-supported learning and are likely to progress to a PhD in the field. It includes degree core courses in the psychology and design of technology-supported learning, emerging educational technologies, and research frontiers. This stream includes a dissertation on a topic of your choice.

### Entry requirements

- A Bachelor degree in Education, Information Technology, Computer Science and Technology, Arts (Informatics) or Psychology, or equivalent, or
- a graduate from University of Sydney or equivalent, who has completed postgraduate studies, or gained professional experience considered by the faculty to be equivalent to one year full time in a field judged by the faculty to be appropriate to the program of studies in which the candidate intends to enrol, or
- a graduate with qualifications considered by the faculty to be equivalent to those specified above and at a standard acceptable to the faculty.

## Units of study

Course code	Course name	Type
<b>Units for the Research Stream</b>		
EDPC5021	Introduction to the Learning Sciences	core
EDPC5022	Educational Design Methodologies	core
EDPC5023	Innovative Practice & Emerging ICT	core
EDPC5024	Learning & Change, a Systems View	core
EDPC5025	Learning Technology Research Frontiers	compulsory
<i>Please choose from one of these</i>		
EDPC5012	Evaluating ICT-based Learning Innovation OR	
EDPK5003	Developing a Research Project	
<i>Please choose from below</i>		
EDPZ6720	Dissertation (12 credit points) OR	
EDPZ6724	Dissertation Part 1 (6 credit points) AND	
EDPZ6725	Dissertation Part 2 (6 credit points)	
<b>Units for the Professional Stream</b>		
EDPC5021	Introduction to the Learning Sciences	core
EDPC5022	Educational Design Methodologies	core
EDPC5024	Innovative Practice & Emerging ICT	core
EDPC5024	Learning & Change, a Systems View	core
EDPC5012	Evaluating ICT-based Learning Innovation	compulsory
EDPZ6730	Special Project 1	compulsory
EDPZ6731	Special Project 2	compulsory
<i>Please choose one unit of study from the list below</i>		
EDPC5003	Teaching, Learning and the Internet	elective
EDPE5001	Learning, Knowing and Thinking	elective
EDPE6013	Learning and Teaching Thinking Skills	elective
EDPE6016	Adult Learning and Development	elective
EDPZ5010	Individual Profession Learning Portfolio	elective
EDPZ6010	Professional Learning Leadership Portfolio	elective

### Requirements for the degree

**Graduate Certificate:** Complete 4 core units of study

**Graduate Diploma:** Complete 6 units of study: 4 core units and 2 elective units

**Master's:** Complete 8 units of study

*Research Stream:* 4 core and 4 others units as indicated above

*Professional Stream:* 4 core and 4 other units as indicated above

### Course convenor

Dr Chun Hu

Phone: 9351 6339

Room: 247

Email: c.hu@edfac.usyd.edu.au





# Course outlines – Social Work and Policy Studies

This chapter contains information about the following degree courses:

- Master of Policy Studies, Graduate Diploma and Graduate Certificate in Policy Studies
- Master of Social Work and Graduate Diploma in Social Work
- Graduate Certificate in Human and Community Services

## Master of Policy Studies, Graduate Diploma and Graduate Certificate in Policy Studies

This master's level policy course would be of particular interest to policy practitioners, educators, and human service providers in the human service fields of education, social and community services, and health. The course will also be offered at graduate diploma and graduate certificate levels for students not eligible for, or not wishing to, pursue the Master of Policy Studies.

The course aims to equip students with conceptual skills required for practical policy analysis and policy development in educational and social and community services domains. The course will have a strong focus on policy practice for policy professionals and service workers in non-government human services organisations.

### Entry requirements

- A candidate who holds a four-year Bachelor of Social Work, or equivalent, recognised by the Australian Association of Social Workers, *or*
- a Bachelor of Education from the University of Sydney, *or*
- a Bachelor degree in any relevant discipline and have submitted evidence to the Faculty of relevant work experience, normally of at least three (3) years duration, in the human services field.

### Units of study

Course code	Course name	Type
EDPA6018	Social Policy Process	core
SCWK6948	Social Policy Frameworks	core
SCWK6949	Global Social Policy	core
EDPA5001	Organisational Theory, Management and Administration	elective
EDPA5011	Organisational Culture and Change	elective
EDPA5013	Evaluation of Educational Training Programs	elective
EDPA6016	Organisations as Learning Communities	elective
EDPB5002	Globalisation and Education	elective
EDPK5001	Qualitative Methods	elective
EDPK5002	Quantitative Methods	elective
SCWK6902	Social Research	elective
SCWK6908	Authorised Independent Study and Report	elective

### Elective units from other faculties

Master of Policy Studies students may select up to two units of study from the following selected units of policy orientated study. Students in the Graduate Diploma in Policy Studies may select up to one unit of study from this list.

Course code	Course name	Type
<b>Faculty of Arts/School of Sociology and Social Policy</b>		
SCLG6901	Citizenship Rights and Social Movements	elective
<b>Faculty of Economics and Business School of Government and International Relations</b>		
GOVT6117	International Politics of Human Rights	elective
GOVT6316	Policy Making, Power & Politics	elective
GOVT6313	Leadership in Theory and Practice	elective
<b>Faculty of Health Science</b>		
BACH5011	Survey Research Methods	elective
BACH5036	Community Aged Care	elective

### Requirements for the degree

**Graduate Certificate:** Complete 4 units of study: 2 core units and 2 elective units.

**Graduate Diploma:** Complete 6 units of study: 2 core; 3 elective units and 1 elective unit from within this program, plus 1 approved elective from another faculty.

**Master of Policy Studies:** Complete 8 units of study: 2 core, 4 elective units from within this program and 2 other elective units from this program or approved units from other faculties.

### Course convenor

Dr Ruth Phillips  
Phone: 9351 6899  
Room: Room 741  
Email: r.phillips@edfac.usyd.edu.au



## Master of Social Work and Graduate Diploma in Social Work

The course is designed to allow social work practitioners to reflect on and formulate their practice; read about and appraise alternative practices and theories; and assess their work problems and clients' needs in new ways.

The aim is to evaluate existing practice and provision critically, with a view to promoting change and improvement in services offered and outcomes effected in the lives and situations of clients. It offers opportunities for the analysis and investigation of theories and initiatives in social policy and their impact.

### Outcomes

The coursework program has a strong focus on critical reflection on practice, research skills and theory development. At the conclusion of this designated degree students should be able to:

- examine and develop their practice
- critically evaluate existing practice and provision
- study and appraise alternative practices and theories
- investigate initiatives in social policy and their impact
- apply new knowledge and create new knowledge for practice and social provision
- become familiar with practice research, and
- assess their workplace and citizen needs in new ways.

### Entry requirements

An applicant for admission to candidature shall hold:

- a Bachelor of Social Work degree or equivalent recognised by the Australian Association of Social Workers, *and*
- have been in full time employment (or equivalent) in Social Work for a minimum of one year.

### Units of study

Course code	Course name	Type
SCWK6902	Social Research	core
SCWK6943	Practice: Theory Development	core
SCWK6908	Authorised Independent Study and Report	elective
SCWK6917	Practice Development	elective
SCWK6920	Mental Health Practice Standards	elective
SCWK6927	Professional Practice Supervision	elective
SCWK6944	Death, Dying and Mourning	elective
SCWK6948	Social Policy Frameworks	elective
SCWK6949	Global Social Policy	elective

### Requirements for the degree

**Graduate Diploma:** Complete 6 units of study: 2 core and 4 elective units.

**Master of Social Work:** Complete 8 units of study: 2 core units and 6 elective units.

### Course convenor

Dr Margot Rawsthorne  
 Phone: 9036 9313  
 Room: 728  
 Email: m.rawsthorne@edfac.usyd.edu.au

## Graduate Certificate in Human and Community Services

This is a unique course combining policy, practice and research in the human and community services industry. This program is designed to equip students with foundational knowledge and skills for entry into the Australian human and community services industry. It also offers students the opportunity to focus on specific fields of practice, including management, community work and violence against women.

### Entry requirements

An applicant for admission to candidature shall hold:

- a Bachelor's degree or equivalent from the University of Sydney or any other institution approved by the Faculty.

### Units of study

Course code	Course name	Type
SCWK6943	Practice: Theory Development	core
SCWK6902	Social Research	elective
SCWK6910	Community Work: Policy and Practice	elective
SCWK6920	Mental Health Practice Standards (online delivery)	elective
SCWK6927	Professional Practice Supervision	elective
SCWK6944	Death, Dying and Mourning	elective
SCWK5901	Domestic Violence: Australian Responses	elective
SCWK6948	Social Policy Frameworks	elective
SCWK6949	Global Social Policy	elective
SCWK6908	Authorised Independent Study and Report	elective

### Requirements for the degree

Complete 4 units of study: 1 core unit and 3 elective units.

### Course convenor

Dr Margot Rawsthorne  
 Phone: 9036 9313  
 Room: 728  
 Email: m.rawsthorne@edfac.usyd.edu.au

# Units of study listings

## Education units of study

### EDPA5001

#### Organisational Theory, Management & Admin

**Credit points:** 6 **Teacher/Coordinator:** Dr Kevin Laws **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 13 wks x 2 hrs **Assessment:** two written assignments

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

We all have experience of organisations through our work and life and yet few of us have taken the time to think about how we might understand organisations better. Organisation theories provide us with different lenses through which we can understand organisation. This unit explores the development of organisation theory from its beginnings to the present day. Concepts, theories and models from the perspectives of the Historical, Modern, Symbolic Interpretive and Postmodern periods are studied through selected original works by key writers in the field.

### EDPA5011

#### Organisational Culture and Change

**Credit points:** 6 **Teacher/Coordinator:** Dr George Odhiambo **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** 2 written assignments

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

Institutions throughout most parts of the world are confronted by a period of rapid and dramatic change. The external demands placed upon them to change and improve are considerable. The key elements of leadership, vision and mission and their relationships to the development of a unique organisational culture are essential ingredients for organisational effectiveness, excellence and continuous improvement. This core unit focuses upon the internal and external forces that influence the culture of a variety of organisations and uses the competing theories and alternative approaches to management development in the core unit EDPA5001 to build upon the basic concepts.

### EDPA5013

#### Evaluation of Educational Programs

**Credit points:** 6 **Teacher/Coordinator:** Dr Kevin Laws **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 2 hrs (lectures and tutorials) **Assessment:** a program logic model and a program evaluation

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

Students undertaking the designated area of Educational Management and Leadership are expected to be able to implement policies and programs designed to bring about organisational change. This unit is designed to provide the necessary knowledge and skills to enable students to design, plan and implement an evaluation program and to provide an understanding of the major forms of program evaluation.

### EDPA6015

#### Management and Leadership

**Credit points:** 6 **Teacher/Coordinator:** Dr George Odhiambo **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 13 wks x 2 hrs (lectures and tutorials) **Assessment:** 2 written assignments

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

Leadership is the key to a successful organisation. This core unit focuses upon the importance of leadership and what it involves in a variety of organisational settings. In bringing about change in an

organisation a leader must be able to share with others a vision for the future of that organisation and implement strategies that enable the organisation to meet future challenges. Special attention is given to leadership styles, gender issues and the place of ethics and emotions in leadership.

### EDPA6016

#### Organisations as Learning Communities

**Credit points:** 6 **Teacher/Coordinator:** Dr Kevin Laws **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 13 wks x 2 hrs (lectures and tutorials) **Assessment:** 2 written assignments

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

In a rapidly changing world the necessity for an organisation to improve performance in order to keep pace and even be in the forefront of changes is an imperative for long-term survival. This unit explores the concepts of the learning organisation, organisational learning and communities of practice. Emphasis is placed upon the importance of dialogue in organisational learning. The use of scenario analysis, scenario planning and learning histories as means of supporting organisational learning is studied.

### EDPA6017

#### School Based Management & Effectiveness

**Credit points:** 6 **Teacher/Coordinator:** Dr George Odhiambo **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 2 hrs (lectures and tutorials) **Assessment:** 2 written assignments

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit of study will focus on school-based management and its link with school effectiveness. It will combine a study of relevant recent literature with practical issues, discussions and workshops. Students will review the literature relating to effective schools and explore links between developing strategies and creating conditions within schools to enable them to become more effective. Major aspects of school improvement will be addressed including: school based review, the role of school leaders, external support, research and evaluation, policy development and implementation and the significance of the impact of school "culture" on initiative for school improvement. Case studies and reports from overseas will be examined for lessons they have for school renewal strategies. A major component of the unit will be the analysis and development of strategies to assist schools to manage planning practices and procedures more effectively.

### EDPA6018

#### Social Policy Process

**Credit points:** 6 **Teacher/Coordinator:** Professor Anthony Welch **Session:** Semester 2 **Classes:** 13 wks x 2 hrs (lectures and tutorials) **Assessment:** seminar contributions; educational policy project; review essay

The world of policy is changing, from a centralised model to a decentralised one, in which you may be involved, at least at institutional level. Whether you work in the public, private, or third sector as an educator, social worker, civil servant or in another capacity, it is important to understand the changing world of policy. Another change that we examine is the rise of neo-liberalism and its effects on the policy process. Critics charge that policy is now framed with economic rather than social good in mind, and that the success of policies is measured by the same calculus. How is policy made, and by whom? How does Australian federalism influence the making and implementation of policy? What kinds of transnational influences affect the policy process, and to what extent? Do different countries



respond to difference (class, ethnic, gender, age), in a world of increasing diversity, migration and mobility?

#### EDPB5002

##### Globalisation and Education

**Credit points:** 6 **Teacher/Coordinator:** Professor Anthony Welch/Dr Nigel Bagnall **Session:** Semester 1, Semester 2 **Classes:** on line **Assessment:** 500 word minor overview; 1200 word review essay; 1500 word minor essay; 2500 word special study report

Concepts of global integration and culture. Economic political and cultural dimensions of globalisation. Major interpretive approaches to globalisation. Major world trends in education assessed in light of globalisation. Globalisation of labour markets; marked forces in education; cross-cultural and trans-national trends in education provision; knowledge as a global construct; global organisations and agenda in education; emerging global and regional structures in education, students, educational professionals and knowledge workers in a globalising world. Investigation and report on a special study.

#### EDPB5014

##### Intercultural Ed: Principles & Strategy

**Credit points:** 6 **Teacher/Coordinator:** Dr Nigel Bagnall **Session:** Semester 1, Semester 2 **Classes:** on-line **Assessment:** 500 word minor overview; 1200 word review essay; 1500 word minor essay; 2500 word special study report

Concepts of culture, cultural diversity and inter-cultural communications. Education and culture in the context of globalisation. The homogenisation and heterogenisation debate. Case studies of cultural diversity and inter-cultural education in the domains of policy, management, curriculum teaching and learning. Special study of cultural diversity and intercultural education in a selected international education context.

#### EDPB5016

##### Global Poverty, Social Policy and Ed

**Credit points:** 6 **Teacher/Coordinator:** Professor Anthony Welch/Dr Nigel Bagnall **Session:** Semester 1, Semester 2 **Classes:** on-line **Assessment:** 5 assignments

Investigation and analysis of: basic indicators of global poverty; key theories of poverty and development and their implications for social policy and education; western paradigms and their effects in non-western contexts; alternatives to westernisation; education as a form of foreign aid and development co-operation in multilateral, bilateral and non-government programs; multisectoral approaches to poverty alleviation strategies.

#### EDPB5017

##### International Policy Trends in Education

**Credit points:** 6 **Teacher/Coordinator:** Dr Nigel Bagnall **Session:** Semester 1, Semester 2 **Classes:** on-line **Assessment:** 4 assignments

Investigation and analysis of key trends in education change and reform in major Western countries including: shifting priorities in education policies; increasing emphasis on educational outcomes, testing and international comparisons of learning achievement; significance of shifts fostering lifelong learning and human capital formation; trends in educational accountability; changes in the role of the state and implications for the financing of education; privatisation and decentralisation of education; and the impact of ICTs on educational provision. Impact of major demographic, economic and labour market developments on education policies; impact on youth policy and transition from school to work, and their educational implications.

#### EDPB5018

##### Investigating International Education

**Credit points:** 6 **Teacher/Coordinator:** Professor Anthony Welch **Session:** Semester 1, Semester 2 **Classes:** on-line **Assessment:** 4 assignments

Investigation and analysis of modes of research in international education, and associated issues in cross-cultural research. Opportunity to apply skills and perspectives gained in previous study

to a particular strategic, policy or theoretical problem that relates to a defined geographical context, policy setting, or program. Students will review, research, and analyse modes of research, with support provided through relevant materials. Issues of data quality and range, the role of international organisations in providing data and shaping debates, and issues of power that should be negotiated in cross-cultural setting will be examined.

#### EDPB6013

##### Internationalisation of Education

**Credit points:** 6 **Teacher/Coordinator:** Professor Anthony Welch **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** on-line **Assessment:** 500 word minor overview; 1200 word review essay; 1500 word minor essay; 2500 word special study project

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

An investigation of major developments in internationalisation of education, at schooling, technical and further education, and higher education levels. Historical developments of internationalisation; contrasting interpretations and 20th century developments. Contemporary trend analysis including a detailed case study of a specific policy or program.

#### EDPC5002

##### Information Tech & Teach & Learn Proc

*This unit of study is not available in 2010*

**Credit points:** 6 **Teacher/Coordinator:** Mr Nigel Goodwin; Dr Chun Hu **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** online contributions (50%) and project and presentation (50%)

*Note: Department permission required for enrolment.*

In this unit principles of teaching and learning are considered from the point of view of models for the use of information technology. It begins with a consideration of the role of new electronic technologies in augmenting human intelligence and information processing. Subsequent topics include exploratory learning with computers, developing thinking and problem solving skills, computer assisted instruction, artificial intelligence and expert systems, cooperative learning with computers, and affective processes and information technology. Students will gain an understanding of the way in which models of teaching and learning may be translated into curriculum applications with information technology, and of research evidence about the effectiveness of technology aided learning.

#### EDPC5003

##### Teaching, Learning and the Internet

**Credit points:** 6 **Teacher/Coordinator:** Dr Chun Hu **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** online after the first meeting **Assessment:** research project; on-line activities

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit looks at how the current and emerging needs of learners are being met, or fail to be met, by the learning activities supported by internet technologies. Students are involved in practical activities using a variety of internet technologies, including web 2.0, online multimedia, textual virtual reality, and collaborative research tools. In addition students are introduced to theoretical models of learning as they are represented in popular approaches to learning on the internet. In this unit students will also examine the changing roles of teachers and learners as education becomes increasingly available online. Students are required to have adequate internet access.

#### EDPC5012

##### Evaluating ICT-based Learning Innovation

**Credit points:** 6 **Teacher/Coordinator:** Professor Peter Goodyear, Dr Lina Markauskaite **Session:** Semester 2 **Classes:** 13 wks x 2 hrs flexible delivery mode **Assessment:** evaluation report, case study and group project

This unit is intended to help students acquire the knowledge and skills needed to evaluate ICT-enhanced learning innovations. It provides an introduction to the theory and practice of evaluations, drawing principles and methods from best practice in program evaluation and

the areas of ICT-enhanced learning. Attention is paid to a holistic approach to evaluation, stressing the need to plan, design and implement evaluation in context. It is suitable for those with an interest in formal education, corporate training and professional development.

### EDPC5021

#### Introduction to the Learning Sciences

**Credit points:** 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 1 **Classes:** 13 wks x 2 hrs **Assessment:** short assignments; presentation; and final paper

In this unit we build on work in the learning sciences (psychology, education, cognitive and neurosciences) as we look at psychological models of learning, cognition and motivation, especially as they relate to multimedia and computer-supported learning. Contemporary educational technology use will be analysed from a number of perspectives, including classical information theory, psychological media and communication theories, activity theory, socio-cultural learning theory, constructivist and models of distributed cognition.

### EDPC5022

#### Educational Design Methodologies

**Credit points:** 6 **Teacher/Coordinator:** Professor Peter Goodyear **Session:** Semester 1 **Classes:** 13 wks x 2 hrs **Assessment:** short assignments, presentation and final paper

This core unit of study seeks to provide students with solid background in research, theory and design methods necessary to enable informed and effective decision-making about which instructional methods to use, under what conditions, and in various educational and professional settings. Students will also gain practical experience with a number of educational design methods, use various design support tools and apply design methods to their own professional setting, as they engage in a number of authentic case studies. The unit looks at contemporary instructional design theories, models for educational media design, the psychology of design, individual and collaborative problem solving, research on advanced tools for educational media design and methods of interaction design.

### EDPC5023

#### Innovative Practice & Emerging ICT

**Credit points:** 6 **Teacher/Coordinator:** Professor Michael Jacobson **Session:** Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** short assignment, presentation and final paper

This core unit will examine how recent technological changes interact with the practices of teaching, learning and communication in a variety of settings, including schools and commercial organisations. We will also seek to anticipate future changes and predict how they will affect, and be adapted by, teaching and learning practices, with the aid of systematic analysis methods for technology assessment and forecasting. Topics include: the fusion of computer and communication technologies, resulting in opportunities for mobile learning; the emergence of semantic web technologies, resulting in new educational web services; synergies between knowledge management and e-learning; and trends in language and voice technology. Our complementary analysis of educational practices will concentrate on (a) the work of individual teacher/trainers in integrating ICT into their activities, (b) organisational strategies for managing the appropriate use of new technology.

### EDPC5024

#### Learning & Change, a Systems View

**Credit points:** 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** short assignments, presentation and final paper

In this core unit we will use 'systems inquiry' as a conceptual framework to describe change and learning processes, on the individual, group and organisational level. We focus on a theory-based approach to change management and organisational learning, so that students can come to appreciate the complexity, and non-linearity, of bringing about change in schools, corporations and other organisations, and become more critical about fashion-driven

management approaches that lack a robust research basis. Students will gain hands-on practical experience as they apply systems inquiry concepts and methods to analyse change problems in their own professional environment.

### EDPC5025

#### Learning Technology Research Frontiers

**Credit points:** 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** contributions to discussion, presentation and final paper

This unit is designed for students in the later phase of their studies, who need specialised knowledge regarding new research and technical developments, as well as an understanding of advanced research methods, appropriate to the fields of learning technologies. Students will look at recent theoretical developments, advanced research methods and current debates, as well as gain experience framing and refining research questions and analysing complex data sources. Students will get the opportunity to assess the merits of the various approaches discussed, in terms of their own research project. The unit will involve intensive discussion and the participation of invited external experts.

### EDPD5001

#### Students with Special Educational Needs

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor David Evans **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 13 wks x 2 hrs **Assessment:** seminar paper involving a review of theoretical and research literature; a research interpretation and evaluation critique

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

It is intended that this unit of study will examine the general and specific characteristics and learning requirements of children with intellectual, physical, language, sensory, learning, behavioural and/or emotional disabilities and an understanding of disability issues, legislation and policy, with a particular emphasis on NSW policies, documents and handbooks. Through the study and discussion of theory and research related to such disabilities and issues, students will be guided more explicitly to an understanding and critical evaluation of research literature in these fields, focusing particularly upon the cognitive, effective, social, and behavioural needs and characteristics of such children. This focus is intended to enable the reading of professional publications with understanding, and to develop skills of critical review and analysis necessary for the evaluation of research in the field.

### EDPD5002

#### Principles of Workplace Training

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor David Evans **Session:** Semester 2 **Classes:** 13 wks x 2hrs **Assessment:** seminar paper involving a review of theoretical and research literature; a research interpretation and evaluation critique

*Note: Department permission required for enrolment.*

The aim of this unit is to provide participants the skills and knowledge for developing an intervention that assists a client with an intellectual disability gain access to employment. Building on a theoretical base, and reviews of the literature, participants will engage in a range of tasks that require them to demonstrate a critical and reflective understanding of the planning process. Topics covered include assessment, shaping and scaffolding behaviour, and ongoing monitoring of progress of clients.

### EDPD5003

#### Principles of Open Employment

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor David Evans **Session:** Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** scenario task and applied project

*Note: Department permission required for enrolment.*

This unit examines the supporting research, legislation and policies that underpin the principles of open employment for persons with disabilities. Participants will critically analyse research and legislation

relating to open employment. Students will report in writing and verbally on a task of placing a client that demonstrates their understanding of the principles of open employment.

#### EDPD5004

##### Understanding Challenging Behaviour

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor David Evans  
**Session:** Semester 2, Winter Main **Classes:** 13 wks x 2 hrs **Assessment:** scenario task; behaviour plan and analysis

*Note: Department permission required for enrolment.*

This unit addresses research and practice in managing appropriate social behaviour for persons with disabilities. A focus will be on pro-social approaches to managing behaviour, and strategies for managing challenging behaviours in open-employment settings. Problem-based learning sessions will require participants to link research to practice.

#### EDPD5005

##### Early Language Learning Issues

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor David Evans  
**Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 1 seminar/workshop x 2 hr x 13 wks **Assessment:** presentation (20%); 3000 word essay (40%); and 2 hr exam (40%)

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

Language learning in the first five years is a critical base for all future communicative, social, cognitive and academic functioning in humans. This unit examines the range of evidence and issues in this critical area of human learning, with a particular focus on the factors influencing language learning, both positive and negative. Key theories, research and skills in language assessment and interventions are introduced and critically evaluated. The implications of knowledge of initial language learning for older individuals with continuing communicative difficulties are also considered.

##### Textbooks

Bernstein, D.K., & Tiegerman, E. (2002). *Language and Communication Disorders in Children* (5th Ed). New York: Merrill

#### EDPD5011

##### Integration Process

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor David Evans  
**Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** seminar presentation and paper; written analysis of an attitude survey

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit will critically examine the process, models, educational policies and strategies proposed for the integration and inclusion of students with special needs into the regular classroom and the community. The shift in the debate from whether or not integration should take place to the acceptance of the principles of integration and inclusion, and the consequent debates concerning strategies for the implementation and inclusion are major discussion topics. Issues such as the most effective curriculum structures and the hidden curriculum within integration and inclusion will be raised. The strong movement towards full inclusion of people with disabilities, both in schools and the community, will be explored, together with an examination of the barriers to full inclusion, such as stigma and negative attitudes towards disability, the service delivery structures in schools and community services, the cost factor and appropriate levels of training for all staff involved.

#### EDPD5012

##### Preventing Disruptive Behaviour

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor David Evans  
**Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** seminar presentation paper; development of behaviour management project

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit is designed to investigate the techniques and procedures, developed from sound research, that teachers and community workers can use in order to prevent behaviour problems from arising as well as for the management of behaviour problems as they occur. A wide range of theories and principles will be discussed including the processes involved in a whole school commitment to the management of behaviour; collaboration and consultation; the effects of communication and teacher behaviour on discipline. Practices and programs designed for the management of behaviour will be analysed and critically evaluated.

#### EDPD5014

##### Teaching Learning Difficulties - Basics

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor David Evans  
**Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 13 wks x 2 hrs **Assessment:** seminar presentation and paper; design of an intervention program

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit is intended to be an in-depth study of current theories, research and practice in the development of basic skills (language, literacy and numeracy), including a special emphasis on self-directed learning in students with disabilities, learning difficulties and behaviour disorders. An understanding and discussion of basic learning theories related to the basic skills, in regular education, are fundamental to these studies. The wide-ranging practices, controversial issues and perspectives offered in this field of study will be discussed. Practical, research and evaluation skills will be developed in relation to assessment, programming, and program development for students with difficulties in these basic skills areas, with special consideration given to the modes of service delivery operating in our educational systems.

#### EDPD5015

##### Meeting Spec Ed Needs Through Curriculum

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor David Evans  
**Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** seminar presentation and paper; curriculum modification project

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit is designed to explore the collaborative relationship between the regular classroom teacher and the special educator in the development of curricula for students, with special education needs, integrated or included in their local school. Current research in curriculum design for special education will be discussed together with a critical analysis of the political and controversial issues related to such curricula. A variety of available curricula for students with special needs, from both regular and special education resources, will be discussed, analysed and critically evaluated. The processes and practicalities of modifying curricula to suit individual needs will be explored, together with the construction and use of alternative curricula for students with special needs in integrated, segregated and inclusive schooling situations.

#### EDPD5017

##### Gifted Talented: Psych & Develop Perspec

*This unit of study is not available in 2010*

**Credit points:** 6 **Teacher/Coordinator:** Assoc Prof David Evans **Session:** Summer Late **Classes:** block/intensive mode 4 days **Assessment:** paper/field report 2,000 word; tutorial presentation

There is a considerable body of theory and research pertaining to giftedness and talent and its development in individuals, and to psychological and development aspects of individuals identified as gifted and talented. Awareness of this material, and appreciation of the issues involved is necessary to provide a sophisticated understanding of constructs, policy, and practice in field, and assist graduates to informed decision-making in the field, and enhance their skills in facilitating the development of special abilities in others, and in working effectively with gifted and talented individuals in educational, home and other environments.

**EDPD5018****Gifted & Talented: Ed Models & Practice**

*This unit of study is not available in 2010*

**Credit points:** 6 **Teacher/Coordinator:** Assoc Prof David Evans **Session:** S1 Late Int, S2 Late Int, Winter Main **Classes:** block/intensive mode **Assessment:** paper/field report 2000 wd; tutorial presentation

This unit considers issues in the formulation and planning of curriculum for teaching gifted and talented students at all levels of the school system. The model analysed will provide direction for practical programming including modification of curriculum and content of regular programs, and best instructional practice at the classroom level.

**EDPD6001****Researching Open Employment**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor David Evans **Session:** Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** literature review (50%); portfolio (50%)

*Note: Department permission required for enrolment.*

This unit requires students to demonstrate their understanding of action research methodology in examining their own learning about open employment, and how they assist a client achieve set outcomes for gaining employment in the community. Project will be discussed as part of in-class problem-based learning sessions, with the final product presented verbally to the class, and in writing to class tutor.

**EDPD6015****The Consultative Process**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor David Evans **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** theoretical paper; participation in a collaborative team meeting and providing a written report

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

The role of special educators is becoming more involved in collaborative consultation, with special educators, regular educators, therapists, medical practitioners, parents and community workers needing to join forces to determine best practices and to evaluate the effectiveness of programs, in order to provide the best and most appropriate programs for people with special needs in a wide range of school and community settings. In order to undertake this role, the special educator will need to have a good working knowledge of a range of consultation models, knowledge and skills in the understanding of parent and student needs, and effective interpersonal communication skills. This unit is designed to facilitate the development of the knowledge and skills required to take on this consultative role.

**EDPD6016****Students with High Support Needs**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor David Evans **Session:** S1 Late Int, S2 Late Int, Semester 2, Summer Main **Classes:** 13 wks x 2 hrs **Assessment:** academic paper; development of intervention plan

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit is designed to investigate evidenced-based education strategies that meet the needs of students with high support needs. Topics addressed will include assessment, progress monitoring, planning, communication, instructional strategies, behaviour management and evaluation. Students will be engaged with the literature to make links with classroom strategies, and in discussion with peers to justify and analyse the literature and evidence base.

**EDPD6018****Screening & Assessment in Special Ed Adv**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor David Evans **Session:** Semester 1 **Classes:** 13 wks x 2 hrs **Assessment:** selection and evaluation of assessment procedures; development of assessment plan

This unit of study is designed to facilitate the development of an understanding of the processes involved in such screening and assessment procedures and the skills required to use these in the

development, implementation and evaluation of programs for students with special needs. Through a study, and evaluation of a variety of assessment procedures and instruments, the student will gain an understanding of and familiarity with the techniques used and the responsibilities of team members in the process of referral, placement, assess to support services, transition, and the design and monitoring of individual and group education plans.

**EDPE5001****Learning, Knowing and Thinking**

**Credit points:** 6 **Teacher/Coordinator:** Dr Richard Walker **Session:** Semester 1 **Classes:** 13 wks x 2 hrs **Assessment:** Seminar paper and integrative review essay

A core unit of study which examines ways in which current understanding of cognitive processes related to learning, knowing and thinking may contribute to the design of learning experiences in varied settings. Consideration will be given to constructivist and generative approaches to learning and to schema theory approaches to facilitating knowledge development and problem-solving skills. Emphasis will be placed on the teaching of learning strategies, the development of metacognitive skills and the integration of domain knowledge and strategic knowledge. Issues of transfer of learning, patterns of student interaction in learning, creativity and the facilitation of self-regulation in the learner will be examined.

**EDPE5002****Child Development in Context**

**Credit points:** 6 **Teacher/Coordinator:** Dr Richard Walker **Session:** Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** seminar presentations (40%) and practical report (60%)

A core unit of study which presents models and theories from developmental psychology. The aim is to understand complexities of cognitive, social, emotional, and physical development. Seminars address current issues on the development of children in the context of families, schools and communities. The focus is on current research in Australia that relates growth, maintenance and decline, development and transitions to diverse outcomes for children. The emphasis is on individuals in changing relationships and social networks.

**EDPE5011****Motivation for Learning**

**Credit points:** 6 **Teacher/Coordinator:** Dr Richard Walker **Session:** Semester 1 **Classes:** 13 wks x 2 hrs **Assessment:** seminar paper and integrative review essay

The major focus of this core unit centres on recent psychological study of motivational processes in the learner and on ways in which learning environments may be seen to foster student motivation for learning and thereby facilitate the attainment of desired learning objectives. The unit will consider the balance between intrinsic and extrinsic sources of motivation, teacher expectations and learner motivation, self-concept and self-system processes in learning and issues of success and failure and anxiety in learning settings. Emphasis will be placed on goal setting and feedback in establishing a facilitative learning environment, student interaction in cooperative learning and the development of motivational components of self-regulation in the learner.

**EDPE6011****Learning and Individual Differences**

**Credit points:** 6 **Teacher/Coordinator:** Dr Richard Walker **Session:** Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** seminar paper and presentation essay

This unit examines major areas of individual differences among learners and ways in which educational provision may be adapted to accommodate these differences in helping each student to achieve major learning outcomes. Consideration will be given to areas of cognitive and social-motivational differences, learning styles gender differences and differences between advantaged/disadvantaged groups to major components of programs designed to meet individual differences. Particular attention will be given to implications of research which (a) explores aptitude-treatment interactions, (b) elucidates the



mediating processes involved in adaptive provisions and (c) evaluates outcomes of major forms of provision for individual differences.

### EDPE6013

#### Learning and Teaching Thinking Skills

**Credit points:** 6 **Teacher/Coordinator:** Dr Richard Walker **Session:** Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** seminar paper and essay

This core unit of study centres on examination and evaluation of a number of approaches to the development of higher order cognitive skills. Consideration will be given to the structuring of knowledge to facilitate explanation, problem-solving and creativity and to the use of internalised self-regulatory control strategies in fostering cognitive outcomes. Ways in which thinking and cognition can be supported and extended in educational contexts will be examined in some detail. Particular attention will be given to factors that influence thinking, the role of tools and technologies in facilitating thinking, and perspectives on thinking and cognition generated by contemporary research in cognitive science.

### EDPE6016

#### Adult Learning and Development

**Credit points:** 6 **Teacher/Coordinator:** Dr Richard Walker **Session:** Semester 1 **Classes:** 13 wks x 2 hrs **Assessment:** seminar paper and presentation; and essay

This unit examines selected issues relating to adult development and adult learning. Concepts of growth and decline are explored, particularly in relation to cognitive development, transitions in the workplace, within families, and in other social contexts. Considerations of adult learning focus on adult conceptions of learning, metacognition, and the nature of expertise. It considers contexts for adult learning, and concepts of self-directed and self-regulated learning.

### EDPF5001

#### Contemporary Issues in Teaching

**Credit points:** 6 **Teacher/Coordinator:** Dr Judy Anderson **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** seminars 13 wks x 2 hrs **Assessment:** 4000 wd critical review and 2000 wd seminar presentation and paper

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

The purpose of this core unit in Teaching and Curriculum Studies is to provide participants with an opportunity to explore the socially constructed nature of schooling, curriculum, teaching and learning. Current issues that impact on teachers' work will be investigated. Recent research and theory that examine the roles of teachers in facilitating students' learning in primary, secondary and tertiary contexts will be reviewed and critiqued. A series of core sessions will initially consider issues which have impacted across all education sectors (eg outcomes based education, problem based/inquiry learning; issues of class, gender and culture; the politics of curriculum reform). Depending on the professional interests of participants, remaining sessions will be negotiated to ensure that perspectives in the most relevant Key Learning Areas are examined.

### EDPF5002

#### Design and Technology Curriculum

*This unit of study is not available in 2010*

**Credit points:** 6 **Teacher/Coordinator:** Mr Ian Stevens **Session:** S1 Late Int, S2 Late Int **Classes:** 13 wks x 2 hrs (lectures, tutorials, workshops) **Assessment:** major design project

This is a core unit in the retraining program which addresses curriculum issues for practicing teachers and aims to assist them consolidate the work skills that they have developed for the classroom, and to broaden and deepen their knowledge, organisational skills and appropriate teaching strategies in a way that can be applied directly in classrooms. It draws together a diverse set of disciplines with different histories and traditions that all share an interest in effective design and the practical use of technologies. The unit focuses on a design, make and evaluate approach to learning, emphasising student centred learning and negotiated content.

### EDPF5003

#### Enquiry into Arts Education Practice 1

**Credit points:** 6 **Teacher/Coordinator:** Dr Marianne Hulsbosch **Session:** Semester 1 **Classes:** 13 wks x 2 hrs (lectures, tutorials, presentations, group work) **Assessment:** 1500-2000wd presentation and paper (30%) and major presentation and portfolio (70%)

This unit explores concepts in aesthetics and creativity and is designed to support academic enquiry into the theoretical and affective contexts in which practices of arts education have developed in recent years. The content in this unit provides students with greater familiarity with key issues relating to the different kinds of knowledge produced in a diverse range of arts contexts and is therefore suitable for those students who are interested in the visual arts, design, music, dance, film and theatre performance at all levels of education. Students will develop an understanding of the theoretical and classificatory structures relevant to the realms of knowledge pertinent to the domain of arts education. It will enhance evaluative knowledge in relation to qualitative issues related to the domains of aesthetics, creativity and the arts and develop knowledge and understanding of various research practices including arts-based enquiry and the use of 'performance based case studies' in arts education.

### EDPF5004

#### Enquiry into Arts Education Practice 2

**Credit points:** 6 **Teacher/Coordinator:** Dr Marianne Hulsbosch **Session:** Semester 2 **Classes:** 13 wks x 2 hours (lectures, tutorials, presentations, group work) **Prerequisites:** EDPF5003 **Assessment:** 2000-2500wd presentation (40%) and seminar presentation and reflective journal (60%)

This unit builds upon knowledge, understanding, skills and experiences gained in EDPF5003. It is designed to further develop theoretical skills in critically analysing, evaluating and reflecting on personal art experiences and placing these experiences within an educational context. Students will develop further research skills and understanding of conceptual frameworks used to analyse arts education. In particular the course focuses on designing and implementing cross-curricular programs in arts education at all levels of education that allows students to enhance the nature of pedagogical engagements and refine discretionary skills in implementation of arts programs in schools.

### EDPF5008

#### Action Research and Action Learning

**Credit points:** 6 **Teacher/Coordinator:** Dr Ann Cheryl Armstrong, Dr Diane Bloomfield, Dr Anthony Loughland **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** Block mode, 6 Saturdays 9.30 am to 1:30 pm **Assessment:** 6,000 word Action Research Project and an Action Learning Portfolio

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit of study which focuses on action research methodology and action learning will require participants to relate their current professional knowledge and understanding to evidence provided in the research literature. As teachers become more skilled in using research evidence and carrying out research for themselves, the program will create a critical mass of teachers committed to, and skilled in using an evidence based approach to improving their own and their pupils' performance in schools.

#### Textbooks

Carr, W. and Kemmmis S. (1986). *Becoming Critical: Education, Knowledge and Action Research*. London: Falmer Press.  
Carr, W. and Kemmis S. (2005). *Staying Critical Educational Action Research, Educational Action Research, Volume 13, Number 3*.  
Carr, W. (2005). *The Role of Theory in the Professional Development of an Educational Theorist, Pedagogy, Culture and Society, Volume 13, Number 3*.  
Coghlan, D. & Brannick, T. (2005). *Doing Action Research in Your Own Organisation* (2nd ed.). London: Sage.

### EDPF5015

#### Mentoring and Teacher Induction

**Credit points:** 6 **Teacher/Coordinator:** Professor Robyn Ewing; Dr Ann Cheryl Armstrong **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** intensive block mode, 4 Saturdays, 9am-1pm **Assessment:** workshop participation; action research poster presentation and paper



*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit is designed to meet the needs of mentors and early career teachers. Workshop sessions will seek to support mentoring and induction programs currently being undertaken by participants in their own professional contexts. Substantial opportunities will be provided for individual participants to discuss specific issues and concerns. The unit is offered in an alternative mode (over four Saturdays with participants undertaking their own investigations around specific issues in between meetings).

### EDPF5018

#### Design in Practice

**Credit points:** 6 **Teacher/Coordinator:** Dr Marianne Hulsbosch **Session:** Semester 2 **Classes:** 13 wks x 2 hours **Assessment:** reflective learning portfolio; case study and practical design project

This unit considers 'situated learning' and seeks to develop the express link between the teacher, the school and other organisations by requiring the participating teacher to establish a relationship with such an organisation and to develop and work through a design brief. The organisation selected will operate in a field relevant to the technology curriculum (Primary or Secondary) commensurate with the participant but not necessarily in a field directly related to the participant's current specialisation. The design knowledge, skills and experiences gained will be able to be applied directly by the participants and will provide the opportunity to improve learning experiences at primary and/or secondary school level that are more directly linked to, and reflective of, the wider world of business and industry.

### EDPF6014

#### Issues in Teacher Education

**Credit points:** 6 **Teacher/Coordinator:** Professor Robyn Ewing **Session:** Semester 2 **Classes:** seminars 13 wks x 2 hrs **Assessment:** 1000 wd seminar paper; 4000 wd special topic presented at conclusion of seminar

This unit will examine features of, and factors related to teacher education in western countries during the twentieth century. Particular attention will be paid to problems and issues facing teacher educators in Australia and to an examination of selected and significant recent trends.

### EDPF6016

#### Curriculum Leadership & Managing Change

*This unit of study is not available in 2010*

**Credit points:** 6 **Teacher/Coordinator:** Assoc Prof Debra Hayes **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** intensive block mode 4 days 9am-1pm **Assessment:** 1000wd minor report based on seminar presentation; 4000wd major report based on action research inquiry

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, Semester 1.*

This unit provides the opportunity for candidates to synthesise understandings from previous units in the streams Educational Management and Leadership and Teaching and Curriculum Studies, and to focus these understandings on the investigation of the curriculum management in schools and other educational contexts. The unit is especially designed to assist those candidates who presently occupy or aspire to occupy such roles as Executive Teacher or Director of Curriculum in schools or their equivalent in other systems. While a range of topics have been identified, there will be the opportunity for participants to negotiate the specific content of the unit.

### EDPF6018

#### Film & Visual Media: Pedagogy & Practice

**Credit points:** 6 **Teacher/Coordinator:** Dr Jacqui Manuel; Dr Michael Anderson **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** 2,000 wd critical essay (40%); 4,000 wd Visual Media Process Diary and Work Sample (60%)

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit of study will focus on the pedagogies and practice that engage young people in an appreciation and understanding of the role and significance of film and visual media in a range of contexts.

### EDPG5001

#### Language as Social Practice

**Credit points:** 6 **Teacher/Coordinator:** Professor Brian Paltridge **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 13 wks x 2 hrs (lectures and tutorials) **Assessment:** 2 written assignments (35% and 65%)

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

Language has no role outside of its social context. This unit considers the relationships between language and social context, and how this effects the production and interpretation of spoken and written discourse. Topics covered include discourse and society, discourse and pragmatics, discourse and genre, discourse and conversation, and critical discourse analysis. Implications for professional practice are also discussed.

### EDPG5011

#### Children's Literature K-12

**Credit points:** 6 **Teacher/Coordinator:** Dr Jon Callow **Session:** Semester 2, Summer Late **Classes:** 4 wks x 2 hrs; 3 x Saturday sessions - dates to be negotiated in week 1 of classes **Assessment:** Portfolio of teaching and learning resources; a presentation and position paper on the role of children's literature in today's society

This unit examines contemporary practical and theoretical issues surrounding the use of literary texts for children and adolescents in today's classrooms. The focus is primarily on literature for young children and young adolescents from K-12. The sessions will involve discussion of participants' wide and close reading of a range of children's literary texts and of the recent theory and research relating the characteristics of such texts to the classroom practicalities of literacy pedagogy. We will look at the impact of technology on reading, the significance of visual literacy, the importance of children's personal, aesthetic and socially critical responses to literary texts, and the role of literacy texts in developing particular kinds of literacy practices.

### EDPG5012

#### Educational Drama

**Credit points:** 6 **Teacher/Coordinator:** Dr Michael Anderson **Session:** S1 Late Int, S2 Late Int **Classes:** 13 wks x 2 hrs **Assessment:** Seminar paper; contribution to seminars; 3,000 word critical review

*Note: Department permission required for enrolment.*

This unit will begin by examining current theories of educational drama in Australia, the United Kingdom and northern America. The focus will be on drama as a learning medium, as an art form, as a therapeutic activity and for personal development in schools. The unit will then explore the notions of teacher-in-role-play-building and the drama elements of focus, tension, space, text and symbols. The unit will provide a conceptual basis for the integration of theory and practice of drama in education. Participants will be encouraged to both reflect on current practice and generate new approaches through an understanding of the nature of drama in school curricula.

### EDPG5013

#### Theatre for Young People

**Credit points:** 6 **Teacher/Coordinator:** Dr Michael Anderson, Professor Robyn Ewing **Session:** S1 Late Int, S2 Late Int **Classes:** block/intensive mode 18 hours of seminars and workshops **Assessment:** case study seminar and paper (2,500 words) and performance portfolio (3,000 words)

*Note: Department permission required for enrolment.*

This unit examines through analysis and practice the history and practices of Theatre for Young People. It investigates the history and growth of this performance area and discusses some of the research and theoretical approaches relevant to the area. The unit will also develop through workshops a practical appreciation of Theatre for Young People.

**EDPG6011****Theatre-in-Education: Child Play to Performance**

**Credit points:** 6 **Teacher/Coordinator:** Dr Michael Anderson **Session:** S1 Late Int, Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** Seminar presentation; research essay

*Note: Department permission required for enrolment.*

This unit explores the continuum from child play through to adult performances for children. It also examines the development of Theatre in Education (TIE) as a distinct genre of theatre. The unit focus will be on: the role of the teacher in facilitating the development of performance from play building; performances by students K-12; the Group Performance in 2-unit HSC Drama; the role of the reflective journal in promoting learning from performance; the history of TIE and current practice in Australia and internationally; using TIE to promote learning.

**EDPG6014****New Literacies**

**Credit points:** 6 **Teacher/Coordinator:** Dr Angela Thomas **Session:** Semester 2 **Classes:** 9 wks x 2 hrs; 1 Saturday session to be negotiated in week 1 **Assessment:** Text analysis/3,000 word critique; Seminar presentation/paper

This unit addresses the changing dimensions of English teaching with respect to the emerging research in what has been termed 'New Literacies'. In the context of K-12 classrooms and beyond, it critically examines issues of media literacy, critical literacy, cultural literacy, visual literacy and digital literacy. It also examines new literacies of the body, use of avatars, and digital storytelling. The focus is primarily on the new and potential future kinds of literacy demands on children in a visually saturated and technological advancing society. It particularly examines emerging sites of literacy and literacy practices such as online communities, where children are negotiating new forms of literacies, identities and power. Students in the class will be working in and exploring community literacies of the virtual world of Second Life throughout this unit.

**EDPJ5001****Intercultural Language Education**

**Credit points:** 6 **Teacher/Coordinator:** Dr Lesley Harbon **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 13 wks x 1 hr (lectures) and 13 wks x 1 hr (tutorials) **Assessment:** essay (3000-3500 words) and case study (2000 words)

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit is designed to allow students to develop their understandings of intercultural language education in second language education contexts. Students will engage with current theoretical and research-based principles of intercultural language education, with pedagogical understandings, with cases of practice, and with issues surrounding classroom implementation of, and evaluation of, intercultural language teaching and learning. There will be examination of cases from primary, secondary and tertiary classrooms, from within Australia and from other countries throughout the world. Students will be expected to critically analyse and make judgements about the theories and practices involved with this new investigative stance on teaching languages

*Textbooks*

Corbett, J. (2003). An intercultural approach to English language teaching. Clevedon, UK Multilingual Matters.  
Moran, PR (2001). Teaching culture: Perspectives in practice. Boston, Mass: Heinle & Heinle.

**EDPJ5002****Second Language Acquisition**

**Credit points:** 6 **Teacher/Coordinator:** Dr Aek Phakiti **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 1 hr (lectures) and 13 wks x 1 hr (tutorials) **Assessment:** 3 written assignments: a critical review of a research article (1,000 words); error analysis (2,000 words); a review of an SLA issue (2,000 words)

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit presents the major theoretical frameworks used to consider issues in pre-school language development, first language development during the school years and the learning of second and subsequent languages by children and adults. It will discuss the common features in language development and will also take into account issues of social opportunity, age-related factors and other individual factors which lead to differential language proficiency in learners.

**EDPJ5013****Methodology and Language Teaching**

**Credit points:** 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 1 hr (lectures) and 13 wks x 1 hr (tutorials) **Assessment:** portfolio (80%); tutorial presentation (20%)

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This core unit provides an introduction to language teaching methodology. It covers both theoretical and practical issues, but has a particularly practical focus. Students will learn about different approaches to language teaching, and in particular about the components of communicative language teaching, the currently dominant approach. This unit will focus on key aspects of classroom practice and students will have the opportunity to practice these aspects and will be expected to reflect on your own teaching practice.

**EDPJ5016****Grammar: Text and Context**

**Credit points:** 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 13 wks x 1 hr (lectures) and 13 wks x 1 hr (tutorials) **Assessment:** 2 written assignments (50% each)

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This core unit focuses on grammar of English and the teaching of this in the second/foreign language classroom. It also focuses on building awareness of key features of English grammar and on how grammatical choices are influenced by the textual, situational and socio-cultural context. A principle that is stressed is that some grammatical features actually function above the level of sentence, with choices having consequences for meaning, style and structure of the whole text. This unit is intended for language teachers. Suitable for teachers who know the rules but are interested in developing their sensitivity to the role context plays in specific grammatical choice and also for those with little prior knowledge of English grammar. However, students with little prior knowledge are likely to find they need to do some extra reading.

**EDPJ5018****English for Specific Purposes**

**Credit points:** 6 **Teacher/Coordinator:** Dr Lindy Woodrow **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 1 hr (lectures) and 13 x 1 hr (tutorials) **Assessment:** presentation; course design outline and project

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit will examine issues in the teaching of English for specific and business purposes. Topics covered include definitions and the history of ESP, English for academic purposes, English for business purposes, language of skills development, need analysis, course design, materials development, classroom practice, ideology and assessment.

**EDPJ5020****Literacy and Language Teaching**

**Credit points:** 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 1 hr (lectures) and 13 wks x 1 hr (tutorials) **Assessment:** 2000 word essay (40%) and a portfolio of tasks (60%)

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

In this core unit, current approaches to teaching reading and writing in the second/foreign language classroom will be examined. Key issues surrounding literacy as a social, psychological and technological

phenomenon and the implications of these issues for TESOL will be explored. It will be emphasised that literacy is not a singular notion that operates uniformly in all societies or in all contexts. In an age of increasingly sophisticated information technologies and the spread of English as a global language, notions of literacy are changing rapidly, and these changes inevitably have repercussions for teaching reading and writing in the language classroom.

### EDPJ5021

#### Developments in English Lang Teaching

**Credit points:** 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 13 wks x 1 hr (lectures) and 13 wks x 1 hr (tutorials) **Assessment:** 2 written assignments (40% and 60%)

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit examines contemporary developments in English language teaching such as issues in the teaching of listening, reading, writing and speaking, as well as teaching and learning grammar, pronunciation and vocabulary. Other issues that are currently being discussed in the TESOL literature will also be addressed.

### EDPJ5022

#### Research Methods in Language Learning

**Credit points:** 6 **Teacher/Coordinator:** Dr Aek Phakiti **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** 3 written assignment: review of a research article (1000 words); review of a research method (1000 words); research proposal (2500 words)

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit introduces students to a range of approaches to research in the area of language teaching and learning. Topics covered include experimental research, ethnographic studies, case studies, classroom observation, introspective methods, elicitation techniques, conversation analysis, action research, language program evaluation, research ethics, sampling and triangulation. This unit reviews and critiques studies in the area of language teaching and learning as well as providing students with a framework for writing a research proposal. It is a required module of study for students who wish to include a dissertation in their degree.

### EDPJ5023

#### Teacher Professional Development for EFL

**Credit points:** 6 **Teacher/Coordinator:** Dr Lesley Harbon **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 13 wks x 2 hrs (lectures/seminars) **Assessment:** 2 reflective writings (20%); classroom presentation (20%) and workshop program design (60%)

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

In this unit students identify the needs of language teachers in pre-service and in-service courses and explore different models of teacher development. Participants consider ways of leading teachers to a fuller appreciation of language teaching goals, methods and activities in the light of these models. Discussion of the practicum occurs and participants have the opportunity to design and conduct training sessions to meet particular goals and provide self and peer critique.

### EDPJ5024

#### English in Academic Settings

**Credit points:** 6 **Teacher/Coordinator:** Dr Lindy Woodrow and Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** 13 wks x 2 hrs (lectures/tutorials) **Assessment:** Two written assignments (30% and 50%) and journal (20%)

This unit is designed for students from non-English speaking backgrounds who wish to improve their English as well as understand better the setting in which it is produced. The unit has two components: the development of personal academic skills, particularly writing, and an in-depth consideration of linguistic and non-linguistic aspects of communication in academic settings.

### EDPJ5025

#### Bilingual Education

**Credit points:** 6 **Teacher/Coordinator:** Dr Lesley Harbon **Session:** Semester 1 **Classes:** 13 wks x 2 hrs (lectures and tutorials) **Assessment:** 2 assignments (2500 and 3000 words)

This unit introduces and makes explicit principles and issues surrounding bilingual education. The unit is particularly suitable for students who currently teach or who will teach in future, in bilingual/immersion contexts. Examined are issues such as rationale and goals of bilingual education, theory and classroom practice, and an overview of current research in a number of countries.

#### Textbooks

Baker, C. (2006). Foundations of Bilingual Education and Bilingualism. (4th Ed). Clevedon, NJ: Multilingual Matters.

### EDPJ5026

#### Language Testing and Assessment

*This unit of study is not available in 2010*

**Credit points:** 6 **Teacher/Coordinator:** Dr Aek Phakiti **Session:** Semester 1 **Classes:** 13 wks x 2 hrs (lectures and seminars) **Assessment:** test development (60%); and review of language testing articles (40%)

This unit provides a broad overview of the major principles involved in second and foreign language testing and assessment. The focus of the unit is on both theoretical and practical issues in testing and assessment. The design of language tests and assessment appropriate to particular learning settings is addressed with reference to communicative language teaching methodology. Issues concerning the influence of testing on teaching and recent developments in research in testing and assessment will be considered.

### EDPJ5027

#### Teaching Pronunciation

*This unit of study is not available in 2010*

**Credit points:** 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** Semester 2 **Classes:** 13 wks x 2 hrs (lectures and seminars) **Assessment:** portfolio

*Note: Department permission required for enrolment.*

This unit aims to provide students with a background in the sound systems of English and in recent developments in the teaching of English pronunciation to learners. This unit presents an interactive approach that combines the traditional bottom up 'individual sound' approach with more recent holistic approaches to teaching pronunciation. This unit aims to provide students with the knowledge of how sound systems work in English, the skills to analyse pronunciation and prosody, and the ability to plan programs and units of work to address pronunciation needs.

### EDPK5001

#### Qualitative Methods

**Credit points:** 6 **Teacher/Coordinator:** Assoc Prof Murray Print **Session:** Semester 1, Semester 2 **Classes:** 12 weeks x 2 hours **Assessment:** class exercises and report

This unit introduces students to the major issues underlying qualitative research. It examines the relationship between research questions and appropriate study designs, as well as the issues of sampling and ethical considerations. Students will develop extensive skills in the use of various interviewing and observation techniques.

### EDPK5002

#### Quantitative Methods

**Credit points:** 6 **Teacher/Coordinator:** Mrs Monica Wong **Session:** Semester 1 **Classes:** 12 wks x 2 hrs **Assessment:** portfolio of quantitative research methods (40%); research analysis using SPSS (40%); presentations (10%); and 2 multiple choice class tests (10%)

This unit introduces students to the basic principles and procedures of quantitative research. Both experimental and survey research strategies are considered; starting with design and development of the research tools (measures, questionnaires, interviews, observation) and progressing to basic analytical statistical methods. The unit provides a thorough introduction to simple statistics and often looks

at real research data examples. By the end of the semester students will have developed various research skills as well as a critical perspective on the appropriate application of those skills.

### EDPK5003

#### Developing a Research Project

**Credit points:** 6 **Teacher/Coordinator:** Assoc Prof Murray Print (semester 1); Prof Gabrielle Meagher (semester 2) **Session:** Semester 1, Semester 2, Summer Main **Classes:** 12 wks x 2 hrs **Assessment:** weekly exercises, class presentation and research proposal

This core unit is seen as the foundation unit in research methods and it provides an overview of the research process, with a focus on critical evaluation of research reports and the design of research projects. It covers a wide range of basic research techniques and introduces other research methods that are the focus of more in-depth study in other search methods units. Research design issues and various methods of data collection examined. Students explore the use of quantitative and qualitative approaches; various research strategies; observation, documents, questionnaires and assessments. The assessment in this unit is developed around students' own research interests and by the end of the unit students will have developed their own research proposal document.

### EDPK5013

#### Quantitative Analysis

**Credit points:** 6 **Teacher/Coordinator:** Mrs Monica Wong **Session:** Semester 2 **Classes:** 12 wks x 2 hrs **Assessment:** portfolio of statistical analysis methods (50%) and statistical modeling of data (50%)

This unit provides the conceptual understanding and skills necessary for the analysis numeric data. Thus, it is appropriate for those students intending to complete surveys (questionnaire and/or observational) or experiments/quasi-experiments in their research projects. A range of multivariate analysis techniques are introduced and explored both conceptually and practically. The topics covered include levels of measurement, Exploratory Data Analysis, statistical inference, correlation, t-tests, analysis of variance, linear regression, factor analysis and a review of emerging multivariate techniques. Direct experience in the use of appropriate software packages (SPSS) to carry out these analyses on real data sets will be provided.

### EDPK5015

#### Evidence Based Policy

*This unit of study is not available in 2010*

**Credit points:** 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1 **Classes:** 13 wks x 2 hrs **Assessment:** 3000wd critical review of research article (50%) and 3000wd research/policy relationship case study (50%)

*Note: Department permission required for enrolment.*

This unit is designed to introduce policy and/or research students to the concept of Evidence Based Policy by outlining current developments in this field. Various research methods are introduced and discussed at a conceptual level so that policy makers and researchers can understand and critically appraise research evidence. We focus on research methods that have a close association with policy and the unit outlines methods and issues in value added/rates of return models (with specific examples of school effectiveness studies), multilevel modelling, cost-benefit/cost-effectiveness modelling, program evaluation studies, systematic reviews and meta-analyses. The unit uses case studies of recent research and policy to explore the application of the principles of evidence-based policy.

### EDPK6001

#### Adv Qualitative Research Methods

**Credit points:** 6 **Teacher/Coordinator:** Assoc Prof Murray Print **Session:** Semester 2 **Classes:** 12 wks x 2 hrs **Prerequisites:** EDPK5001 or EDPK5003 **Assessment:** group presentation of research method (25%), review of research approaches (25%) and research report/draft publication (50%)

This unit develops students' skills in qualitative research methods to a higher level, extending them beyond the essential methods covered in EDPK5001. Students will become familiar with more sophisticated

qualitative research methods including ethnography, embedded case studies, focus groups, grounded theory and phenomenography.

### EDPK6012

#### Qualitative Analysis

**Credit points:** 6 **Teacher/Coordinator:** Assoc Prof Murray Print **Session:** Semester 2 **Classes:** 12 wks x 2 hrs **Assessment:** seminar presentation and project report

This unit introduces students to the major forms of qualitative data arising from social science and humanities-based inquiry, and the associated analytical techniques. Links between theory and methods are emphasised. Analytical techniques associated with grounded theory, ethnography, content analysis and narrative approaches are considered. The unit is oriented towards the analysis of data already collected by students and aims to provide them with skills to complete this aspect of a research project.

### EDPK6016

#### Advanced Statistical Analysis

**Credit points:** 6 **Teacher/Coordinator:** Prof Gabrielle Meagher **Session:** Semester 2 **Classes:** 12 wks x 2 hrs **Prerequisites:** EDPK5002 **Assessment:** review paper and short project report

This unit develops students' skills in multivariate analyses. Where possible student's own data sets will be the focus of analysis using SPSS. Topics include factor analysis, cluster analysis, multiple linear regression, interaction modeling, path analysis and Structural Equation Modelling (SEM). Students are encouraged to develop analysis plans, conceptual models for analysis and critical perspectives on statistical reports. It is recommended that students complete EDPK5002 before enrolling in this unit, or contact Coordinator to discuss suitability. A sound grasp of basic statistical concepts is needed to undertake this unit of study.

### EDPN5013

#### Teaching Skills for Coaches

**Credit points:** 6 **Teacher/Coordinator:** Dr Donna O'Connor **Session:** S2 Late Int **Classes:** intensive mode over 5 weeks **Assessment:** Case studies and role plays

Frequently elite athletes are being recruited into professional coaching roles in many sports. Their knowledge of their sport's skills and tactics, their ability to 'read the game' and their first-hand experience at competing at an elite level form the foundation of their coaching. However, playing ability does not necessarily translate into coaching aptitude. Putting this knowledge and experience into action requires the coach to use an effective mix of organisational skills, teaching strategies, communication skills and planning practices. This unit will outline a number of concepts to enhance a coach's effectiveness and provide a smooth transition from elite player to elite coach.

### EDPN5014

#### Coach Effectiveness: Evaluation

**Credit points:** 6 **Teacher/Coordinator:** Dr Donna O'Connor **Session:** S2 Late Int **Classes:** Block mode **Assessment:** observation and interview of a coach (50%) and reflective report (50%)

The ability to evaluate is part of the coaching process. This unit will examine such questions as: was the coaching effective in achieving its purpose(s)? What changes can be made to improve the quality of coaching? The coach has the responsibility of analysing training sessions. This unit will emphasise critical reflection and the development of skills and innovative techniques for assessing coaching effectiveness.

### EDPN5015

#### Sport and Technology

**Credit points:** 6 **Teacher/Coordinator:** Dr Donna O'Connor and Dr Wayne Cotton **Session:** S1 Late Int **Classes:** block mode **Assessment:** presentation/report (50%) and assignment (50%)

This unit will deal with the use of technology in sport and introduce students to some of the most applicable coaching tools and technologies. Many new technologies can do what in the past could

not be advised, can show you what the human eye cannot see, and in many cases provide support for coaches' intuition. Many of these tools/software programs can be incorporated into everyday training, as well as provide valuable information in preparation for training. Most technologies discussed will be portable or laptop based systems. Examples include game analysis, skill analysis and programming software as well as the use of technology to enhance remote coaching.

#### **EDPN5016 Planning Coaching Programs**

**Credit points:** 6 **Teacher/Coordinator:** Dr Donna O'Connor **Session:** S1 Late Int **Classes:** online and face to face over 13 weeks **Assessment:** learning journal 15%; groupwork 30%; developing a proposal 40%; presenting your proposal 15%

The art of coaching is understanding the scientific data and applying it. This analysis process relies heavily on the coach's experience and knowledge of the sport and their athletes. How effectively coaching sessions are planned and implemented influences the outcomes of coaching programs. This unit will critically examine the processes, models, research findings and strategies relating to periodisation, concurrent training, specific training sessions and goal setting. In this approach sport science and sport specific training and competition activities will be fully integrated and sequenced to provide for optimum performance.

#### **EDPN6014 Contemporary Issues in Coaching**

*This unit of study is not available in 2010*

**Credit points:** 6 **Teacher/Coordinator:** Dr Donna O'Connor **Session:** S1 Late Int **Classes:** intensive mode over 3 weeks **Assessment:** group work; movie analysis and learning journal

This unit discusses contemporary issues pertinent to today's coach. Topics include leadership development, the dilemma of drugs and ergogenic aids, the development of high performance teams and the various roles of a head coach. It is suggested that it is leadership quality that separates the truly gifted coaches from the rest. It is their ability to sell their unique coaching system to their athletes and their ability to impact on training intensity that affects success the most - not just the mastery of the 'X's' and 'O's' of their sport. Relevant issues will be explored throughout this unit.

#### **EDPN6015 Elite Athlete Development**

**Credit points:** 6 **Teacher/Coordinator:** Dr Donna O'Connor **Session:** S1 Late Int **Classes:** block mode (6 wks x 4 hrs) **Assessment:** case study and project

This unit is designed to investigate the techniques and procedures involved in athlete development. Specifically this focuses on identifying talent and appropriate recruitment systems, discussing what makes an athlete successful, and providing for a smooth transition from junior to senior ranks.

#### **EDPN6017 Applying Sport Science to Coaching**

**Credit points:** 6 **Teacher/Coordinator:** Dr Donna O'Connor **Session:** S1 Late Int **Classes:** block mode **Assessment:** project; interpret reports

You do not have to be an expert in sport science but an understanding of the fundamentals of sport science will add to the effectiveness of your coaching. The skilled coach is able to take the specialised information from sport science and blend it into a multidisciplinary perspective. The challenge for the coach is to develop an integrated model with the right mix of training activities, techniques and sport science support to optimise performance.

#### **EDPP5002 Enquiry in Teaching and Curriculum**

**Credit points:** 6 **Teacher/Coordinator:** Assoc Prof Janette Bobis **Session:** Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** 1000wd critical review (20%); seminar presentation(10%); 4000wd report on research (70%).

This core unit examines research on current teaching and curriculum practices and will consider the implications of such research for teachers, schools and other learning organisations. It will explore and critique various approaches to researching curriculum practice including action research, narrative inquiry, survey and interview study. There will be opportunities for participants to research and report on their own practice.

#### **EDPR5001 University Teaching and Learning**

**Credit points:** 6 **Teacher/Coordinator:** Professor Keith Trigwell **Session:** Semester 1 **Classes:** Every fortnight - Fridays 1.30 - 4.30 p.m. See ITL website **Assessment:** Projects and reports, participation and learning journal

This unit is one of two first semester units offered as part of a Graduate Certificate in Educational Studies (Higher Education) by the Institute for Teaching and Learning (ITL) through the Faculty of Education and Social Work. (The other first semester unit is EDPR5002 Reflections and Practice in University Teaching and Learning). The graduate certificate is specifically designed for university teachers seeking to develop a scholarly basis for their teaching practice and unit of study participants must be concurrently engaged in some form of university teaching. It aims to provide a broad introduction to teaching and learning in higher education. The unit is based upon a negotiated curriculum which seeks to develop participants' understanding of university teaching, learning, assessment and evaluation processes in the context of their own teaching. It will include an introduction to higher education teaching and learning principles and philosophy and to the components of a university curriculum. Please note that selection criteria may apply. Enquiries should be directed to the Institute for Teaching and Learning, ph. (02) 9351 3725 or e-mail [itl@itl.usyd.edu.au](mailto:itl@itl.usyd.edu.au). The website address is <http://www.itl.usyd.edu.au/itl/Gradcert>.

#### **EDPR5002 Reflection & Practice in University T & L**

**Credit points:** 6 **Teacher/Coordinator:** Professor Keith Trigwell **Session:** Semester 1 **Classes:** Every fortnight, Fridays 1:30-4:30 pm see ITL website **Assessment:** Attendance and participation in 3-day 'Principles & Practice' program; submission of regular reflections on practice and 500 word reflective statement; participation in online peer review exercises

This unit of study introduces university teaching staff to some basic principles in the discipline of higher education, based on current research into students' approaches to learning and the effect on that learning of what teachers do. Participants develop practical skills, carry out online interactions with professional peers, engage in ongoing reflection on their practice and begin to prepare themselves for the second semester units where there is an emphasis on the scholarship of teaching. Learning in this unit takes place parallel to and consistent with participants' learning within the other core unit for semester one, EDPR5001.

#### **EDPR5003 University Teaching Portfolios**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Simon Barrie **Session:** Semester 2 **Classes:** Every fortnight, Fridays 1:30-4:30 pm check ITL website **Corequisites:** EDPR5011 **Assessment:** Teaching portfolio; self and peer assessment

This unit aims to enhance university teachers' abilities to articulate their own philosophy, approach, practices and achievements in relation to university teaching; and in ways that draw effectively on teaching and learning scholarship. Participants are guided through the developmental process of preparing a university teaching portfolio using an artefact that is relevant to their particular context, needs and interests (e.g. a teaching promotion application or a teaching award application); in the process, participants will give and receive structured feedback to help refine the draft teaching portfolios. The overall aim of the portfolio development process is to provide support in developing a coherent, engaging, scholarly-based approach to teaching that can then be communicated effectively within the higher education context.

**EDPR5011****Scholarship of Uni Teaching and Learning**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Simon Barrie  
**Session:** Semester 2 **Classes:** Every fortnight, Fridays 1:30-4:30 pm check ITL website **Prerequisites:** EDPR5001 and EDPR5002 **Assessment:** project; participation; and learning journal

This unit is one of two, second semester units offered as part of a Graduate Certificate in Educational Studies (Higher Education) by the Institute for Teaching and Learning through the Faculty of Education and Social Work. (The other second semester unit is EDPR5003 University Teaching Portfolios.) This unit explores what is meant by the 'scholarship of teaching' and aims to further develop participants' ability to inquire into their own university teaching practice, plan improvements based on evidence, and to communicate the outcomes of such work in scholarly forums. The unit aims to encourage participants to encourage participants to further reflect on and improve their own teaching based on an understanding of the literature of the discipline of higher education as well as teaching scholarship and practice in participants' own disciplines. Participants will have the opportunity to explore a negotiated topic by undertaking a group inquiry project in university teaching and learning, identified and carried out with colleagues on the course. The process of inquiry is supported by seminars, mentoring and peer review.

**EDPR6001****Research Higher Degree Supervision**

**Credit points:** 6 **Teacher/Coordinator:** Dr Cynthia Nelson **Session:** Semester 1, Semester 2 **Classes:** web-based independent study **Assessment:** independent online study; written descriptive account (3000 words) and a written case study (3000 words)

This independent study program is designed to develop your skills as a research supervisor. You will gain most from it if you already are or soon to be actively engaged in the supervision of research students. By the end of the unit, you will have reflected on what constitutes a scholarly approach to research supervision and be able to articulate an informed rationale for your supervision approach and practice. The program includes seven independent-study modules. The first six modules focus on significant stages of supervision and the final module guides you through the process of developing a case study of your supervision.

**EDPR6012****Developing Flexible Learning - Higher Ed**

**Credit points:** 6 **Teacher/Coordinator:** Associate Professor Robert Ellis  
**Session:** Semester 2 **Classes:** Fridays 9-11 am **Assessment:** project report 1500 words (35%); reflection report and flexibly-supported learning activities 2500 words (65%)

This unit of study investigates theoretical and practical issues related to flexible learning environments for higher education. Participants will have the chance to consider their own teaching beliefs in relation to constructivist, socially-based and problem-solving approaches to learning, especially as they relate to technology-supported learning activities. Drawing on recently published and established research into flexibly-supported learning, participants will design, develop and evaluate flexibly-supported learning activities that are relevant to their own teaching and learning contexts. On completion of the unit, participants will be able to apply the knowledge and skills they have learned to new learning contexts.

**EDPZ5001****The Researching Professional**

**Credit points:** 6 **Teacher/Coordinator:** Dr Lesley Scanlon **Session:** Semester 1, Semester 2 **Classes:** seminars - first Thursday evening and then Saturdays (dates to be negotiated) **Assessment:** 2 written assessments 3000wd each  
*Note: Department permission required for enrolment.*

This core unit is designed for EdD candidates in the first stage of coursework to prepare them to situate themselves as researching professionals and at the same time enhance their own professional practice. Students will engage in a critical analysis of their own professional practice and the professional practice of others. Students

should develop a critical understanding of what constitutes the professions and professional practice both as a theoretical construct and as situated work. The unit provides students with the opportunity to engage with the research literature and to establish how different researchers approach the study of professional practice. On completion of the unit students should be able to demonstrate an in-depth understanding of the body of knowledge in their area/s of investigation and how this relates to the broader area of professionalism.

**EDPZ5002****EdD Thesis Proposal B**

**Credit points:** 6 **Teacher/Coordinator:** Dr Lesley Scanlon and student's supervisor **Session:** Semester 1, Semester 2 **Classes:** regular contact with supervisor, times to be negotiated with supervisor (suggest a minimum 1 hour a fortnight over the semester) **Prerequisites:** EDPZ5003 and EDPZ5001 **Assessment:** 10,000wd proposal

*Note: Department permission required for enrolment.*

This unit is designed to support students through the completion and presentation of their formal research proposal. The proposal will build on work commenced in EDPZ5003 EdD Thesis Proposal A and EDPZ5001 The Researching Professional to become a justification for the set of research studies that will form the EdD research. It will be framed theoretically and in relation to professional needs. The aim is to provide structure for the completion of the research proposal within a set time limit.

**EDPZ5003****EdD Thesis Proposal A**

**Credit points:** 6 **Teacher/Coordinator:** Dr Lesley Scanlon and student's supervisor **Session:** Semester 1, Semester 2 **Classes:** regular contact with supervisor, times to be negotiated with supervisor (suggested a minimum 1 hour per fortnight over the semester) **Prerequisites:** EDPZ5001 **Assessment:** satisfactory progression towards meeting requirements as set by supervisor of a draft of 10,000wd proposal

*Note: Department permission required for enrolment.*

This unit is designed to support students through the preparation and presentation of their formal research proposal. The proposal will build on work commenced in EDPZ5001 The Researching Professional.

**EDPZ5010****Individual Profession Learning Portfolio**

**Credit points:** 6 **Teacher/Coordinator:** Dr Louise Sutherland **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** professional learning portfolio  
*Note: Department permission required for enrolment.*

This unit of study is designed to enable educators, with the support of a mentor, to document and engage in critical reflection on a particular focus of advanced professional workplace learning. The work of professional educators has changed significantly in recent years and is subject to continuous, and often rapid, change. For many educators participating in significant programs of educational reform, this involves advanced and extended learning. This unit provides you with the opportunity to develop a professional portfolio where learning can be documented and critically examined. University staff may complete this unit by completing the development program for Research Higher Degree Supervision. No concurrent enrolment with EDPZ6010 unless special permission has been granted by the Faculty. Permission from unit of study coordinator must be sought prior to enrolling.

**EDPZ5822****Language Skills for English Teachers**

**Credit points:** 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 13 wks x 3 hrs workshops **Assessment:** 4 assignments

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit is intended to develop proficiency in academic English with academic study skills, with a focus on content and use that is particularly relevant to those planning to undertake further studies

in language language teacher education. The unit covers areas such as academic vocabulary, researching reading material, oral presentations, academic writing and accurate referencing.

### EDPZ5823

#### The Systems of English

**Credit points:** 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 13 wks x 3 hrs workshops **Assessment:** 4 assignments

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

This unit aims to raise awareness of the systems of English, including grammar, vocabulary, discourse and pronunciation. Most importantly, it aims to raise awareness of how people actually use language in real contexts. Principles that will be stressed are that systems can be found at all levels of language - within words, within sentences and at the level of the whole text, and that context is important in determining language use. Attention is also paid to how the systems of English can be taught in the classroom, and to how language teaching materials can be used effectively to teach this.

### EDPZ5824

#### Practice of English Language Teaching

**Credit points:** 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 13 wks x 3 hrs workshops **Assessment:** 4 assignments

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

The aim of this unit is to develop practical skills in teaching English as a foreign language, including using English as the medium of instruction. Language teachers need to be independent in terms of planning, delivery and evaluation. This unit provides a setting in which students can develop these areas of their teaching practice.

### EDPZ5825

#### Principles of English Language Teaching

**Credit points:** 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 13 wks x 3 hrs workshops **Assessment:** 4 assignments

*Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.*

The aim of this unit is to introduce the basic processes and principles of language learning and to show how these relate to good language teaching. For example, teachers who understand the conditions under which learners learn most effectively are better able to create a positive learning environment in their teaching.

### EDPZ6010

#### Prof Learning Leadership Portfolio

**Credit points:** 6 **Teacher/Coordinator:** Dr Louise Sutherland **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** professional learning portfolio

*Note: Department permission required for enrolment.*

This unit is designed to enable educators, with the support of a mentor, to document and engage in critical reflection on professional workplace learning, differing from its companion unit EDPZ5010, due to the focus on leadership and your professional role in working with colleagues' professional development. For many educators participating in significant programs of educational reform, this involves advanced and extended learning. This unit provides you with the opportunity to develop an independent leadership for learning portfolio where your learning and the learning of colleagues can be documented and critically examined. No concurrent enrolment with EDPZ5010 unless special permission is given by the Faculty. Permission from the unit coordinator must be sought prior to enrolment.

### EDPZ6720

#### Dissertation

**Credit points:** 12 **Teacher/Coordinator:** Dr Jennifer Way **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** a proposal for dissertation form has to be lodged with the faculty office and topic approved prior to enrolling

in the unit, student will meet with supervisor several times **Prerequisites:** must lodge proposal for dissertation and have it approved **Assessment:** 1x12,000 word report

*Note: Department permission required for enrolment.*

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Method unit of study prior to undertaking the Dissertation, which will support the proposal development. The Dissertation can either be completed within one semester (EDPZ6720) or over two semesters (EDPZ6724 and EDPZ6725).

### EDPZ6724

#### Dissertation Part 1

**Credit points:** 6 **Teacher/Coordinator:** Dr Jennifer Way **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Prerequisites:** A brief research proposal is required for entry into this unit of study **Assessment:** satisfactory progress within the first part of the dissertation, students then must enrol in EDPZ6725 Dissertation Part 2

*Note: Department permission required for enrolment.*

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. The Dissertation can be completed in either one semester (EDPZ6720) or spread over two semesters (by enrolling in EDPZ6724 followed by EDPZ6725).

### EDPZ6725

#### Dissertation Part 2

**Credit points:** 6 **Teacher/Coordinator:** Dr Jennifer Way **Session:** Semester 1, Semester 2 **Classes:** students will consult/meet with supervisor several times **Prerequisites:** EDPZ6724 **Assessment:** 1x12,000 word report

*Note: Department permission required for enrolment.*

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. The Dissertation can either be completed within one semester (EDPZ6720) or over two semesters (by enrolling in EDPZ6724 followed by EDPZ6725).

## EDPZ6726

### Thesis and Dissertation Writing

**Credit points:** 6 **Teacher/Coordinator:** Dr Lindy Woodrow **Session:** Semester 1 **Classes:** 13 wks x 2 hrs **Assessment:** write a section of their dissertation/thesis (2500-3000wds) and an oral presentation based on a context analysis of their dissertation

*Note: Department permission required for enrolment.*

This unit is designed for students engaged in postgraduate research who need to write a research thesis. It is relevant to Master's and Doctoral students across the University who are engaged in writing a dissertation/thesis. Students will learn how to write and structure a thesis. They will focus on the appropriate style of dissertation/thesis writing, how to organise their writing and analyse the expectations of these according to their disciplines. Students need permission from course coordinator to enrol in this unit. This unit is not available to students who have already completed EDPJ5024 English in Academic Settings.

## EDPZ6730

### Special Project 1

**Credit points:** 6 **Teacher/Coordinator:** Dr Jenni Way **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** students to consult/meet with supervisor on several occasions **Prerequisites:** submit a one page proposal to the Faculty and have it approved by the Postgraduate Coursework Coordinator prior to enrolment. **Assessment:** 1x6,000 word report or equivalent

*Note: Department permission required for enrolment. Note: Approval is contingent upon a staff member with relevant interests being available to supervise the proposed project.*

Special Project is a semester length independent investigation of a personally chosen topic in an educational context, the result of which is a 'product' such as a written report, review, account of the development of a resource, analysis of action or critique of research. All 'products' should be demonstrably informed by relevant theory and research. The satisfactory completion of this unit provides an alternative to the regular face-to-face classroom unit of study for candidates enrolled in a graduate coursework award. Candidates may choose to enrol in a maximum of two such units to be counted towards their coursework award. Approval is contingent upon a staff member with relevant interests being available to supervise the proposed project.

## EDPZ6731

### Special Project 2

**Credit points:** 6 **Teacher/Coordinator:** Dr Jennifer Way **Session:** Semester 1, Semester 2 **Classes:** student needs to meet/consult with supervisor several times **Prerequisites:** submit proposal and have it approved prior to enrolment **Assessment:** 1x6,000 word report or equivalent

*Note: Department permission required for enrolment. Note: Approval is contingent upon a staff member with relevant interests being available to supervise the proposed project.*

Special Project is a semester length independent investigation of a personally chosen topic in an educational context, the result of which is a 'product' such as a written report, review, account of the development of a resource, analysis of action or critique of research. All 'products' should be demonstrably informed by relevant theory and research. The satisfactory completion of this unit provides an alternative to the regular face-to-face classroom unit of study for candidates enrolled in a graduate coursework award. Candidates may choose to enrol in a maximum of two such units to be counted towards their coursework award. Approval is contingent upon a staff member with relevant interests being available to supervise the proposed project.

# Social Work and Policy Studies units of study

## SCWK5901

### Domestic Violence: Australian Responses

**Credit points:** 6 **Teacher/Coordinator:** Dr Lesley Laing **Session:** Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** tutorial presentation and paper; major essay (5000 words)

This unit will critically review Australian responses to violence against women over the past quarter century and identify emerging issues and debates. It will include comparative analysis of criminal and civil law responses to domestic violence and an exploration of the claims of restorative justice approaches. It will address critical debates about the function and role of legislation and policy in the construction of domestic violence as a social problem and critique selected policy and practice responses. This unit will also examine both the representation and impact of an increasing awareness of the impact of domestic violence on children and young people.

## SCWK6902

### Social Research

**Credit points:** 6 **Teacher/Coordinator:** Dr Fran Waugh **Session:** Semester 1 **Classes:** 13 wks x 2 hrs **Assessment:** Class presentation and research proposal

This unit of study introduces students to a range of research methods and focus on quantitative and qualitative methods. Many other research issues in developing a research proposal will be addressed through the semester. It is intended that, at the conclusion of this unit, students will have developed a research project able to implement through either further study or in workplaces. It will include a focus on research in relation to violence against women and children.

## SCWK6908

### Authorised Independent Study and Report

**Credit points:** 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **Session:** Semester 1, Semester 2 **Classes:** working with advisor for 13 weeks **Assessment:** research essay 6000 word

*Note: Department permission required for enrolment.*

This unit of study is designed to provide students with the opportunity to undertake in-depth, guided study with a supervisor. Students must initially develop a short proposal and discuss this with the unit coordinator. A suitable supervisor will then be appointed to work intensively with students, providing the opportunity to explore up-to-date Australian and international literature on theoretical and practice issues of interest to the student. Approval from coordinator is required prior to enrolling in this unit.

## SCWK6910

### Community Work Policy and Practice

**Credit points:** 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **Session:** Semester 2 **Classes:** 4 x 6 hr meetings **Assessment:** presentation and community work essay

In this unit we will examine community work in Australian and international contexts. We will critically examine the philosophical underpinnings of community work and the historical development of community work practices. We will consider a range of approaches to community work policy and practice including community service, community capacity building and community activism. Issues in, and practical strategies for, evaluating community work practice will also be looked at. This unit will also include a focus on community work in relation to violence against women and children.

## SCWK6914

### Group Work

*This unit of study is not available in 2010*

**Credit points:** 6 **Teacher/Coordinator:** Ms Agi O'Hara **Session:** Semester 2 **Classes:** (4 days x 6 hrs) Fridays **Assessment:** 4 weeks reflections (800 wd) and groupwork case scenario analysis and intervention (2,500 wd)

*Note: Department permission required for enrolment.*



This unit provides theoretical foundations of group work processes. The sessions are interactive, using role-plays and demonstrations to provide opportunity for experimental learning of the information being presented. The sessions are developmentally structured such that later sessions build on knowledge acquired from earlier sessions. Topics to be covered include: context for group work; goals; hidden agendas; communication in groups; models of group development; leadership styles; co-leading; group task versus group maintenance; group membership; role differentiation; group norms; group process and dynamics; use of power in groups; trust; cohesion; managing conflict in groups; mediation; intervention strategies; focal conflict model; pre-group procedures; group programme design and ethics of group work practice.

#### SCWK6917

##### Practice Development

**Credit points:** 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **Session:** Semester 1, Semester 2 **Classes:** working with advisor for 13 weeks **Assessment:** research essay (6000 words)

This unit of study is designed to provide students with the opportunity to undertake in-depth, guided study with a supervisor. It provides students to explore a specific practice issue such as working with women experiencing violence or effective policy advocacy in-depth. Students must initially develop a short proposal and discuss this with the unit coordinator. A suitable supervisor will then be appointed to work intensively with students. This unit provides students with flexibility, enabling them to tailor study around practice issues of interest.

#### SCWK6920

##### Mental Health Practice Standards

**Credit points:** 6 **Teacher/Coordinator:** Professor Barbara Fawcett, **Session:** Semester 2 **Classes:** on-line (13 weeks) **Assessment:** Participation mark (15%); one case study re. two practice standards (35%); one academic essay (50%)

This unit of study focuses on: the National Practice Standards; the theoretical underpinnings; the policy framework; the implications for practice; multi-disciplinary and multi-agency working; mental health workforce issues (e.g. stress in the workplace advocacy); Mental Health Workforce new skills development and the multidisciplinary health context. This unit is also available as a single unit of study to professionals who wish to undertake this as a stand-alone unit.

#### SCWK6927

##### Professional Practice Supervision

**Credit points:** 6 **Teacher/Coordinator:** Dr Rosalie Pockett **Session:** Semester 2 **Classes:** (4 x 6 hr sessions) Fridays **Assessment:** presentations and paper *Note: Department permission required for enrolment.*

This unit will examine and critique different approaches to professional supervision in the human services. It will identify the key features of a working environment that can enhance or inhibit supervision. In doing this it will explore ethical issues, conflicts of interest, power differentials and outcomes for the client. It will also identify the strategies and skills required in the application of both staff and student supervision.

#### SCWK6942

##### Dying: Ethics, Policy and Politics

*This unit of study is not available in 2010*

**Credit points:** 6 **Teacher/Coordinator:** Dr Lindsey Napier **Session:** Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** essay (50%); class presentation (25%); class participation (25%)

*Note: Department permission required for enrolment.*

In this unit we discuss the key ethical issues surrounding dying, death and mourning not simply as abstract philosophical questions but as they are worked out in actual real-life policy and resource decisions, dilemmas and programs.

#### SCWK6943

##### Practice: Theory Development

**Credit points:** 6 **Teacher/Coordinator:** Ms Denise Lynch **Session:** Semester 1 **Classes:** 4 x 6 hr sessions **Assessment:** presentation and essay

Students will have the opportunity to examine current practices and practice theories in light of competing ideas espoused and employed in social work and community services. This unit will take an interdisciplinary approach to professional practice issues. It aims for the development of knowledge for reflexive practice in contemporary sites of social work and community services endeavours.

#### SCWK6944

##### Death, Dying and Mourning

**Credit points:** 6 **Teacher/Coordinator:** Dr Lindsey Napier **Session:** Semester 1 **Classes:** on-line **Assessment:** presentation and essay

The purpose of this unit of study is to introduce students to the various, often competing discourses both constituting and challenging notions of self around death, dying and mourning. An important focus is sociological approaches to these issues as they reflect broader cultural understanding of such issues as community relations and continuity, sex and sexuality, disease, stigma and social control. This unit is also available as a single unit of study to professionals who wish to undertake this as a stand-alone unit.

#### SCWK6945

##### Palliative Care: Policies and Practices

*This unit of study is not available in 2010*

**Credit points:** 6 **Teacher/Coordinator:** Dr Lindsey Napier **Session:** Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** class presentation and 4000wd essay

This unit of study will emphasise study of the social dimensions of health and social policy with respect to health gained across different cultures. It will also examine questions of distribution and equity in health and social care planning and provision.

#### SCWK6948

##### Social Policy Frameworks

**Credit points:** 6 **Teacher/Coordinator:** Dr Sue Goodwin **Session:** Semester 1 **Classes:** 13 wks x 2 hrs **Assessment:** essay proposal and presentation; major essay

This unit aims to provide students with a sound understanding of the key institutional components of the Australian welfare system and the key issues and debates associated with the theory and practice of contemporary social policy. The target audience for this unit includes participants from a diverse range of organisations involved in human service provision. All human service work takes place in the context of social policy: social policy provides the mandate and the resources for human service work, and the activities of workers are extensively defined and shaped by social policy. In turn, human service workers are increasingly involved in the shaping of policy, or policy action. The rationale for this unit is to provide an opportunity for students to develop an advanced understanding of social policy frameworks in order to inform policy action.

#### SCWK6949

##### Global Social Policy

**Credit points:** 6 **Teacher/Coordinator:** Dr Ruth Phillips **Session:** Semester 2 **Classes:** 13 wks x 2 hrs **Assessment:** tutorial presentation and paper (40%); global social policy research exercise (60%)

There is a well-established scholarship and governmental interest in both the impact of globalisation on social policy and the emergence of what is increasingly termed 'global social policy' which is a direct response to global social problems. It is a field that is growing in the areas of social policy and social work research and practice and can be clearly linked to increased employment opportunities for social workers and social policy graduates in the international/global arena. A key perspective of this unit of study is from non-government organisations' participation in the development of a global civil society and their contribution to global social policy. It also examines the United Nations Millennium Development Goals and how NGOs have

contributed to both the ambitions of the goals as well as the outcomes for different countries. This unit provides opportunities for students to deepen their understanding and knowledge of core global concerns such as poverty, health, education, environment, NGO corporate engagement and gender equality and make links to the vital role of NGOs in these areas.

# Degree resolutions and policies

## Degree list

### Senate resolutions

1. The degrees in the Faculty of Education and Social Work shall be:
  - 1.1 Bachelor of Education (BEd)
  - 1.2 Bachelor of Social Work (BSW)
  - 1.3 Bachelor of Teaching (BTeach)
  - 1.4 Master of Teaching (MTeach)
  - 1.5 Master of Education (Research) (MEd (Research))
  - 1.6 Master of Education (MEd)
  - 1.7 Master of Learning Science & Technology (MLS&T)
  - 1.8 Master of Social Work (MSW)
  - 1.9 Master of Social Work (International) (MSW International)
  - 1.10 Master of Philosophy in Social Work (MPhilSW)
  - 1.11 Master of Philosophy in Education (MPhilEd)
  - 1.12 Master of Policy Studies (MPS)
  - 1.13 Doctor of Philosophy (PhD)
  - 1.14 Doctor of Education (EdD)
  - 1.15 Doctor of Social Work (DSW)
  - 1.16 Doctor of Letters in Education (DLittEd)
  - 1.17 Doctor of Letters in Social Work (DLittSW)
2. The degree of Bachelor of Education shall be awarded in the following fields and the certificates for the degrees shall state the respective specifications for which the degree has been awarded:
  - 2.1 Bachelor of Education (Early Childhood)
  - 2.2 Bachelor of Education (Primary Education)
  - 2.3 Bachelor of Education (Secondary Education: Human Movement and Health Education)
  - 2.4 Bachelor of Education (Secondary Education: Humanities and Social Sciences)/Bachelor of Arts
  - 2.5 Bachelor of Education (Secondary Education: Science)/Bachelor of Science or Bachelor of Science (Advanced)
  - 2.6 Bachelor of Education (Secondary Education: Mathematics)/Bachelor of Science or Bachelor of Science (Advanced Mathematics)
  - 2.7 Bachelor of Education (Secondary Education: Humanities and Social Sciences)
  - 2.8 Bachelor of Education (Secondary Education: Mathematics)
  - 2.9 Bachelor of Education (Secondary Education: Science)
  - 2.10 Bachelor of Education (Secondary)/Bachelor of Science (Psychology)
  - 2.11 Bachelor of Education (Secondary)/Bachelor of Arts (Psychology)
  - 2.12 Bachelor of Education (Secondary Education: Aboriginal Studies)
3. The degree of Master of Education may be awarded in the following designated areas of study:
  - 3.1 Educational Management and Leadership
  - 3.2 Teaching English to Speakers of other Languages/Languages
  - 3.3 Teaching and Curriculum Studies
  - 3.4 Information Technology in Education
  - 3.5 Special Education
  - 3.6 Educational Psychology
  - 3.7 English and Literacies in Education
  - 3.8 Health Education
  - 3.9 Research Methodology
  - 3.10 Higher Education
  - 3.11 International Education
  - 3.12 Coach Education
  - 3.13 Human Movement
4. The diplomas and certificates in the Faculty of Education and Social Work shall be:
  - 4.1 Graduate Diploma in Educational Studies (GradDipEdStud)

- 4.2 Graduate Diploma in Learning Science and Technology (GradDipLS&T)
  - 4.3 Graduate Diploma in Policy Studies (GradDipPS)
  - 4.4 Graduate Diploma in Professional Studies (Education) (GradDipProfStud(Education))
  - 4.5 Graduate Diploma in Social Work (GradDipSW)
  - 4.6 Graduate Certificate in Educational Studies (GradCertEdStud)
  - 4.7 Graduate Certificate in Learning Science and Technology (GradCertLS&T)
  - 4.8 Graduate Certificate in Human and Community Services (GradCertH&CS)
  - 4.9 Graduate Certificate in Policy Studies (GradCertPS)
  - 4.10 Graduate Certificate in Teaching English as a Foreign Language (GradCertTEFL)
5. The Graduate Diploma and Graduate Certificate in Educational Studies may be awarded in the following designated areas of study:
    - 5.1 Aboriginal Education
    - 5.2 Educational Management and Leadership
    - 5.3 Teaching English to Speakers of other Languages/Languages
    - 5.4 Teaching and Curriculum Studies
    - 5.5 Information Technology in Education
    - 5.6 Special Education
    - 5.7 Educational Psychology
    - 5.8 English and Literacies in Education
    - 5.9 Health Education
    - 5.10 Research Methodology
    - 5.11 Higher Education
    - 5.12 International Education
    - 5.13 Coach Education
    - 5.14 Human Movement

## Education programs

### Doctor of Education (EdD) - Senate and faculty resolutions

#### Resolutions of the Senate

1. **Requirements for the award of the Doctor of Education**
  - 1.1 To qualify for the award of the degree a candidate must:
    - 1.1.1 complete successfully two units of study giving credit for a total of 12 credit points; and
    - 1.1.2 complete successfully a thesis to the maximum of 60,000 words; and
    - 1.1.3 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

#### Resolutions of the Faculty

1. **Title of the degree**

The testamur for the certificate shall be entitled the Doctor of Education.
2. **Eligibility for direct admission to candidature**
  - 2.1 Except as provided in part 9, Section 47 of the University of Sydney (Amendment) Act Rule 1999 as amended, an applicant for admission to candidature shall:
    - 2.1.1 submit a research proposal satisfactorily addressing criteria specified by the Faculty; and



- 2.1.2 have at least three years' professional experience in education or a related field; and
- 2.1.3 hold the degree of Bachelor of Education, or the degree of Bachelor in a related area of study, from the University of Sydney, or equivalent institution, with first or second class (first division) honours; or
- 2.1.4 hold the degree of Master of Education (Research), from the University of Sydney, or equivalent institution, or equivalent published research-based work of a length and standard acceptable to the Faculty; or
- 2.1.5 hold the degree of Master of Education, by coursework, from the University of Sydney, or equivalent institution, awarded with merit, and which included a dissertation component of 12,000-15,000 words, and with a grade point average of at least 75% in the degree. Where the candidate is admitted under this subsection, the dissertation may not be based solely on a review of the literature; or
- 2.1.6 hold the degree of Master by coursework from the University of Sydney, or equivalent institution, awarded with merit, and with a grade point average of at least 75% in the degree; or
- 2.1.7 hold a four-year, or equivalent, degree of Bachelor in Education from the University of Sydney, or equivalent institution, in an area deemed by the Faculty to be appropriate and hold a one-year postgraduate qualification, or equivalent, with a grade point average of at least 75%; and
- 2.1.2 complete any additional qualifying courses prescribed by the Faculty; and
- 2.1.3 apply in writing to the Faculty for admission to candidature.
- 2.2 The Faculty may, in accordance with Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999 (as amended), admit as a candidate for the degree an applicant holding qualifications which, in the opinion of the Faculty, are equivalent to those prescribed in subsection 2.1.1 or 2.1.2 and such candidate shall proceed to the degree under such conditions as the Faculty may prescribe.

### 3. Conditions of candidature

- 3.1 Candidates admitted pursuant to Section 2 above will:
  - 3.1.1 during the first full-time year of candidature, or its part time equivalent, successfully complete two coursework units of study as required and obtain results to a level prescribed in advance by the Faculty; and
  - 3.1.2 at the end of the first complete year of candidature, or its part time equivalent, present and defend a research plan which extends the research proposal submitted in the candidate's original application for admission, and should include a critical review of relevant literature and a discussion of the candidate's proposed methodology.
- 3.2 Subject to the fulfilment of the requirements specified in Section 3.1 to the satisfaction of the Faculty, the candidature for the degree of Doctor of Education will be confirmed.

### 4. Units of study

The units of study which are prescribed for the award of the Doctor of Education, and the order in which they are to be completed, are set out in the unit of study outlines section of the Graduate Handbook of the Faculty. Each unit of study will have a credit point value of six credit points.

### 5. Method of progression

A candidate for the degree shall proceed by coursework and thesis in accordance with Sections 6 and as described in the Graduate Handbook of the Faculty.

### 6. Requirements for the award course

- To qualify for award of the degree, a candidate shall:
  - 6.1 successfully complete two units of study giving credit for a total of 12 credit points and in accordance with the specifications set out in the Graduate Handbook of the Faculty.
  - 6.2 on completing the specified coursework component and research, present a thesis to the maximum of 60,000 words in length embodying the results of the work undertaken, which shall be a substantially original contribution to the subject concerned.

### 7. Examination of the thesis

- 7.1 A candidate shall notify the Faculty in writing of their intention to submit the thesis three (3) months prior to submission.
- 7.2 The procedures for examination shall be as prescribed by the Academic Board for the degree of Doctor of Philosophy.
- 7.3 The designated Faculty Officer\* shall report the result of the examination of the thesis to the Faculty, which shall then determine the result of the candidature.

### 8. Application of rules

- 8.1 Where no specific intention of the Faculty appears in these resolutions in respect of any matters affecting or governing any aspect of a candidature, these resolutions shall be subject to the provisions of the Rules, resolutions and by-laws specified in Section 1 of the Resolutions of the Senate governing the degree; and
- 8.2 In any case where the provisions of these Rules, resolutions and by-laws might equally apply, the provisions of the Coursework Rule shall apply to coursework components of the degree and the PhD Rule shall apply in respect of the dissertation, being the research component of the degree.

\* 'Designated Faculty Officer' refers to either the Associate Dean or Sub-Dean responsible to the Faculty for the administration of research candidatures.

## Master of Philosophy in Education (MPhil) - Faculty resolutions

### Resolutions of the Faculty

These resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000 (as amended), which sets out the requirement for all coursework courses, and the relevant Faculty resolutions.

#### 1. Title of the degree

The testamur for the degree shall be entitled Master of Philosophy (Education).

#### 2. Award of degree

- 2.1 The degree of Master of Philosophy in Education shall be awarded in one grade only.
- 2.2 If Faculty is of the opinion that the work of the candidate is of sufficient merit, the candidate shall receive a bronze medal.
- 2.3 A candidate who has completed the requirements but has not qualified for the award of the Degree may apply to the Dean to be awarded the degree of Master of Education.
- 2.4 A candidate awarded the Master of Education under subsection 2.3 may only be awarded the pass degree.

#### 3. Application and eligibility for admission to candidature

- 3.1 Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999 (as amended) an applicant for admission to candidature for the degree of Master of Philosophy in Education shall:
  - (a) hold a Bachelor of Education (Honours) or Master of Teaching (Honours) of the University of Sydney or be a graduate with Honours of another faculty or board of studies of the University of Sydney in a subject within the area in which the applicant seeks to proceed; or
  - (b) hold the degree of Master of Education (Pass) or the degree of Master of Education, awarded with merit in an appropriate subject area; or
  - (c) hold the degree of Bachelor and have completed units of study at a level deemed by Faculty to be equivalent to Honours in an appropriate subject area; or
  - (d) hold qualifications considered by Faculty to be equivalent to those specified in section 3.1 (a) to (c);
- 3.2 complete any additional units of study which may be prescribed by Faculty; and
- 3.3 complete the necessary application form for admission to candidature, submitting with the application for the approval of Faculty an outline of the proposed research, including the area of the proposed thesis, any proposals for related coursework

and an indication of the School of Faculty in which the research is to undertaken.

- 3.4 A person who has been awarded the degree of Master of Arts (Honours) in Education or Master of Education (Honours) may not apply to have the degree converted to the degree of Master of Philosophy in Education.

#### 4. Availability of admission

- 4.1 Admission to candidature for the Degree may be limited by quota.
- 4.2 In determining the quota the University will take into account:
- availability of resources, including space, library equipment and computing facilities; and
  - availability of adequate and appropriate supervision.
- 4.3 When considering an applicant for admission to candidature Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

#### 5. Probationary admission

- 5.1 A candidate will be admitted to candidature by Faculty on a probationary basis for a period not exceeding twelve months and upon completion of this probationary period, Faculty shall review the candidate's work and either confirm the candidate's status or terminate the candidature.
- 5.2 Candidature shall be deemed to have commenced from the date of admission to probationary candidature.

#### 6. Method of progression

An applicant for admission to candidature shall proceed primarily by research and thesis in accordance with Section 7. Applicants may be required to demonstrate to the satisfaction of Faculty their ability to proceed by this method.

#### 7. Requirements for the degree

- To qualify for award of the degree a candidate shall:
- 7.1 successfully complete such seminars and such units of study as may be recommended or required by the supervisor or designated Faculty Officer concerned;
- 7.2 on completing the course of advanced study and research, present a thesis of approximately 30,000 words in length, embodying the results of the work undertaken, which shall be a substantially original contribution to the subject concerned.
- 7.3 write a thesis embodying the results of the research; and on completion of requirements for the degree -
- 7.4 lodge with Faculty three copies of the thesis, typewritten and bound in either a temporary or a permanent form, together with five separate copies of the abstract.

#### 8. The thesis

- 8.1 The prescribed word limit, of 30,000 words, may be exceeded only with the written permission of the Faculty.
- 8.2 The candidate shall state, throughout the thesis and specifically in footnotes, the sources from which information is derived, the extent to which use has been made of the work of others and the portion, if any, that the candidate claims as original.
- 8.3 The topic of the thesis shall be approved by the Faculty.
- 8.4 A candidate may not present as the thesis, any work which has been presented for a degree at this or another university, or equivalent institution, but the candidate will not be precluded from incorporating such in the thesis, provided that, in presenting the thesis, the candidate acknowledges clearly the part of the work that has been so incorporated.
- 8.5 The thesis shall be written in English.

#### 9. Examination of the thesis

- 9.1 A candidate shall notify the Faculty of their intention to submit three (3) months prior to lodgement of the thesis.
- 9.2 A candidate shall lodge with the Faculty three (3) copies of the thesis, typewritten and bound and incorporating and abstract of the thesis, by the final date for completion of the candidature as notified to candidates upon admission to candidature.
- 9.3 The procedures for examination shall be as prescribed by the Academic Board for the degree of Doctor of Philosophy.
- 9.4 The designated Faculty Officer\* shall report the result of the examination of any coursework, or equivalent, undertaken by

the candidate and of the thesis to the Faculty, which shall then determine the result of the candidature.

#### 10. Credit for time spent in advanced study external to candidature

- 10.1 A candidate who, prior to admission to candidature, has completed advanced study at the University of Sydney or in another university or equivalent institution, may be deemed by Faculty to have spent such time after admission to candidature provided that it represents no more than half of the total candidature duration requirements.
- 10.2 Credit granted in accordance with subsection 10.1 shall only be granted provided that the period of candidature for which credit is sought:
- involved advanced study and research related to the candidate's proposed degree of Master of Philosophy in Education; and
  - was undertaken within the six years immediately preceding the commencement of candidature for the degree of Master of Philosophy in Education.

#### 11. Appointment of supervisor(s)

- 11.1 The Faculty, on the recommendation of the program coordinator and designated Faculty Officer shall appoint a suitably qualified supervisor for each candidate to take primary responsibility for the conduct of the candidature and to be responsible to the Faculty for the progress of the candidature.
- 11.2 The Faculty, on the recommendation of the program coordinator and the designated Faculty Officer\*, shall normally also appoint one or more associate supervisors for each candidate to assist in the supervision of that candidate.
- 11.3 The Faculty, on the recommendation of the program coordinator and the designated Faculty Officer\*, shall appoint an acting supervisor during any absence of the supervisor from the University for a period of more than one month.

#### 12. Qualifications of supervisor(s)

- 12.1 *General requirements*  
To be eligible to be appointed as a supervisor, a person must:
- be a member of the academic staff of the University at level B or above; or
  - be considered appropriate by the Dean of the Faculty on a case by case basis; and
  - hold a qualification at a level above that for which the candidate seeks to be supervised; or
  - hold a qualification at the same level as that for which the candidate seeks to be supervised and demonstrate a record of scholarly achievement; or
  - demonstrate current and active involvement in research appropriate to the field of study and a record of scholarly achievement to the satisfaction of the Faculty on a case by case basis; and
  - participate in activities for postgraduate research training supervision as the Faculty may deem appropriate; and
  - meet such other conditions as the Faculty may deem appropriate.

#### 13. Qualifications of associate supervisor(s)

- 13.1 *General requirements*  
To be eligible to be appointed as an associate supervisor, a person must:
- meet the general requirements specified in section 12.1 above; or
  - have been appointed as an honorary associate of the University; or
  - meet such other requirements as the Faculty may determine.
- 13.2 *Specific requirements*  
To be eligible to be appointed as an associate supervisor, in addition to the provisions of Section 13.1, a person must:
- demonstrate ability to successfully supervise a candidature to completion; or
  - meet such other specific requirements as the Faculty may determine.

#### 14. Control of candidature

- 14.1 Each candidate shall pursue his or her course of advanced study and research wholly under the control of the University of Sydney.
- 14.2 Where a candidate is employed by an institution other than the University of Sydney, the Faculty may require a statement by that employer acknowledging that the candidature will be under the control of the University of Sydney.

#### 15. Progress

- 15.1 There shall be an annual review of the progress of each candidate in which the candidate may be called upon to provide evidence of progress to the satisfaction of the Faculty, designated Faculty Officer and supervisor concerned.
- 15.2 On the basis of the evidence provided, the Faculty shall recommend the conditions of candidature to apply for the following year and may require the candidate to provide further evidence of progress at the end of one semester or such other period as the Faculty deems appropriate.
- 15.3 If the candidate fails to submit evidence of progress or if the Faculty considers that the evidence submitted does not indicate satisfactory progress, the Faculty may call upon the candidate to show good cause why that candidature should not be terminated by unsatisfactory progress towards completion of the degree and where, in the opinion of the Faculty, the candidate does not show good cause the Faculty may terminate the candidature or may impose conditions on the continuation of the candidature.

#### 16. Time limits

- A candidate may proceed on either a full-time or on a part-time basis.
- 16.1 A full-time candidate shall complete the requirements for award of the degree not earlier than the end of the first year of candidature and, unless otherwise determined by Faculty, not later than the end of the second year of candidature.
  - 16.2 A part-time candidate shall complete the requirements for award of the degree not earlier than the end of the second year of candidature and, unless otherwise determined by Faculty, not later than the end of the fourth year of candidature.
  - 16.3 The earliest and latest dates for completion of requirements for award of the degree shall be adjusted for those candidates wishing to proceed on a part-time basis following their initial admission to candidature on a full-time basis, and vice versa.

#### 17. Consultation with supervisor and postgraduate studies coordinator

Where the Associate Dean or designated Faculty Officer\* is required to make a recommendation to Faculty in respect of any person's candidature, the recommendation shall be made only after consultation with the supervisor of the candidate concerned and the postgraduate studies coordinator.

#### 18. Suspension of candidature

- 18.1 Unless suspension of candidature has been approved by Faculty, a candidate for the degree is required to re-enrol each calendar year.
- 18.2 Except where Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the By-laws and Resolutions in force at the time of re-enrolment.

#### 19. Lapse of candidature

- 19.1 Unless Faculty otherwise determines in any particular case, candidature will be deemed to have lapsed if a candidate has not re-enrolled for the degree as required in accordance with section 18.
- 19.2 A candidate whose candidature has been deemed to have lapsed in accordance with subsection 19.1 shall not re-enrol as a candidate for the degree unless again selected for admission.

#### 20. Termination

The Faculty may call upon any candidate to show good cause why his/her candidature should not be terminated by reason of unsatisfactory progress and where, in the opinion of the

Faculty, the candidate does not show good cause, terminate the candidature.

\* 'Designated Faculty Officer' refers to either the Associate Dean or Sub-Dean responsible to the Faculty for the administration of research candidatures.

## Master of Education (Research) - Senate and Faculty resolutions

### Resolutions of the Senate

1. These resolutions must be read in conjunction with the relevant rules and Resolutions of the Senate and Academic Board, including:
  - 1.1 The University of Sydney (Amendment Act) Rule 1999 as amended;
  - 1.2 The University of Sydney (Coursework) Rule 2000 as amended, which sets out the requirements of all coursework courses;
  - 1.3 The Resolutions of the Academic Board relating to Assessment and Examination of Coursework; and
  - 1.4 The Resolutions of the Academic Board relating to the Examination Procedure for the Degree of Doctor of Philosophy.

### 2. Requirements for the Award of Master of Education (Research)

To qualify for the award of the degree a student must:

- 2.1 Carry out supervised research leading to a thesis of 28,000 words; or
- 2.2 Carry out supervised research leading to a thesis of 20,000 words and
- 2.3 Successfully complete postgraduate units of study prescribed by the Faculty giving credit for 12 credit points.

### Resolutions of the Faculty

#### 1. Award of degree

- 1.1 The degree of Master of Education (Research) shall be awarded in one grade only.
- 1.2 If the Faculty is of the opinion that the work of the candidate is of sufficient merit, the candidate shall receive a bronze medal.

#### 2. Eligibility for admission to candidature

- 2.1 Except as provided in Part 9, Section 47 of the University of Sydney (Amendment) Act 1999 as amended, an applicant for admission to candidature for the degree shall:
  - 2.1.1 Be a graduate who have attained a grade point average of 70% in their final year of university of study prior to seeking admission to the Master of Education (Research); and
  - 2.1.2 hold a bachelors degree in an appropriate area of study and a one-year Diploma of Education; or
  - 2.1.3 hold a Bachelors degree in an appropriate area of study and a Bachelor or Master of Teaching degree; or
  - 2.1.4 hold a Bachelors degree in by the Faculty to be equivalent and of a standard acceptable to the Faculty.
- 2.2 Apply in writing, including a research proposal, to the Faculty for admission to candidature.

#### 3. Availability of admission

- 3.1 Admission to candidature for the degree may be limited by quota.
- 3.2 In determining the quota the University will take into account -
  - 3.2.1 availability of resources, including teaching staff, space, library equipment and computing facilities; and
  - 3.2.2 availability of adequate and appropriate supervision and coordination of candidatures.
- 3.3 In considering an applicant for admission to candidature the Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

#### 4. Degree requirements

- 4.1 A candidate shall:
  - 4.1.1 Carry out supervised research on a topic approved by the Faculty; and

- 4.1.2 Write a thesis embodying the results of the research; and
- 4.1.3 On completion of requirements for the degree lodge with the Faculty three (3) copies of the thesis typewritten and bound in either a temporary or permanent form, together with five separate copies of the abstract;
- 4.1.4 Complete such seminars and/or such units of study as may be required by the supervisor concerned, giving credit for 12 credit points.
- 5. Units of study**
- 5.1 Where a candidate is required to undertake units of study, such units of study shall be specified by the Faculty; and
- 5.2 Candidates who are required to undertake units of study together with the shorter thesis must complete the units of study prior to the submission of the thesis.
- 6. The thesis**
- 6.1 The candidate shall undertake research to produce a thesis with an upper limit of 25,000 words of text in length for candidates undertaking the degree by thesis only; or
- 6.2 For candidates undertaking the degree by thesis and coursework the upper word limit shall be 20,000 words of text in length.
- 6.3 The prescribed word limit may be exceeded only with the written permission of the Faculty.
- 6.4 The thesis shall be a substantial and original contribution to the subject concerned. The candidate shall state, throughout the thesis and specifically in chapter or footnotes, the sources from which information is derived, the extent to which use has been made of the work of others, and the portion of the work the candidate claims as original.
- 6.5 The topic of the thesis shall be approved by the Faculty.
- 6.6 A candidate may not present as the thesis any work which has been presented for a degree at this or another university, but the candidate will not be precluded from incorporating such work in the thesis, provided that, in presenting the thesis, the candidate acknowledges clearly the part of the work which has been so incorporated.
- 6.7 A candidate may include in the thesis already published work but may do so only in accordance with the 'submission of treatise containing published work' policy of the Academic Board.
- 6.8 The thesis shall be written in English.
- 6.9 The thesis shall be accompanied by a statement from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.
- 6.10 Each copy of the thesis shall incorporate an abstract with an absolute upper limit of 300 words of text.
- 6.11 The copies of the thesis submitted for examination will be either printed copies or, where prior approval has been obtained from the Faculty, in the form of CDs, as provided in the resolutions of the Academic Board relating to the form of the thesis for the degree of Doctor of Philosophy.
- 7. Form of the thesis**
- 7.1 Subject to the provisions of the resolutions of the Academic Board relating to the form of the thesis for the degree of Doctor of Philosophy -
- 7.1.1 Theses submitted in temporary binding should be strong enough to withstand ordinary handling within a mail system. The preferred form of temporary binding is the 'perfect binding' system; ring-back or spiral binding is not acceptable. Theses submitted in a temporary form shall have fixed to the cover a label clearly identifying the name of the candidate, the title of the thesis and the year of submission.
- 7.1.2 Theses submitted in permanently bound form shall normally be on International Standard A4 sewn and bound in boards covered with bookcloth or buckram or other binding fabric. The title of the thesis, the candidate's initials and surname, the title of the degree, the year of submission and the name of the University of Sydney should appear in lettering on the spine, reading from top to bottom, should conform as far as possible to the above except that the name of the University of Sydney may be omitted and the thesis title abbreviated. Supporting materials should be bound in the back of the thesis as an appendix or in a separate set of covers.
- 7.1.3 The degree shall not be awarded until the candidate has submitted a permanently bound copy of the thesis, containing any corrections or amendments that may be required, and printed on acid-free or permanent paper, for lodgement in the University Library.
- 8. Method of progression**
- 8.1 A candidate for the degree of Master of Education (Research) shall proceed by thesis only, or by 25% coursework and 75% thesis. In the latter case, the candidate must successfully complete two units of study, or 12 credit points, of coursework and a thesis.
- 9. Length of candidature**
- 9.1 A candidate may proceed on either a full-time or a part-time basis.
- 9.2 Except with the approval of the Faculty -
- 9.2.1 A full-time candidate shall complete the requirements for award of the degree in not less than two consecutive semesters of candidature from the date of enrolment in the degree.
- 9.2.2 A part-time candidate shall complete the requirements for award in not less than four consecutive semesters of candidature from the date of enrolment in the degree.
- 9.2.3 Except with the permission of Faculty, a full-time candidate shall complete all requirements for the degree in not more than four semesters from the date of first enrolment.
- 9.2.4 Except with the permission of Faculty, a part-time candidate shall complete all requirements for the degree in not more than six semesters from the date of first enrolment.
- 9.2.5 The earliest and latest dates for completion of all requirements for award of the degree shall be adjusted for those candidates electing to proceed on a part-time basis following initial admission to candidature on a full-time basis, and vice versa.
- 9.3 Where a candidate is granted credit for previous studies in accordance with section 10, the candidate's minimum and maximum length of candidature may be adjusted accordingly.
- 9.4 Where a candidate is granted a period of suspension under Section 15, this period will not count as part of the time limits prescribed in Section 9.2.
- 10. Credit transfer**
- 10.1 Coursework component -
- 10.1.1 A candidate who, at the date of admission to candidature, has completed postgraduate coursework, where the degree has not been awarded, may apply for credit transfer towards the degree.
- 10.1.2 The Faculty may grant a candidate credit for previous studies provided that -
- 10.1.2.1 the coursework for which credit is sought is deemed by the Faculty to have been completed with a high level of competency and be relevant to the candidate's program of study; and
- 10.1.2.2 no more than 12 credit points, or two units of study, shall be so credited.
- 10.1.3 Credit shall be granted only where the period of candidature for which credit is sought was undertaken within the six years immediately preceding the commencement of candidature for the degree of Master of Education (Research).
- 11. Location of candidature**
- 11.1 Subject to the approval of the supervisor, and the Faculty, a candidate shall pursue the program of advanced study and research:
- 11.1.1 within the University, including its research centres;
- 11.1.2 on fieldwork either in the field or in libraries, museums or other repositories;
- 11.1.3 within research institutions or other institutions considered by the Faculty to provide adequate facilities for that candidature; or
- 11.2 A candidate shall be regarded as engaging in work within the University if he or she is undertaking approved distance and/or off-campus study, this being a mode of study in which the student would not be in regular physical attendance on a designated campus of the University.
- 11.3 A candidate must, however, be able to attend the University at such times as on such occasions for the purposes of consultation and participation in prescribed academic and

educational activities, as may be required by the relevant associate dean or other appropriate officer of the Faculty.

## 12. Supervision

- 12.1 The Faculty shall appoint, on the recommendation of the appropriate officer, a suitably qualified full-time member of the University academic staff or a full-time member of the research staff of the University holding an appointment of research fellow and above, to act as supervisor of each candidate.
- 12.2 Where the supervisor is a member of the research staff of the Faculty, on the recommendation of the appropriate officer, shall also appoint a suitably qualified full-time member of the academic staff as associate supervisor. Any person so appointed as associate supervisor must be capable of acting as supervisor in the event that the supervisor is no longer able to act.
- 12.3 The Faculty may appoint, on the recommendation of the appropriate officer, a full-time member of the academic staff of the Faculty or another appropriately qualified person to be an associate supervisor to assist in the supervision of any candidature within the Faculty.
- 12.4 An appointed supervisor shall take primary responsibility for the conduct of the candidature and be responsible to the Faculty for the progress of the candidature.

## 13. Progress

The Faculty may call upon any candidate to show cause why their candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree; and where the candidate does not show good cause, terminate the candidature.

## 14. Consultation with Faculty officers

Where the Associate Dean concerned is required to make a recommendation to the Faculty in respect of any person's candidature, the recommendation shall be made only after consultation with the course convenor and the postgraduate studies coordinator or appropriate officers.

## 15. Suspension of candidature

- 15.1 A candidate must be enrolled in each semester in which he or she is actively completing the requirements for the degree. A candidate who wishes to suspend candidature must first obtain approval from the Faculty.
- 15.2 The candidature will be deemed to have lapsed where a candidate has not re-enrolled and has not obtained approval from the Faculty for suspension of the candidature.
- 15.3 A candidate whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty. If re-admitted to candidature, the candidate shall complete the degree requirements under such conditions as determined by the Faculty and shall proceed under such by-laws, rules and resolutions for the degree that prevail at the time of the re-enrolment.
- 15.4 A candidate who enrolls after suspension of the candidature shall complete the requirements of the degree under such conditions as determined by the Faculty and shall proceed under such by-laws, rules and resolutions for the degree that prevail at the time of the re-enrolment.

## 16. Lapse of candidature

- 16.1 Unless the Faculty otherwise determines in any particular case, a candidature will be deemed to have lapsed if a candidate has:
  - 16.1.1 not completed all the requirements for award of the degree in accordance with sections 4 and 9; or
  - 16.1.2 not re-enrolled for the degree as required in accordance with section 15.
- 16.2 A candidate whose candidature has been deemed to have lapsed in accordance with subsection 15.2 shall not re-enrol as a candidate for the degree unless again selected for admission.

## 17. Examination

- 17.1 Except as prescribed in these resolutions, the examination procedures shall be in accordance with the policies and

procedures prescribed by the Academic Board for the degree of Doctor of Philosophy;

- 17.1.1 candidates shall notify the Faculty of their intention to submit three (3) months prior to the lodgement of the thesis, and lodge with the Faculty by the final date for completion of candidature as notified to candidates upon admission to candidature, three copies of the thesis.
- 17.1.2 On receipt of the thesis and having considered the certificate of the supervisor, the relevant associate dean shall consult with the appropriate officers, and if he or she thinks fit, appoint examiners.
- 17.1.3 If the relevant associate dean resolves to appoint examiners, two independent examiners shall be appointed. Of the examiners so appointed:
  - 17.1.3.1 at least one examiner shall be external to the University;
  - 17.1.3.2 the supervisor may not be appointed as an examiner;
  - 17.1.3.3 each examiner shall hold a professional doctorate or PhD-level qualification and be a member of staff at a recognised university.
- 17.1.4 In any case where the associate dean having received the thesis and having considered the report of the supervisor, resolves not to appoint examiners, the circumstances shall be reported to the Faculty.
- 17.1.5 In special cases, on the recommendation of the appropriate officer, the Faculty may require the candidate to take a further examination in the area of the thesis.
- 17.1.6 The Faculty, after consideration of the examiners' reports and the recommendation of the appropriate officer(s), shall determine the result of the candidature.
- 17.1.7 The Faculty may permit an unsuccessful candidate to revise and re-submit the thesis if, in the opinion of the appropriate officer(s), the candidate's work is of sufficient merit to warrant this concession, and may prescribe special conditions to be fulfilled by the candidate.
- 17.1.8 The Faculty shall lodge one copy of the thesis with the University Library if the degree is awarded.

## 18. Determination of the result of the candidature

The Faculty will consider the results of the coursework and the examiners' reports on the thesis, together with a recommendation concerning the award of the degree, and shall determine the result of the candidature.

# Master of Education - Senate and Faculty resolutions

## Resolutions of the Senate

The following new resolutions of the Senate relating to the Master of Education are adopted with effect from 1 January 2005:

1. These resolutions must be read in conjunction with the relevant rules and Resolutions of the Senate and Academic Board, including:
  - 1.1 The University of Sydney (Amendment Act) Rule 1999 as amended;
  - 1.2 The University of Sydney (Coursework) Rule 2000 (as amended), which sets out the requirements for all coursework courses;
  - 1.3 The Resolutions of the Academic Board relating to Assessment and Examination of Coursework; and
  - 1.4 The Resolutions of the Academic Board relating to the Examination Procedure for the Degree of Doctor of Philosophy; and
  - 1.5 the relevant Faculty Resolutions.
2. The degree of Master of Education will be awarded with the following designations:
  - 2.1 Educational Management and Leadership;
  - 2.2 Teaching English to Speakers of other Languages/ Languages;
  - 2.3 Teaching and Curriculum Studies;
  - 2.4 Information Technology in Education;
  - 2.5 Special Education;
  - 2.6 Educational Psychology;
  - 2.7 English and Literacies in Education;
  - 2.8 Health Education;
  - 2.9 Research Methodology;
  - 2.10 Higher Education;



- 2.11 International Education;
- 2.12 Coach Education; and
- 2.13 Human Movement

### 3. Requirements for the award course

To qualify for the award of the degree a candidate must:

- 3.1 complete successfully units of study giving credit for a total of 48 credit points; or
- 3.2 complete successfully units of study giving credit for a total of 36 credit points and a dissertation with an upper word limit of 15,000 words; and
- 3.3 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

## Resolutions of the Faculty

The following resolutions of the Faculty of Education and Social Work relating to the Master of Education are adopted from 1 January 2005:

### 1. Award of the degree

- 1.1 The degree of Master of Education shall be awarded in the pass grade only, provided that an outstanding candidate may be awarded the degree with merit.
- 1.2 A candidate who has been awarded the degree of Master of Arts (Pass) in Education, Master of Arts (Honours) in Education, Master of Philosophy in Education or Master of Education (Research) shall not be awarded subsequently the coursework stream of the degree of Master of Education if it is undertaken in the same program or designated area of study.

### 2. Title of the degree

- 2.1 Unless otherwise determined, the testamur for the degree shall specify the program of studies in which the candidate completed the greatest proportion of the requirements for award of the degree. The degree shall be entitled the Master of Education and the program of studies shall be indicated in parentheses.
- 2.2 The programs of studies are set out in the table of units of study.

### 3. Admission

Except as provided in part 9, Section 47 of the University of Sydney (Amendment) Act 1999 as amended, an applicant for admission to candidature shall:

- 3.1 have one of the following qualifications:
  - 3.1.1 hold a Bachelor of Education of the University of Sydney; or
  - 3.1.2 be a graduate of the University of Sydney who also hold the Diploma in Education or the Bachelor of Teaching or the Master of Teaching of the University of Sydney, or equivalent; or
  - 3.1.3 be a graduate of the University of Sydney with a degree which includes the satisfactory completion of all required units of study comprising Education 300 level or equivalent; or
  - 3.1.4 be a graduate of the University of Sydney who has completed postgraduate studies or has gained professional experience, either full-time for one year or part-time for a period considered by the Faculty to be equivalent to one year full-time, in a field judged by the Faculty to be appropriate to the program of studies offered by the Faculty in which the candidate intends to enrol; or
  - 3.1.5 hold qualifications considered by the Faculty to be equivalent to those specified in 3.1.1 to 3.1.4 of this section, and at a standard acceptable to the Faculty; and/ or
  - 3.1.6 hold such other qualifications or fulfil such other criteria as are required for specific designations within the Master of Education as specified in the resolutions relating to admission to candidature for the Graduate Certificate or Graduate Diploma in that designation; and
- 3.2 complete any additional qualifying courses prescribed by the Faculty; and
- 3.3 apply in writing to the Faculty for admission to candidature.

### 4. Availability of admission

- 4.1 Admission to candidature for the degree may be limited by quota.
- 4.2 In determining the quota the University will take into account:
  - 4.2.1 availability of resources, including teaching staff, space, library equipment and computing facilities; and

- 4.2.2 availability of adequate and appropriate supervision and coordination of candidatures.

- 4.3 In considering an applicant for admission to candidature the Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

### 5. Units of study

The units of study which may be taken for the award of the Master of Education and/or which are specified for particular designations are set out in the Unit of Study Outlines section of the Graduate Handbook of the Faculty.

### 6. Transfer from Master of Education to Master of Philosophy in Education

A candidate progressing towards the Master of Education will be deemed eligible to transfer to the Master of Philosophy in Education:

- 6.1 on attaining a grade point average of Distinction or better in four units of study provided that normally both grades are relevant to the area in which the candidate wishes to undertake the research work; and
- 6.2 subject to the resolutions relating to the Master of Philosophy in Education.

### 7. Method of progression

A candidate for the degree of Master of Education shall proceed by coursework or by coursework and dissertation in accordance with Section 8.

### 8. Requirements for the degree

To qualify for the award of the degree:

- 8.1 A candidate proceeding primarily by coursework shall successfully complete units of study prescribed by the Faculty and giving credit for a total of 48 credit points.
- 8.2 A candidate proceeding by coursework and dissertation shall successfully complete units of study prescribed by the Faculty and giving credit for a total of 36 credit points and a dissertation on a topic approved by the Faculty.
- 8.3 Where a candidate is prevented or otherwise unable to complete the requirements for award of the degree as specified in sub-sections 8.1 and 8.2 he/she may apply to the Faculty for permission to graduate with either the Certificate or Diploma of Educational Studies, subject to the provisions for award of those qualifications.

### 9. The dissertation

- 9.1 A candidate who elects to proceed by coursework and dissertation under Section 8.2 shall produce a dissertation with an upper word limit of 15,000 words of text.
- 9.2 The prescribed word limit may be exceeded only with the written permission of the Faculty.
- 9.3 The candidate shall state, throughout the dissertation and specifically in footnotes, the sources from which information is derived, the extent to which use has been made of the work of others and the portion, if any, that the candidate claims as original.
- 9.4 The topic of the dissertation shall be approved by the Faculty.
- 9.5 A candidate may not present as the dissertation, any work which has been presented for a degree at this or another university, but the candidate will not be precluded from incorporating such in the dissertation, provided that, in presenting the dissertation, the candidate acknowledges clearly the part of the work that has been so incorporated.
- 9.6 The dissertation shall be written in English.

### 10. Examination of dissertation

- 10.1 A candidate proceeding by coursework and dissertation shall lodge with Faculty three copies of the dissertation, typewritten and bound and incorporating an abstract of the dissertation, by the final date for completion of candidature as notified to candidates upon admission to candidature;
- 10.2 The Associate Dean concerned shall report the result of the examination of the coursework or equivalent and of the dissertation to Faculty which shall then determine the result of the candidature.

**11. Credit for courses completed external to candidature**

A candidate who has completed a unit or units of study (or equivalent work) towards a degree or as a non-award student at this or another university or towards an equivalent qualification at an appropriate institution, may be granted credit towards the degree of Master of Education for up to half of the overall coursework requirements, provided that the content of the unit or units of study (or equivalent work) is considered by the Faculty to be equivalent to a unit or units of study offered at postgraduate degree level by the Faculty of Education and Social Work.

**12. Conditions of granting of credit**

The Faculty may grant a candidate credit towards award of the degree of Master of Education for:

- 12.1 a unit or units of study (or equivalent work) completed towards the degree of Master of Education (or equivalent degree) at this or another university, provided that:
  - 12.1.1 the unit or units of study (or equivalent work) was completed within the six years immediately preceding the commencement of candidature for the degree of Master of Education;
  - 12.1.2 the candidate's result in each course for which credit is sought is at sufficient level of attainment for the purposes of the degree;
  - 12.1.3 all units of study so credited, subject to the provisions of these resolutions, be counted towards the requirements for award of the degree;
  - 12.1.4 candidates granted such credit may be required not to undertake units of study prescribed within their candidature at the University of Sydney; and
  - 12.1.5 a candidate completes all necessary qualifying units of study for the degree within such period of time and such number of years of candidature as the Faculty may determine having regard to the number of units of study credited, the length of time over which the unit or units of study concerned were completed and the time limits for the completion of the degree prescribed under these resolutions;
- 12.2 Unless otherwise specified by Faculty, a candidate shall not be granted credit for, or on the basis of, any unit of units of study (or equivalent work) upon which the candidate has relied or intends to rely in order to satisfy requirements for award of a degree other than Master of Education.

**13. Designated areas of study**

- 13.1 A candidate undertaking the degree of Master of Education shall be eligible for award of the degree in one of the designated areas of study offered by the Faculty provided the candidate completes an appropriate program of courses of study as approved by Faculty and complies with any specific admission criteria for the selected designation:
  - 13.1.1 Coach Education;
  - 13.1.2 Educational Management and Leadership;
  - 13.1.3 Educational Psychology;
  - 13.1.4 English and Literacies in Education;
  - 13.1.5 Health Education;
  - 13.1.6 Higher Education;
  - 13.1.7 Human Movement;
  - 13.1.8 Information Technology in Education;
  - 13.1.9 International Education;
  - 13.1.10 Research Methodology;
  - 13.1.11 Special Education;
  - 13.1.12 Teaching English to Speakers of other Languages/Languages; and
  - 13.1.13 Teaching and Curriculum Studies.
- 13.2 A candidate who intends to undertake the degree of Master of Education in a designated area of study shall normally apply in writing to the Faculty for approval of enrolment in the appropriate program.

**14. Time limits**

A candidate may proceed on either a full-time or on a part-time basis.

- 14.1 A full-time candidate undertaking the Master of Education shall complete the requirements for award of degree not earlier than the end of two consecutive semesters of candidature from the date of first enrolment and, unless otherwise determined by Faculty, not later than the end of four consecutive semesters of candidature from the date of first enrolment;

14.2 A part-time candidate undertaking the Master of Education shall complete the requirements for award of degree not earlier than the end of four consecutive semesters of candidature from the date of first enrolment and, unless otherwise determined by Faculty, not later than the eighth consecutive semester of candidature from the date of first enrolment;

14.3 The earliest and latest dates for completion of requirements for award of degree shall be adjusted for those candidates wishing to proceed on a part-time basis following their admission to candidature on a full-time basis, and vice versa.

14.4 Time spent by a candidate in advanced study before admission to candidature at the University of Sydney, or at another University, or at another institution which may be deemed by the Faculty to be equivalent, may be deemed by the Faculty to be time spent after such admission.

**15. Award of the Graduate Certificate or the Graduate Diploma in Educational Studies**

15.1 A candidate who has satisfactorily completed six units of study as prescribed by the Faculty giving credit for 36 credit points (including at least three units of study from an individual program of studies), and who chooses not to proceed further with their candidature, may apply to the Faculty to be awarded the Graduate Diploma in Educational Studies.

15.2 The Graduate Diploma in Educational Studies awarded in accordance with sub-section 15.1 of this Section and all resolutions relating to the Graduate Diploma in Educational Studies shall be awarded at Pass grade only, providing that an outstanding candidate may be awarded the diploma with merit.

15.3 A candidate who have satisfactorily completed four units of study as prescribed by the Faculty giving credit for 24 credit points (including at least three courses from an individual program of studies), and who choose not to proceed further with their candidature, may apply to the Faculty to be awarded the Graduate Certificate in Educational Studies.

15.4 The Graduate Certificate in Educational Studies awarded in accordance with sub-section 15.3 of this Section and all resolutions relating to the Graduate Certificate in Educational Studies shall be awarded at Pass grade only.

**16. Suspension of candidature**

16.1 A candidate must be enrolled in each semester in which he or she is actively completing the requirements for award. A candidate who wishes to suspend his or her candidature must first obtain approval in writing from the Faculty.

16.2 The candidature will be deemed to have lapsed where a candidate has not re-enrolled in accordance with subsection 16.1 of this Section and has not obtained approval from the Faculty for suspension of the candidature.

16.3 A candidate whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty. If re-admitted to candidature, the candidate shall complete the degree requirements under such conditions as may be determined by the Faculty and shall proceed under such by-laws, rules and resolutions as prevail at the time of the re-enrolment.

16.4 Except where the Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment.

**17. Lapse of candidature**

17.1 Unless the Faculty otherwise determines in any particular case, candidature will be deemed to have lapsed if a candidate has:

- 17.1.1 not completed all the requirements for award of the degree in accordance with Sections 8 and/or 14; or
- 17.1.2 not re-enrolled for the degree as required in accordance with Section 16.

17.2 A candidate whose candidature has been deemed to have lapsed in accordance with subsection 16.2 shall not be permitted to re-enrol as a candidate for the degree unless again selected for admission.

**18. Termination of candidature**

18.1 The Faculty may call upon any candidature to show good cause why his/her candidature should not be terminated by reason of unsatisfactory progress and where, in the opinion of the

Faculty, the candidate does not show good cause, terminate the candidature.

## Master of Learning Science and Technology - Senate and Faculty resolutions

### Resolutions of the Senate

The resolutions of the Faculty of Education and Social Work are amended from 1 January 2006 to include the following new resolutions:

1. These resolutions must be read in conjunction with the relevant rules and Resolutions of the Senate and Academic Board, including but not limited to:
  - 1.1 The University of Sydney (Coursework) Rule 2000 (as amended), which sets out the requirements for all coursework courses;
  - 1.2 The Resolutions of the Academic Board relating to the Examination Procedure for the Degree of Doctor of Philosophy; and
  - 1.3 the relevant Faculty Resolutions.
2. **Requirements for the award of the Master of Learning Science and Technology**

To qualify for the award of the degree a student must:

  - 2.1 complete successfully units of study giving credit for a total of 48 credit points; and
  - 2.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

### Resolutions of the Faculty

The resolutions of the Faculty of Education and Social Work are amended, with effect from 1 January 2006, to insert the following new resolutions:

1. **Award of the degree**

The Master of Learning Science and Technology shall be awarded in the pass grade only provided that an outstanding candidate may be awarded the degree either with distinction or with merit, depending on the level of excellence achieved.
2. **Title of the degree**

The testamur for the certificate shall be entitled the 'Master of Learning Science and Technology'.
3. **Eligibility for admission to candidature**
  - 3.1 Except as provided in part 9, Section 47 of the University of Sydney (Amendment) Act 1999 as amended, an applicant for admission to candidature shall:
    - 3.1.1 hold one of the following qualifications
      - 3.1.1.1 be a graduate of The University of Sydney in Education, Information Technology, Computer Science and Technology, Arts (Informatics) or Psychology, or equivalent qualification; or
      - 3.1.1.2 be a graduate of The University of Sydney, who has completed postgraduate studies, or has gained professional experience, either full-time for one year or part-time for a period considered by the Faculty to be equivalent to one year full-time, in a field judged by the Faculty to be appropriate to the program of studies in which the candidate intends to enrol; or
      - 3.1.1.3 be a graduate with qualifications considered by the Faculty to be equivalent to those specified in 3.1.1.1 and 3.1.1.2 in this section, and at a standard acceptable to the Faculty; and
    - 3.1.2 complete any additional qualifying courses prescribed by the Faculty; and
    - 3.1.3 apply in writing to the Faculty for admission to candidature.
4. **Availability of admission**
  - 4.1 Admission to candidature for the degree may be limited by quota.
  - 4.2 In determining the quota the University will take into account:

- 4.2.1 availability of resources, including teaching staff, space, library equipment and computing facilities; and
- 4.2.2 availability of adequate and appropriate supervision and co-ordination of candidatures.
- 4.3 In considering an applicant for admission to candidature the Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

### 5. Units of study

The units of study which may be taken for the award of the Master of Science Learning and Technology and/or which are specified as core and elective units of study for each of the two streams of the degree are set out in the Unit of Study Outlines section of the Graduate Handbook of the Faculty.

### 6. Method of progression

A candidate for the degree shall proceed by coursework or by coursework and dissertation in accordance with Sections 7 and 8.

### 7. Requirements for the degree

To qualify for award of the degree:

- 7.1 A candidate electing to proceed to candidature by coursework for award of the degree in the professional stream shall successfully complete units of study prescribed by the Faculty and giving credit for a total of 48 credit points; or
- 7.2 A candidate electing to proceed to candidature by coursework and dissertation for award of the degree in the research stream shall successfully complete units of study prescribed by the Faculty and giving credit for a total of 36 credit points and a dissertation on a topic approved by the Faculty, giving credit for a total of 12 credit points.

### 8. The dissertation

- 8.1 A candidate who elects to proceed by coursework and dissertation under Section 7.2 shall produce a dissertation with an upper word limit of 12,000 words of text.
- 8.2 The prescribed word limit may be exceeded only with the written permission of the Faculty.
- 8.3 The candidate shall state, throughout the dissertation and specifically in footnotes, the sources from which information is derived, the extent to which use has been made of the work of others and the portion, if any, that the candidate claims as original.
- 8.4 The topic of the dissertation shall be approved by the Faculty.
- 8.5 A candidate may not present as the dissertation, any work which has been presented for a degree at this or another university, or equivalent institution, but the candidate will not be precluded from incorporating such in the dissertation, provided that, in presenting the dissertation, the candidate acknowledges clearly the part of the work that has been so incorporated.
- 8.6 The dissertation shall be written in English.

### 9. Examination of the dissertation

- 9.1 A candidate proceeding by coursework and dissertation shall lodge with the Faculty three (3) copies of the dissertation, typewritten and bound and incorporating an abstract of the dissertation, by the final date for completion of the candidature as notified to candidates upon admission to candidature.
- 9.2 The relevant Faculty Officer shall report the result of the examination of the coursework or equivalent and of the dissertation to the Faculty, which shall then determine the result of the candidature.

### 10. Credit for courses completed external to candidature

A candidate who has completed a unit or units of study (or equivalent work) towards a degree, diploma or as a non-award student at this or another university or towards an equivalent qualification at an appropriate institution, may be granted credit towards the Master of Learning Science and Technology for up to half of the overall coursework requirements, provided that the content of the unit or units of study (or equivalent work) is considered by the Faculty to be equivalent to a unit or units of study offered at postgraduate degree level by the Faculty of Education and Social Work.

#### 11. Conditions of granting of credit

- 11.1 The Faculty may grant a candidate credit towards completion of the requirements for award of the degree for a unit or unit(s) of study (or work deemed by the Faculty to be equivalent) completed at this or another University or appropriate institution, provided that:
- 11.1.1 the unit or units of study (or equivalent work) was completed within the six years immediately preceding the commencement of candidature for the degree;
- 11.1.2 The candidate's result in each unit of study for which credit is sought is at a sufficient level of attainment for the purposes of the degree; and
- 11.1.3 all units of study so credited, subject to the provisions of these resolutions, be counted towards the requirements for award of the degree;
- 11.1.4 candidates granted such credit may be required not to undertake units of study prescribed within their candidature at the University of Sydney; and
- 11.1.5 a candidate completes all necessary qualifying units of study for the degree within such period of time and such number of years of candidature as the Faculty may determine having regard to the number of units of study credited, the length of time over which the unit or units of study concerned were completed and the time limits for the completion of the degree prescribed under these resolutions;
- 11.2 Unless otherwise permitted by Faculty a candidate shall not be granted credit for, or on the basis of, any unit or unit(s) of study (or equivalent work) upon which the candidate has relied, or intends to rely, in order to satisfy requirements for award of an award other than the degree of Master of Science Learning and Technology.

#### 12. Time limits

- A candidate may proceed on either a full-time or on a part-time basis.
- 12.1 A full-time candidate shall complete the requirements for award of the degree not earlier than at the end of two consecutive semesters of candidature from the date of first enrolment and, unless otherwise determined by Faculty, not later than at the end of four consecutive semesters of candidature from the date of first enrolment;
- 12.2 A part-time candidate shall complete the requirements for award of degree not earlier than at the end of four consecutive semesters of candidature from the date of first enrolment and, unless otherwise determined by Faculty, not later than at the end of eight consecutive semesters of candidature from the date of first enrolment;
- 12.3 The earliest and latest dates for completion of requirements for award of the degree shall be adjusted for those candidates wishing to proceed on a part-time basis following their admission to candidature on a full-time basis, and vice versa.
- 12.4 Time spent by a candidate in advanced study before admission to candidature at the University of Sydney, or at another University, or at another institution which may be deemed by the Faculty to be equivalent, may be deemed by the Faculty to be time spent after such admission.

#### 13. Suspension of candidature

- 13.1 A candidate must be enrolled in each semester in which he or she is actively completing the requirements for award. A candidate who wishes to suspend his or her candidature must first obtain approval in writing from the Faculty.
- 13.2 The candidature will be deemed to have lapsed where a candidate has not re-enrolled in accordance with subsection 13.1 of this Section and has not obtained approval from the Faculty for suspension of the candidature.
- 13.3 A candidate whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty. If re-admitted to candidature, the candidate shall complete the degree requirements under such conditions as may be determined by the Faculty and shall proceed under such by-laws, rules and resolutions as prevail at the time of the re-enrolment.
- 13.4 Except where the Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment.

#### 14. Lapse of candidature

- 14.1 Unless the Faculty otherwise determines in any particular case, candidature will be deemed to have lapsed if a candidate has:
- 14.1.1 not completed all the requirements for award of the degree in accordance with Sections 7 and/or 12; or
- 14.1.2 not re-enrolled for the degree as required in accordance with Section 13.
- 14.2 A candidate whose candidature has been deemed to have lapsed in accordance with subsection 13.2 shall not be permitted to re-enrol as a candidate for the degree unless again selected for admission.

#### 15. Termination

The Faculty may call upon any candidate to show cause why his/her candidature should not be terminated by reason of unsatisfactory progress and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

## Graduate Diploma in Educational Studies - Senate and Faculty resolutions

### Resolutions of the Senate

The following new resolutions of the Senate relating to the Graduate Diploma in Educational Studies are adopted with effect from 1 January 2005:

1. These resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000 as amended, which sets out the requirements for all coursework courses, and the relevant Faculty Resolutions.
2. The Graduate Diploma in Educational Studies may be awarded with the following designations:
  - 2.1 Educational Management and Leadership;
  - 2.2 Teaching English to Speakers of other Languages/Languages;
  - 2.3 Teaching and Curriculum Studies;
  - 2.4 Information Technology in Education;
  - 2.5 Special Education;
  - 2.6 Educational Psychology;
  - 2.7 English and Literacies in Education;
  - 2.8 Health Education;
  - 2.9 Research Methodology;
  - 2.10 Higher Education;
  - 2.11 International Education;
  - 2.12 Coach Education; and
  - 2.13 Human Movement
3. **Requirements for the award course**

To qualify for award of the diploma a candidate must:

  - 3.1 complete successfully units of study giving credit for a total of 36 credit points; and
  - 3.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

### Resolutions of the Faculty

The following resolutions of the Faculty of Education and Social Work relating to the Graduate Diploma in Educational Studies are adopted from 1 January 2005:

1. **Award of the diploma**

The Graduate Diploma in Educational Studies shall be awarded in the pass grade only, provided that an outstanding candidate may be awarded the degree with merit.
2. **Title of the Diploma**
  - 2.1 The testamur for the diploma shall specify the program of studies in which the candidate completed the greatest proportion of the requirements for award of the diploma. The diploma shall be entitled the Graduate Diploma in Educational Studies and the program of studies shall be indicated in parentheses.
  - 2.2 The programs of studies are set out in the table of units of study.

### 3. Eligibility for admission to candidature

- 3.1 Except as provided in part 9, Section 47 of the University of Sydney (Amendment) Act 1999 as amended, an applicant for admission to candidature shall:
- 3.1.1 have one of the following qualifications:
- 3.1.1.1 hold a Bachelor of Education of the University of Sydney; or
- 3.1.1.2 be a graduate of the University of Sydney who also hold the Diploma in Education or the Bachelor of Teaching or the Master of Teaching of the University of Sydney, or equivalent; or
- 3.1.1.3 be a graduate of the University of Sydney with a degree which includes the satisfactory completion of all required units of study comprising Education 300 level or equivalent; or
- 3.1.1.4 be a graduate of the University of Sydney who has completed postgraduate studies or has gained professional experience, either full-time for one year or part-time for a period considered by the Faculty to be equivalent to one year full-time, in a field judged by the Faculty to be appropriate to the program of studies offered by the Faculty in which the candidate intends to enrol; or
- 3.1.1.5 hold qualifications considered by the Faculty to be equivalent to those specified in 3.1.1.1 to 3.1.1.4 of this section, and at a standard acceptable to the Faculty; and/or
- 3.1.1.6 hold such other qualifications or fulfil such other criteria as are required for specific designations; and
- 3.1.2 complete any additional qualifying courses prescribed by the Faculty; and
- 3.1.3 apply in writing to the Faculty for admission to candidature.

### 4. Availability of admission

- 4.1 Admission to candidature for the degree may be limited by quota.
- 4.2 In determining the quota the University will take into account -
- 4.2.1 availability of resources, including teaching staff, space, library equipment and computing facilities; and
- 4.2.2 availability of adequate and appropriate supervision and coordination of candidatures.
- 4.3 In considering an applicant for admission to candidature the Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

### 5. Units of study

The units of study which may be taken for the award of the Graduate Diploma and/or which are specified for particular designations are set out in the Unit of Study Outlines section of the Graduate Handbook of the faculty.

### 6. Method of progression

A candidate for the Graduate Diploma in Educational Studies shall proceed by coursework in accordance with Section 7.

### 7. Requirements for the diploma

- 7.1 A candidate shall successfully complete units of study prescribed by the Faculty and giving credit for a total of 36 credit points; and
- 7.2 To qualify for award of a designated diploma, a candidate must include at least three units of study, for a total of 18 credit points, from a designated program of studies. The program of studies must include core unit(s) of study as specified in the table of units of study;
- 7.3. Where a candidate is prevented or otherwise unable to complete the requirements for award of the Graduate Diploma as specified in sub-section 7.1 he/she may apply to the Faculty for permission to graduate with the Graduate Certificate in Educational Studies, subject to the provisions for award of that qualification.

### 8. Credit for courses completed external to candidature

A candidate who has completed a unit or units of study (or equivalent work) towards a degree, diploma or as a non-award student at this or another university or towards an equivalent qualification at an appropriate institution, may be granted credit towards the Graduate Diploma in Educational Studies for up to

half of the overall coursework requirements, provided that the content of the unit or units of study (or equivalent work) is considered by the Faculty to be equivalent to a unit or units of study offered at postgraduate degree level by the Faculty of Education and Social Work.

### 9. Conditions of granting of credit

- 9.1 The Faculty may grant a candidate credit towards completion of the requirements for award of the Graduate Diploma in Educational Studies for a unit or unit(s) of study (or work deemed by the Faculty to be equivalent) completed at this or another University or appropriate institution, provided that:
- 9.1.1 the unit or units of study (or equivalent work) was completed within the six years immediately preceding the commencement of candidature for the Graduate ;
- 9.1.2 The candidate's result in each unit of study for which credit is sought is at a sufficient level of attainment for the purposes of the diploma; and
- 9.1.3 all units of study so credited, subject to the provisions of these resolutions, be counted towards the requirements for award of the diploma;
- 9.1.4 candidates granted such credit may be required not to undertake units of study prescribed within their candidature at the University of Sydney; and
- 9.1.5 a candidate completes all necessary qualifying units of study for the diploma within such period of time and such number of years of candidature as the Faculty may determine having regard to the number of units of study credited, the length of time over which the unit or units of study concerned were completed and the time limits for the completion of the degree prescribed under these resolutions;
- 9.2 Unless otherwise specified by Faculty, and subject to provisions relating to articulation with the Master of Education, a candidate shall not be granted credit for, or on the basis of, any unit of units of study (or equivalent work) upon which the candidate has relied or intends to rely in order to satisfy requirements for award of an award other than the Graduate Diploma in Educational Studies.

### 10. Designated areas of study

- 10.1 A candidate undertaking the Graduate Diploma in Educational Studies may be eligible for award of the diploma in one of the designated areas of study offered by the Faculty provided the candidate completes an appropriate program of courses of study as approved by Faculty and complies with any specific admission criteria for the selected designation:
- 10.1.1 Educational Management and Leadership;
- 10.1.2 Teaching English to Speakers of Other Languages/ Languages Other than English;
- 10.1.3 Teaching and Curriculum Studies;
- 10.1.4 Information Technology in Education;
- 10.1.5 Special Education;
- 10.1.6 Educational Psychology;
- 10.1.7 English and Literacies in Education;
- 10.1.8 Health Education;
- 10.1.9 Research Methodology
- 10.1.10 Higher Education
- 10.1.11 International Education
- 10.1.12 Coach Education; and
- 10.1.13 Human Movement
- 10.2 A candidate who intends to undertake the Graduate Diploma in Educational Studies in a designated area of study shall normally apply in writing to the Faculty for approval of enrolment in the appropriate program.

### 11. Time limits

- A candidate may proceed on either a full-time or on a part-time basis.
- 11.1 A full-time candidate undertaking the Graduate Diploma in Educational Studies shall complete the requirements for award of diploma not earlier than the end of two semesters of candidature from the date of first enrolment and, unless otherwise determined by Faculty, not later than the end of four consecutive semesters of candidature from the date of first enrolment;
- 11.2 A part-time candidate undertaking the Graduate Diploma in Educational Studies shall complete the requirements for award of degree not earlier than the end of four consecutive semesters

of candidature from the date of first enrolment and, unless otherwise determined by Faculty, not later than the eighth consecutive semester of candidature from the date of first enrolment;

- 11.3 The earliest and latest dates for completion of requirements for award of diploma shall be adjusted for those candidates wishing to proceed on a part-time basis following their admission to candidature on a full-time basis, and vice versa.
- 11.4 Time spent by a candidate in advanced study before admission to candidature at the University of Sydney, or at another University, or at another institution which may be deemed by the Faculty to be equivalent, may be deemed by the Faculty to be time spent after such admission.

#### 12. Award of the Graduate Certificate in Educational Studies

- 12.1 A candidate who has satisfactorily completed four units of study as prescribed by the Faculty giving credit for 24 credit points and who chooses not to proceed further with their candidature, may apply to the Faculty to be awarded the Graduate Certificate in Educational Studies.
- 12.2 The Graduate Certificate in Educational Studies awarded in accordance with sub-section 12.1 of this Section and all resolutions relating to the Graduate Diploma in Educational Studies shall be awarded at Pass grade only.

#### 13. Suspension of candidature

- 13.1 A candidate must be enrolled in each semester in which he or she is actively completing the requirements for award. A candidate who wishes to suspend his or her candidature must first obtain approval in writing from the Faculty.
- 13.1.1 The candidature will be deemed to have lapsed where a candidate has not re-enrolled in accordance with subsection 13.1 of this Section and has not obtained approval from the Faculty for suspension of the candidature.
- 13.1.2 A candidate whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty. If re-admitted to candidature, the candidate shall complete the degree requirements under such conditions as may be determined by the Faculty and shall proceed under such by-laws, rules and resolutions as prevail at the time of the re-enrolment.
- 13.1.3 Except where the Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment.

#### 14. Lapse of candidature

- 14.1 Unless the Faculty otherwise determines in any particular case, candidature will be deemed to have lapsed if a candidate has:
- 14.1.1 not completed all the requirements for award of the degree in accordance with Sections 7 and/or 11; or
- 14.1.2 not re-enrolled for the degree as required in accordance with Section 13.
- 14.2 A candidate whose candidature has been deemed to have lapsed in accordance with subsection 13.2 shall not be permitted to re-enrol as a candidate for the degree unless again selected for admission.

#### 15. Special provisions relating to admission to Graduate Diploma in Educational Studies (Coach Education)

- 15.1 Admission to candidature for the Graduate Diploma in Educational Studies (Coach Education) may be granted to an applicant who:
- 15.1.1 is a graduate of the University of Sydney or any other institution approved by the Faculty; and at a standard acceptable to the Faculty; and
- 15.1.2 has attained at least Level 2 National Coaching Accreditation Scheme (NCAS) accreditation or equivalent; and
- 15.1.3 has extensive coaching/sporting experience at an elite level (minimum of three years); or
- 15.1.4 has satisfied all requirements for the award of the Graduate Certificate in Educational Studies (Coach Education).

#### 16. Special provisions relating to admission to Graduate Diploma in Educational Studies (TESOL/Languages)

- 16.1 Admission to candidature for the Graduate Diploma in Educational Studies (TESOL/Languages) may be granted to an applicant who:
- 16.1.1 is a graduate of the University of Sydney or any other institution approved by the Faculty and at a standard acceptable to the Faculty; and
- 16.1.2 holds a language teaching qualification or at least one year's full-time (or part-time equivalent) language teaching experience at school, college, or university level.

#### 17. Termination of candidature

- 17.1 The Faculty may call upon any candidate to show good cause why his/her candidature should not be terminated by reason of unsatisfactory progress and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

## Graduate Certificate in Educational Studies - Senate and Faculty resolutions

### Resolutions of the Senate

The following new resolutions of the Senate relating to the Graduate Certificate in Educational Studies are adopted with effect from 1 January 2005:

1. These Resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000 as amended, which sets out the requirements for all coursework courses, and the relevant Faculty Resolutions.
2. The Graduate Certificate in Educational Studies may be awarded with the following designations:
  - 2.1 Aboriginal Education;
  - 2.2 Educational Management and Leadership;
  - 2.3 Teaching English to Speakers of other Languages/Languages;
  - 2.4 Teaching and Curriculum Studies;
  - 2.5 Information Technology in Education;
  - 2.6 Special Education;
  - 2.7 Educational Psychology;
  - 2.8 English and Literacies in Education;
  - 2.9 Health Education;
  - 2.10 Research Methodology;
  - 2.11 Higher Education;
  - 2.12 International Education;
  - 2.13 Human Movement; and
  - 2.14 Coach Education
3. **Requirements for the award course**  
To qualify for award of the certificate a candidate must:
  - 3.1 complete successfully units of study giving credit for a total of 24 credit points; and
  - 3.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

### Resolutions of the Faculty

The following faculty resolutions relating to the Graduate Certificate in Educational Studies are adopted with effect from 1 January 2005:

1. **Award of the certificate**  
The Graduate Certificate in Educational Studies shall be awarded in the pass grade only.
2. **Title of the Diploma**
  - 2.1 The testamur for the diploma shall specify the program of studies in which the candidate completed the greatest proportion of the requirements for award of the diploma. The diploma shall be entitled the Graduate Diploma in Educational Studies and the program of studies shall be indicated in parentheses.
  - 2.2 The programs of studies are set out in the table of units of study.

### 3. Eligibility for admission to candidature

- 3.1 Except as provided in part 9, Section 47 of the University of Sydney (Amendment) Act 1999 as amended, an applicant for admission to candidature shall:
- 3.1.1 hold a Bachelor of Education of the University of Sydney; or
- 3.1.2 be a graduate of the University of Sydney who also hold the Diploma in Education or the Bachelor of Teaching or the Master of Teaching of the University of Sydney, or equivalent; or
- 3.1.3 be a graduate of the University of Sydney with a degree which includes the satisfactory completion of all required units of study comprising Education 300 level or equivalent; or
- 3.1.4 be a graduate of the University of Sydney who has completed postgraduate studies or has gained professional experience, either full-time for one year or part-time for a period considered by the Faculty to be equivalent to one year full-time, in a field judged by the Faculty to be appropriate to the program of studies offered by the Faculty in which the candidate intends to enrol; or
- 3.1.5 hold qualifications considered by the Faculty to be equivalent to those specified in 3.1.1 to 3.1.4 of this section, and at a standard acceptable to the Faculty; and/ or
- 3.1.6 hold such other qualifications or fulfil such other criteria as are required for specific designations; and
- 3.2 complete any additional qualifying courses prescribed by the Faculty; and
- 3.3 apply in writing to the Faculty for admission to candidature.

### 4. Availability of admission

- 4.1 Admission to candidature for the degree may be limited by quota.
- 4.2 In determining the quota the University will take into account -
- 4.2.1 availability of resources, including teaching staff, space, library equipment and computing facilities; and
- 4.2.2 availability of adequate and appropriate supervision and co-ordination of candidatures.
- 4.3 In considering an applicant for admission to candidature the Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

### 5. Units of study

The units of study which may be taken for the award of the Master of Education and/or which are specified for particular designations are set out in the Unit of Study Outlines section of the Graduate Handbook of the Faculty.

### 6. Method of progression

A candidate for the Graduate Certificate in Educational Studies shall proceed by coursework in accordance with Section 7.

### 7. Requirements for the certificate

- 7.1 A candidate shall successfully complete units of study prescribed by the Faculty and giving credit for a total of 24 credit points; and
- 7.2 To qualify for award of a designated certificate, a candidate must include at least three units of study, for a total of 18 credit points, from a designated program of studies. The program of studies must include core unit(s) of study as specified in the table of units of study.

### 8. Credit for courses completed external to candidature

A candidate who has completed a unit or units of study (or equivalent work) towards a degree, diploma or as a non-award student at this or another university or towards an equivalent qualification at an appropriate institution, may be granted credit towards the Graduate Certificate in Educational Studies for up to half of the overall coursework requirements, provided that the content of the unit or units of study (or equivalent work) is considered by the Faculty to be equivalent to a unit or units of study offered at postgraduate degree level by the Faculty of Education and Social Work.

### 9. Conditions of granting of credit

- 9.1 The Faculty may grant a candidate credit towards completion of the requirements for award of the Graduate Certificate in

Educational Studies for a unit or unit(s) of study (or work deemed by the Faculty to be equivalent) completed at this or another University or appropriate institution, provided that:

- 9.1.1 the unit or units of study (or equivalent work) was completed within the six years immediately preceding the commencement of candidature for the Graduate Certificate;
- 9.1.2 The candidate's result in each unit of study for which credit is sought is at a sufficient level of attainment for the purposes of the Certificate; and
- 9.1.3 all units of study so credited, subject to the provisions of these resolutions, be counted towards the requirements for award of the Certificate;
- 9.1.4 candidates granted such credit may be required not to undertake units of study prescribed within their candidature at the University of Sydney; and
- 9.1.5 a candidate completes all necessary qualifying units of study for the diploma within such period of time and such number of years of candidature as the Faculty may determine having regard to the number of units of study credited, the length of time over which the unit or units of study concerned were completed and the time limits for the completion of the degree prescribed under these resolutions;
- 9.2 Unless otherwise permitted by Faculty, and subject to provisions relating to articulation with the Master of Education, a candidate shall not be granted credit for, or on the basis of, any unit of units of study (or equivalent work) upon which the candidate has relied or intends to rely in order to satisfy requirements for award of an award other than the Graduate Certificate in Educational Studies.

### 10. Designated areas of study

- 10.1 A candidate undertaking the Graduate Certificate in Educational Studies shall be eligible for award of the Certificate in one of the designated areas of study offered by the Faculty provided the candidate completes an appropriate program of courses of study as approved by Faculty and complies with any specific admission criteria for the selected designation:
- 10.1.1 Aboriginal Education;
- 10.1.2 Educational Management and Leadership;
- 10.1.3 Teaching English to Speakers of Other Languages/ Languages Other than English;
- 10.1.4 Teaching and Curriculum Studies;
- 10.1.5 Information Technology in Education;
- 10.1.6 Special Education;
- 10.1.7 Educational Psychology;
- 10.1.8 English, Literacy and Drama in Education;
- 10.1.9 Health Education;
- 10.1.10 Research Methodology
- 10.1.11 International Education
- 10.1.12 Higher Education
- 10.1.13 Human Movement; and
- 10.1.14 Coach Education.
- 10.2 A candidate who intends to undertake the Graduate Diploma in Educational Studies in a designated area of study shall normally apply in writing to the Faculty for approval of enrolment in the appropriate program.

### 11. Time limits

A candidate may proceed on either a full-time or on a part-time basis.

- 11.1 A full-time candidate undertaking the Graduate Certificate in Educational Studies shall complete the requirements for award of diploma not earlier than the end of one semester of candidature from the date of first enrolment and, unless otherwise determined by Faculty, not later than the end of two consecutive semesters of candidature from the date of first enrolment;
- 11.2 A part-time candidate undertaking the Graduate Certificate in Educational Studies shall complete the requirements for award of degree not earlier than the end of two consecutive semesters of candidature from the date of first enrolment and, unless otherwise determined by Faculty, not later than the fourth consecutive semester of candidature from the date of first enrolment;
- 11.3 The earliest and latest dates for completion of requirements for award of diploma shall be adjusted for those candidates wishing to proceed on a part-time basis following their admission to candidature on a full-time basis, and vice versa.

- 11.4 Time spent by a candidate in advanced study before admission to candidature at the University of Sydney, or at another University, or at another institution which may be deemed by the Faculty to be equivalent, may be deemed by the Faculty to be time spent after such admission.

## 12. Suspension of candidature

- 12.1 A candidate must be enrolled in each semester in which he or she is actively completing the requirements for award. A candidate who wishes to suspend his or her candidature must first obtain approval in writing from the Faculty.
- 12.2 The candidature will be deemed to have lapsed where a candidate has not re-enrolled in accordance with subsection 12.1 of this Section and has not obtained approval from the Faculty for suspension of the candidature.
- 12.3 A candidate whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty. If re-admitted to candidature, the candidate shall complete the degree requirements under such conditions as may be determined by the Faculty and shall proceed under such by-laws, rules and resolutions as prevail at the time of the re-enrolment.
- 12.4 Except where the Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment.

## 13. Lapse of candidature

- 13.1 Unless the Faculty otherwise determines in any particular case, candidature will be deemed to have lapsed if a candidate has:
- 13.1.1 not completed all the requirements for award of the degree in accordance with Sections 7 and/or 11; or
- 13.1.2 not re-enrolled for the degree as required in accordance with Section 12.
- 13.2 A candidate whose candidature has been deemed to have lapsed in accordance with subsection 12.2 shall not be permitted to re-enrol as a candidate for the degree unless again selected for admission.

## 14. Special provisions relating to admission to Graduate Certificate in Educational Studies (Coach Education)

- 14.1 Admission to candidature for the Graduate Certificate in Educational Studies (Coach Education) may be granted to an applicant who:
- 14.1.1 is a graduate of the University of Sydney or any other institution approved by the Faculty; and at a standard acceptable to the Faculty; and
- 14.1.2 has attained at least Level 2 National Coaching Accreditation Scheme (NCAS) accreditation or equivalent; and
- 14.1.3 has extensive coaching/sporting experience at an elite level (minimum of three years); or
- 14.1.4 has satisfied all requirements for the award of the Graduate Certificate in Educational Studies (Coach Education).

## 15. Special provisions relating to admission to Graduate Certificate in Educational Studies (TESOL/Languages)

- 15.1 Admission to candidature for the Graduate Certificate in Educational Studies (TESOL/Languages) may be granted to an applicant who:
- 15.1.1 is a graduate of the University of Sydney or any other institution approved by the Faculty and at a standard acceptable to the Faculty; and
- 15.1.2 holds a language teaching qualification or at least one year's full-time (or part-time equivalent) language teaching experience at school, college, or university level.

## 16. Termination of candidature

- 16.1 The Faculty may call upon any candidate to show good cause why his/her candidature should not be terminated by reason of unsatisfactory progress and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

## Graduate Certificate in Teaching English as a Foreign Language - Senate and Faculty resolutions

### Senate and Faculty resolutions

1. Admission to candidature for the Graduate Certificate in Teaching as a Foreign Language may be granted to a person who:
  - 1.1 is a graduate of the University of Sydney or, in accordance with Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999 (as amended), is a graduate of another university or a person with equivalent qualifications; or
  - 1.2 holds other academic and teaching qualifications acceptable to the faculty and the Academic Board for the purposes of the certificate; and
  - 1.3 has had, normally for at least one year, such teaching experience as the faculty considers satisfactory; and
  - 1.4 has satisfied the faculty, by means of such tests as it may require, of the person's competence in written and spoken English.
2. A unit of study shall consist of lectures, together with such seminars, tutorial instruction, essays, exercises or practical work as may be prescribed.
3. In these resolutions 'to complete a unit of study' and derivative expressions mean:
  - 3.1 to attend the lectures, and the meetings, if any, for seminars or tutorial instruction;
  - 3.2 to complete satisfactorily the essays, exercises and practical work, if any; and
  - 3.3 to pass the examinations of the unit of study.
4. A candidate for the certificate is required to complete the required 4 units of study from the table of units of study for the Graduate Certificate in Teaching English as a Foreign Language, in a period of not less than one semester.

## Graduate Diploma and Graduate Certificate in Learning Science and Technology - Senate resolutions

### Resolutions of the Senate

The resolutions of the Senate relating to the Graduate Diploma in Learning Science and Technology and the Graduate Certificate in Learning Science and Technology in the Faculty of Education and Social Work are inserted, with effect from 1 January 2007, as follows:

1. These resolutions must be read in conjunction with the relevant rules and Resolutions of the Senate and Academic Board, including but not limited to the University of Sydney (Coursework) Rule 2000 (as amended), which sets out the requirements for all coursework courses; and the relevant Faculty Resolutions.
2. **Requirements for the award course**

To qualify for the award of the Graduate Diploma in Learning Science and Technology a student must:

  - 2.1 complete successfully units of study giving credit for a total of 36 credit points; and
  - 2.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

To qualify for the award of the Graduate Certificate in Learning Science and Technology a student must:

  - 2.3 complete successfully units of study giving credit for a total of 24 credit points; and
  - 2.4 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.



# Graduate Diploma in Learning Science and Technology - Faculty resolutions

## Resolutions of the Faculty

### 1. Award of the Diploma

The Graduate Diploma in Learning Science and Technology shall be awarded in the pass grade only.

### 2. Title of the Diploma

The testamur for the Diploma shall be entitled the Graduate Diploma in Learning Science and Technology.

### 3. Eligibility for admission to candidature

3.1 Except as provided in part 9, Section 47 of the University of Sydney (Amendment) Act 1999 as amended, an applicant for admission to candidature shall:

3.1.1.1 be a graduate of The University of Sydney in Education, Information Technology, Computer Science and Technology, Arts (Informatics) or Psychology, or equivalent qualification; or

3.1.1.2 be a graduate of The University of Sydney, who has completed postgraduate studies, or has gained professional experience, either full-time for one year or part-time for a period considered by the Faculty to be equivalent to one year full-time, in a field judged by the Faculty to be appropriate to the program of studies in which the candidate intends to enrol; or

3.1.1.3 be a graduate with qualifications considered by the Faculty to be equivalent to those specified in 3.1.1.1 and 3.1.1.2 of this section, and at a standard acceptable to the Faculty; and

3.1.2 complete any additional qualifying courses prescribed by the Faculty; and

3.1.3 apply in writing to the Faculty for admission to candidature.

### 4. Availability of admission

4.1 Admission to candidature for the Diploma may be limited by quota.

4.2 In determining the quota the University will take into account:

4.2.1 availability of resources, including teaching staff, space, library equipment and computing facilities; and

4.2.2 availability of adequate and appropriate supervision and co-ordination of candidatures.

4.3 In considering an applicant for admission to candidature the Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

### 5. Units of study

The units of study which may be taken for the award of the Graduate Diploma in Science Learning and Technology and/or which are specified as core and elective units of study for each of the two streams of the degree are set out in the Unit of Study Outlines section of the Graduate Handbook of the Faculty

### 6. Method of progression

A candidate for the Diploma shall proceed by coursework in accordance with Section 7.

### 7. Requirements for the Diploma

To qualify for award of the Diploma a candidate shall successfully complete units of study prescribed by the Faculty and giving credit for a total of 36 credit points.

### 8. Credit for courses completed external to candidature

A candidate who has completed a unit or units of study (or equivalent work) towards a degree, diploma or as a non-award student at this or another university or towards an equivalent qualification at an appropriate institution, may be granted credit towards the Graduate Diploma of Learning Science and Technology for up to half of the overall coursework requirements, provided that the content of the unit or units of study (or equivalent work) is considered by the Faculty to be equivalent to a unit or units of study offered at postgraduate degree level by the Faculty of Education and Social Work.

### 9. Conditions of granting of credit

9.1 The Faculty may grant a candidate credit towards completion of the requirements for award of the Diploma for a unit or unit(s) of study (or work deemed by the Faculty to be equivalent) completed at this or another University or appropriate institution, provided that:

9.1.1 the unit or units of study (or equivalent work) was completed within the six years immediately preceding the commencement of candidature for the degree;

9.1.2 The candidate's result in each unit of study for which credit is sought is at a sufficient level of attainment for the purposes of the Diploma; and

9.1.3 all units of study so credited, subject to the provisions of these resolutions, be counted towards the requirements for award of the Diploma;

9.1.4 candidates granted such credit may be required not to undertake units of study prescribed within their candidature at the University of Sydney; and

9.1.5 a candidate completes all necessary qualifying units of study for the Diploma within such period of time and such number of years of candidature as the Faculty may determine having regard to the number of units of study credited, the length of time over which the unit or units of study concerned were completed and the time limits for the completion of the degree prescribed under these resolutions;

9.2 Unless otherwise permitted by Faculty a candidate shall not be granted credit for, or on the basis of, any unit of unit(s) of study (or equivalent work) upon which the candidate has relied, or intends to rely, in order to satisfy requirements for award of an award other than the Graduate Diploma in Science Learning and Technology.

### 10. Time limits

A candidate may proceed on either a full-time or on a part-time basis.

10.1 A full-time candidate shall complete the requirements for award of the Diploma not earlier than at the end of two semester of candidature from the date of first enrolment and, unless otherwise determined by Faculty, not later than at the end of four consecutive semesters of candidature from the date of first enrolment;

10.2 A part-time candidate shall complete the requirements for award of the Diploma not earlier than at the end of three consecutive semesters of candidature from the date of first enrolment and, unless otherwise determined by Faculty, not later than at the end of six consecutive semesters of candidature from the date of first enrolment;

10.3 The earliest and latest dates for completion of requirements for award of the Diploma shall be adjusted for those candidates wishing to proceed on a part-time basis following their admission to candidature on a full-time basis, and vice versa.

10.4 Time spent by a candidate in advanced study before admission to candidature at the University of Sydney, or at another University, or at another institution which may be deemed by the Faculty to be equivalent, may be deemed by the Faculty to be time spent after such admission.

### 11. Suspension of candidature

11.1 A candidate must be enrolled in each semester in which he or she is actively completing the requirements for award. A candidate who wishes to suspend his or her candidature must first obtain approval in writing from the Faculty.

11.2 The candidature will be deemed to have lapsed where a candidate has not re-enrolled in accordance with Section 11.1 and has not obtained approval from the Faculty for suspension of the candidature.

11.3 A candidate whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty. If re-admitted to candidature, the candidate shall complete the diploma requirements under such conditions as may be determined by the Faculty and shall proceed under such by-laws, rules and resolutions as prevail at the time of the re-enrolment.

11.4 Except where the Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment.

## 12. Lapse of candidature

- 12.1 Unless the Faculty otherwise determines in any particular case, candidature will be deemed to have lapsed if a candidate has:
- 12.1.1 not completed all the requirements for award of the Diploma in accordance with Sections 7 and/or 10; or
  - 12.1.2 not re-enrolled for the degree as required in accordance with Section 11.
  - 12.1.3 A candidate whose candidature has been deemed to have lapsed in accordance with subsection 11.2 shall not be permitted to re-enrol as a candidate for the degree unless again selected for admission.

## 13. Termination

The Faculty may call upon any candidate to show cause why his/her candidature should not be terminated by reason of unsatisfactory progress and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

# Graduate Certificate in Learning Science and Technology - Faculty resolutions

## Resolutions of the Faculty

### 1. Award of the certificate

The Graduate Certificate in Learning Science and Technology shall be awarded in the pass grade only.

### 2. Title of the Certificate

The testamur for the certificate shall be entitled the Graduate Certificate in Learning Science and Technology.

### 3. Eligibility for admission to candidature

- 3.1 Except as provided in part 9, Section 47 of the University of Sydney (Amendment) Act 1999 as amended, an applicant for admission to candidature shall:
- 3.1.1.1 be a graduate of The University of Sydney in Education, Information Technology, Computer Science and Technology, Arts (Informatics) or Psychology, or equivalent qualification; or
  - 3.1.1.2 be a graduate of The University of Sydney, who has completed postgraduate studies, or has gained professional experience, either full-time for one year or part-time for a period considered by the Faculty to be equivalent to one year full-time, in a field judged by the Faculty to be appropriate to the program of studies in which the candidate intends to enrol; or
  - 3.1.1.3 be a graduate with qualifications considered by the Faculty to be equivalent to those specified in 3.1.1.1 and 3.1.1.2 of this section, and at a standard acceptable to the Faculty; and
- 3.1.2 complete any additional qualifying courses prescribed by the Faculty; and
- 3.1.3 apply in writing to the Faculty for admission to candidature.

### 4. Availability of admission

- 4.1 Admission to candidature for the degree may be limited by quota.
- 4.2 In determining the quota the University will take into account -
- 4.2.1 availability of resources, including teaching staff, space, library equipment and computing facilities; and
  - 4.2.2 availability of adequate and appropriate supervision and co-ordination of candidatures.
- 4.3 In considering an applicant for admission to candidature the Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

### 5. Units of study

The units of study which may be taken for the award of the Graduate Certificate in Science Learning and Technology and/or which are specified as core and elective units of study for each of the two streams of the degree are set out in the Unit of Study Outlines section of the Graduate Handbook of the Faculty.

## 6. Method of progression

A candidate for the Certificate shall proceed by coursework in accordance with Section 7.

## 7. Requirements for the Certificate

To qualify for award of the Certificate a candidate for the Certificate shall successfully complete units of study prescribed by the Faculty and giving credit for a total of 24 credit points.

## 8. Credit for courses completed external to candidature

A candidate who has completed a unit or units of study (or equivalent work) towards a degree, diploma or as a non-award student at this or another university or towards an equivalent qualification at an appropriate institution, may be granted credit towards the Graduate Certificate of Learning Science and Technology for up to half of the overall coursework requirements, provided that the content of the unit or units of study (or equivalent work) is considered by the Faculty to be equivalent to a unit or units of study offered at postgraduate degree level by the Faculty of Education and Social Work.

## 9. Conditions of granting of credit

- 9.1 The Faculty may grant a candidate credit towards completion of the requirements for award of the Certificate for a unit or unit(s) of study (or work deemed by the Faculty to be equivalent) completed at this or another University or appropriate institution, provided that:
- 9.1.1 the unit or units of study (or equivalent work) was completed within the six years immediately preceding the commencement of candidature for the degree;
  - 9.1.2 The candidate's result in each unit of study for which credit is sought is at a sufficient level of attainment for the purposes of the Certificate; and
  - 9.1.3 all units of study so credited, subject to the provisions of these resolutions, be counted towards the requirements for award of the Certificate;
  - 9.1.4 candidates granted such credit may be required not to undertake units of study prescribed within their candidature at the University of Sydney; and
  - 9.1.5 a candidate completes all necessary qualifying units of study for the Certificate within such period of time and such number of years of candidature as the Faculty may determine having regard to the number of units of study credited, the length of time over which the unit or units of study concerned were completed and the time limits for the completion of the degree prescribed under these resolutions;
- 9.2 Unless otherwise permitted by Faculty a candidate shall not be granted credit for, or on the basis of, any unit of unit(s) of study (or equivalent work) upon which the candidate has relied, or intends to rely, in order to satisfy requirements for award of an award other than the Graduate Certificate in Science Learning and Technology.

## 10. Time limits

- A candidate may proceed on either a full-time or on a part-time basis.
- 10.1 A full-time candidate shall complete the requirements for award of the Certificate not earlier than at the end of one semester of candidature from the date of first enrolment and, unless otherwise determined by Faculty, not later than at the end of two consecutive semesters of candidature from the date of first enrolment;
  - 10.2 A part-time candidate shall complete the requirements for award of the Certificate not earlier than at the end of two consecutive semesters of candidature from the date of first enrolment and, unless otherwise determined by Faculty, not later than at the end of four consecutive semesters of candidature from the date of first enrolment;
  - 10.3 The earliest and latest dates for completion of requirements for award of the Certificate shall be adjusted for those candidates wishing to proceed on a part-time basis following their admission to candidature on a full-time basis, and vice versa.
  - 10.4 Time spent by a candidate in advanced study before admission to candidature at the University of Sydney, or at another University, or at another institution which may be deemed by

the Faculty to be equivalent, may be deemed by the Faculty to be time spent after such admission.

### 11. Suspension of candidature

- 11.1 A candidate must be enrolled in each semester in which he or she is actively completing the requirements for award. A candidate who wishes to suspend his or her candidature must first obtain approval in writing from the Faculty.
- 11.2 The candidature will be deemed to have lapsed where a candidate has not re-enrolled in accordance with subsection 11.1 and has not obtained approval from the Faculty for suspension of the candidature.
- 11.3 A candidate whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty. If re-admitted to candidature, the candidate shall complete the diploma requirements under such conditions as may be determined by the Faculty and shall proceed under such by-laws, rules and resolutions as prevail at the time of the re-enrolment.
- 11.4 Except where the Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment.

### 12. Lapse of candidature

- 12.1 Unless the Faculty otherwise determines in any particular case, candidature will be deemed to have lapsed if a candidate has:
- 12.1.1 not completed all the requirements for award of the Certificate in accordance with Sections 7 and/or 10; or
- 12.1.2 not re-enrolled for the degree as required in accordance with Section 11.
- 12.1.3 A candidate whose candidature has been deemed to have lapsed in accordance with subsection 11.2 shall not be permitted to re-enrol as a candidate for the degree unless again selected for admission.

### 13. Termination

The Faculty may call upon any candidate to show cause why his/her candidature should not be terminated by reason of unsatisfactory progress and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

## 2. Admission to candidature

The Faculty may admit an applicant to candidature for the degree if:

- 2.1 the candidature's application complies with section 1, and
- 2.2 (except as provided in section 3 of these resolutions) the applicant holds or has fulfilled the requirements for:
- (a) the degree of Bachelor of Social Work of the University of Sydney with First Class Honours or Second Class Honours, Division 1, or
- (b) the degree of Master of Social Work with Merit or the degree or Master of Philosophy in Social Work of the University of Sydney.

## 3. Admission to candidature

The Faculty may admit to candidature for the degree an applicant whose application complies with section 1, and who: is either -

- (a) a social work graduate of another university or tertiary education institution: or
- (b) a person accepted by the Faculty as having standing equivalent to that required of a social work graduate of the University who is qualified for admission to candidature for the degree; and

is recommended by the Faculty as being suitably prepared in the particular field of study in which the applicant proposes to be a candidate.

## 4. Studies during the candidature

- 4.1 Except with the permission of the Faculty, a candidate will pursue an approved course of advanced study, professional practice and research, comprising:
- 4.1.1 eight graduate semester units of study at the doctoral degree level including:
- (a) a unit of study examining aspects of current social work professional theory and practice,
- (b) a unit of study dealing with research methods appropriate to examining social work practice,
- (c) a unit of study dealing with social policy,
- (d) an additional unit of study in one of the areas contained in paragraphs (a), (b) and (c) and
- (e) two units of study related to the areas of the proposed practice development research and the thesis; and
- 4.1.2 a thesis of approximately 50,000 words (or equivalent) in length investigating a specific aspect or specific aspects of social work professional practice related to the practice development research and approved by the Faculty.
- 4.2 The Faculty may grant credit for a maximum of three postgraduate course units for units of study undertaken elsewhere at this University or at another university which are considered to be equivalent to units of study to be undertaken in accordance with section 4.1.2, provided that:
- (a) no unit of study for which credit is granted has been a basis for the award of any other award;
- (b) each unit of study is passed at a level, or with such additional assessment or other requirements, as may be determined by the Faculty in each case; and
- (c) each unit of study was completed within the four years immediately preceding the commencement of candidature for the degree of Doctor of Social Work.
- 4.3 The Faculty may approve a variation in a candidate's units of study and research.

## 5. Credit for previous studies

- 5.1 *Coursework degrees*
- The Faculty may grant a candidate credit for:
- 5.1.1 up to three postgraduate coursework units of study, and two postgraduate research units of study in respect of units of study completed for the degree of Master of Social Work in this University; or
- 5.1.2 up to two postgraduate coursework units of study in respect of units of study completed elsewhere in this University or at another university, provided that:
- (a) no unit of study for which credit is granted has been a basis for the award of any other award;
- (b) the units of study were passed at a level or with such additional assessment or other requirements as may be determined by the Faculty in each case;

## Social Work programs

### Doctor of Social Work (DSW) - Senate resolutions

#### Resolutions of the Senate

These resolutions relating to the Doctor of Social Work are amended, with effect from 1 January 2001.

#### 1. Applications

- 1.1 An applicant for admission to candidature shall:
- (a) lodge an application with the Faculty of Education and Social Work;
- (b) submit with the application an outline of the proposed course of advanced study and research, including the area of the proposed thesis, proposals for the practicum and proposals for related coursework units of study; and
- (c) have been in full-time employment in Social Work for a minimum of four years.
- 1.2 An applicant for admission to part-time candidature shall submit with the application a written undertaking that the applicant will:
- (a) have sufficient time available to complete the requirements for the degree in accordance with section 10.2 and within the maximum period prescribed in section 10.3 of these resolutions; and
- (b) be able to attend at the University at such times and on such occasions for purposes of consultation and participation in Faculty activities, as may be required by the Faculty.

- (c) the units of study were completed within six years immediately preceding the commencement of candidature for the degree of Doctor of Social Work; and
- (d) each unit of study falls within the scope of the approved course of study and research under section 4.

5.2 *Research degrees*

The Faculty may grant credit for the whole or any part of a period of candidature undertaken for the degree of Master of Philosophy in Social Work or the degree of Doctor of Philosophy in the Faculty of Arts provided that the candidate has abandoned candidature for the degree for which credit is sought and the period of candidature for which credit is sought:

- 5.2.1 involved a course of advanced study and research related to the candidate's proposed course of advanced study and research for the degree of Doctor of Social Work; and
- 5.2.2 was taken within six years immediately preceding the commencement of candidature for the degree of Doctor of Social Work.

6. **The thesis**

- 6.1 The candidate shall present a thesis of approximately 50,000 words (or equivalent) in length, which shall be substantial and original contribution to the subject concerned. The candidate shall state the sources from which the information is derived, the extent to which the work of others has been made use of, and the portion of the work the candidate claims as original.
- 6.2 The topic of the thesis shall be approved by the Faculty.
- 6.3 The Faculty shall appoint a supervisor who shall be a member of the academic staff of the department. In appropriate cases the Faculty may appoint an associate supervisor.
- 6.4 A candidate may not present as the thesis any work which has been presented for a degree at this or another university, but the candidate will not be precluded from incorporating such work in the thesis, provided that, in presenting the thesis, the candidate indicates the part of the work which has been so incorporated.
- 6.5 A candidate shall submit to the Faculty four copies of the thesis in a form prescribed by the Faculty.
- 6.6 The thesis shall be accompanied by a certificate from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.
- 6.7 When the degree has been awarded, a copy of the thesis incorporating any required emendations and revisions shall be lodged in the University Library.

7. **Appointment of examiners**

- 7.1 On receiving the thesis and having considered the certificate of the supervisor, the Faculty will determine if fit to, appoint examiners. The supervisor may not be an examiner.
- 7.2 The Faculty, after consultation with the designated Faculty Officer, resolves to appoint examiners she or he shall appoint three examiners, at least one of whom shall be external to the University.
- 7.3 The Faculty shall appoint examiners.
- 7.4 In any case where the Faculty having received the thesis and having considered the report of the supervisor, resolves not to appoint examiners, he or she shall report the circumstances for this decision to the Academic Board.

8. **Degree result**

Upon the completion of the coursework at the level prescribed by the Faculty, after consideration of the report of the supervisor of the practicum and after consideration of the reports of the examiners on the thesis, the Faculty shall submit the reports, together with a recommendation concerning the award of the degree, to the Academic Board which shall determine the result of the candidature.

9. **Time limits**

- 9.1 Subject to subsection 9.2 a candidate may proceed either on a full-time or part-time basis.
- 9.2 Except in special circumstances and with the approval of the Faculty a candidate shall complete a minimum of thirty weeks of full-time candidature taken over such a period of time and in such a manner as may be approved by the Faculty.
- 9.3 Except in special circumstances and with the approval of the Faculty a candidate shall complete all the requirements for the degree not earlier than the end of the third and not later than

the end of the sixth year of candidature, excluding any period of approved suspended candidature.

- 9.4 A candidate shall prepare annually, before enrolment, a statement of the work done by the candidate towards completion of the requirements for the degree and submit it to the appointed supervisor in accordance with Academic Board policy.
- 9.5 The supervisor shall also prepare a report on the work done by the candidate, which shall be shown to the candidate for comment, and the candidate shall sign the report as having sighted the contents.
- 9.6 Both reports shall then be forwarded to the Faculty.
- 9.7 Where, in the opinion of the Faculty, a candidate has not made satisfactory progress towards completing the requirements for the degree the Faculty may call upon the candidate to show cause why the candidature should not be terminated for the lack of satisfactory progress.

**Master of Philosophy in Social Work (MPhil) - Senate resolutions**

**Resolutions of the Senate**

These resolutions relating to the Master of Philosophy in Social Work are amended, with effect from 1 January 2001.

1. **Admission**

- 1.1 An applicant for admission to candidature for the degree of Master of Philosophy in Social Work shall:
  - 1.1.1 hold a four-year Bachelor of Social Work degree or equivalent with first or second class honours, or
  - 1.1.2 being a Bachelor of Social Work without first class or second class Honours, either produce evidence to the satisfaction of the Faculty of having completed equivalent work or complete, to the satisfaction of the Faculty, a period of probationary candidature, or
  - 1.1.3 be a Master of Social Work with merit; and
  - 1.1.4 have been in full-time employment in Social Work for a minimum of one year.

2. **Degree requirements**

- 2.1 A candidate shall:
  - 2.1.1 carry out supervised research on a topic approved by the Faculty;
  - 2.1.2 write a thesis embodying the results of this research; and
  - 2.1.3 lodge with the Faculty three copies of the thesis, typewritten and bound in accordance with the resolutions of the Faculty.
- 2.2 The Faculty shall appoint a full-time member of the University academic staff to act as the supervisor of the candidate.
- 2.3 In any thesis lodged by the candidate, the candidate shall state generally in a preface and specifically in notes the source from which the information in the thesis was taken, the extent to which the candidate has made use of the work of others and the proportion of the thesis which is claimed as original.
- 2.4 A thesis lodged by a candidate shall be accompanied by a certificate from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.
- 2.5 The Faculty shall appoint a least two examiners of the thesis, of whom at least one shall be external to the University.
- 2.6 The examiners shall report to the Faculty who shall determine the result of the examination.
- 2.7 In special cases the Faculty, may require the candidate to take an examination in the area of the thesis.

3. **General provisions relating to all degrees of Master**

- 3.1 A full-time candidate for the degree of Master shall present for examination for the award not earlier than the end of the first year of candidature and not later than the end of the third year of candidature, except with the permission of the Faculty.
- 3.2 A part-time candidate for the degree of Master shall present for examination for the award not earlier than the end of the second year of candidature and not later than the end of the sixth year of candidature, except with the permission of the Faculty.
- 3.3 Time spent by a candidate in advanced study in the University of Sydney, or in another university, or in another equivalent

institution, before admission to candidature, may be deemed by the Faculty to be time spent after such admission, provided that it represents no more than half of the total candidature.

#### 4. Unsatisfactory progress

- 4.1. The Faculty may:
- 4.1.1 call upon any candidate for the degree of Master to show cause why the candidature should not be terminated by reason of unsatisfactory progress towards completion of the course; and
- 4.1.2 where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

#### 5. Grade of award

- 5.1 The award of Master of Philosophy in Social Work shall be made in one grade only.
- 5.2 An outstanding candidate may receive the award with merit.
- 5.3 If the Faculty is of the opinion that the candidate's work is of sufficient merit, that candidate shall receive a bronze medal.

#### 6. Consultation

- 6.1 Where the Associate Dean concerned is required to make a recommendation to the Faculty in respect of any person's candidature, the recommendation shall be made only after consultation with the course convenor and the relevant postgraduate studies coordinator.

## Master of Social Work - Senate resolutions

### Resolutions of the Senate

These resolutions relating to the Master of Social Work are amended, with effect from 1 January 2001.

#### 1. Admission

- 1.1 An applicant for admission to candidature for the degree of Master of Social Work shall:
- 1.1.1 hold a four-year Bachelor of Social Work degree or equivalent, recognised by the Australian Association of Social Workers; and
- 1.1.2 have been in full-time employment in Social Work for a minimum of one year.
- 1.2 A candidate may be accepted by the faculty on a probationary basis for a period not exceeding twelve months and, on completion of this probationary period, the Faculty shall review the candidate's work and shall either confirm or terminate the candidature.
- 1.3 The candidature of a candidate accepted in accordance with subsection 1.1 shall be deemed to have commenced from the date of such acceptance.

#### 2. Degree requirements

- 2.1 A candidate shall attend such units of study and pass such examinations in each unit of study as prescribed by the Faculty.

#### 3. General provisions relating to all degrees of Master

- 3.1 A full-time candidate for the degree of Master shall present for examination for the award not earlier than the end of the first year of candidature and not later than the end of the third year of candidature, except with the permission of the Faculty.
- 3.2 A part-time candidate for the degree of Master shall present for examination for the award not earlier than the end of the second year of candidature and not later than the end of the sixth year of candidature, except with the permission of the Faculty.
- 3.3 Time spent by a candidate in advanced study in the University of Sydney, or in another university, or in another equivalent institution, before admission to candidature, may be deemed by the Faculty to be time spent after such admission, provided that it represents no more than half of the total candidature.

#### 4. Unsatisfactory progress

- 4.1 The Faculty may:
- 4.1.1 call upon any candidate for the degree of Master of Social Work to show cause why the candidature should not be

terminated by reason of unsatisfactory progress towards completion of the course; and

- 4.1.2 where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

#### 5. Grade of award

- 5.1 The award of Master of Social Work shall be made in one grade only.
- 5.2 An outstanding candidate may receive the award with merit.
- 5.3 If the Faculty is of the opinion that the candidate's work is of sufficient merit, that candidate shall receive a bronze medal.

#### 6. Consultation

- 6.1 Where the Faculty is required to make a recommendation under sections 5, 6 and 7 above, the Faculty shall do so only after consultation with the supervisor, if there is one of the candidate concerned.

## Master of Policy Studies - Senate and Faculty resolutions

### Resolutions of the Senate

The resolutions of Senate relating to the Master of Policy Studies in the Faculty of Education and Social Work are amended, with effect from 1 January 2006.

1. These resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 1999 as amended, which sets out the requirements for all coursework courses, and the relevant Faculty resolutions.

#### 2. Requirements for the award course

- 2.1 To qualify for award of the degree a candidate must:
- 2.1.1 complete successfully units of study giving credit for a total of 48 credit points; and
- 2.1.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

### Resolutions of the Faculty

These resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000 (as amended), which sets out the requirement for all coursework courses, and the relevant Faculty resolutions.

#### 1. Award of degree

The degree of Master of Policy Studies shall be awarded in one grade only, namely Pass, provided that an outstanding candidate may be awarded the degree with merit.

#### 2. Eligibility for admission to candidature

- 2.1 Except as provided in Part 9, Section 47 of the University of Sydney (Amendment Act) Rule 1999 the Dean of the Faculty of Education and Social Work may admit to candidature for the degree:
- 2.1.1 graduates who hold a Bachelor of Education degree from the University of Sydney; or
- 2.1.2 graduates who hold a four year Bachelor of Social Work degree, or equivalent, recognised by the Australian Association of Social Workers; or
- 2.1.3 graduates who hold a Bachelor's degree in any relevant discipline and have submitted evidence to the Faculty of relevant work experience, normally of at least three (3) year's duration, in the human services field; or
- 2.1.4 graduates who have successfully completed the Graduate Diploma of Policy Studies at the University of Sydney; and
- 2.2 apply in writing to the Faculty for admission to candidature.

#### 3. Probationary admission

- 3.1 A candidate may be admitted to candidature by the Faculty on a probationary basis for a period not exceeding twelve months or two consecutive semesters and upon completion of this probationary period, Faculty shall review the candidate's work

and either confirm the candidate's status or terminate the candidature.

- 3.2 In the case of a candidate admitted on a probationary basis specified in section 3.1, the candidature shall be deemed to have commenced from the date of admission to probationary candidature.

#### 4. Availability of admission

- 4.1 Admission to candidature for the degree may be limited by quota.
- 4.2 In determining the quota the University will take into account:
- 4.2.1 availability of resources, including space, library equipment and computing facilities; and
- 4.2.2 availability of adequate and appropriate supervision and coordination of candidatures.
- 4.3 In considering an applicant for admission to candidature the Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

#### 5. Method of progression

- 5.1 A candidate for the degree of Master of Policy Studies shall proceed by coursework as prescribed and specified by the Faculty and in accordance with section 6.

#### 6. Requirements for the degree

- 6.1 A candidate for the degree is required to satisfactorily complete:
- 6.1.1 eight semester length units of study, equivalent to 48 credit points, as prescribed by the Faculty, of which;
- 6.1.1.1 two units of study, equivalent to 12 credit points, shall be core units of study offered and specified by Faculty; and
- 6.1.1.2 six units of study, equivalent to 36 credit points, which shall be elective units of study, of which a minimum of 4 units of study, equivalent to 24 credit points, shall be units offered by the Faculty of Education and Social Work and a maximum of two units of study, equivalent to 12 credit points, which may be selected from units of study offered by other faculties as prescribed by the Faculty of Education and Social Work.
- 6.2 In these resolutions, 'to complete a unit of study' or any derivative expression means
- 6.2.1 to attend the lectures, and the meetings, if any for seminars or tutorial instruction or other mode of delivery;
- 6.2.2 to complete satisfactorily the essays, exercises and practical work, if any; and
- 6.2.3 to pass any other examinations of the unit of study that may apply.

#### 7. Credit for courses completed external to candidature

- 7.1 The Faculty may grant to a candidate credit towards award of the degree of Master of Policy Studies under the following conditions:
- 7.1.1 where a candidate who, before admission to candidature, has spent time in advanced graduate study at the University of Sydney or another university or equivalent institution and has completed coursework considered by the Faculty to be equivalent to units of study prescribed for the course;
- 7.1.2 such credit may not exceed 50 per cent of the total requirements for award of the degree, or 24 credit points;
- 7.1.3 Subject to Section 7.1.2, a candidate having successfully completed the requirements for award of the Graduate Diploma and electing to proceed to candidature for the Master of Policy Studies may be eligible to be granted credit for all units of study completed for the Graduate Diploma;
- 7.1.4 Unless otherwise permitted by the Faculty, units of study or equivalent work, as specified in Section 7.1 and on the basis of which a candidate makes an application for credit, must have been completed not more than 6 years prior to admission to candidature for the Master of Policy Studies.
- 7.2 Unless otherwise permitted by the Faculty a candidate shall not be granted credit for, or on the basis of, any unit or units of study, or equivalent work, which was counted in order to satisfy requirements for award of a degree other than the Master of Policy Studies.

#### 8. Examination

- 8.1 A candidate shall attend such units of study, in whatsoever format or mode offered, and pass such examinations in each unit of study, as the Faculty shall prescribe for award of the degree.

#### 9. Time limits

- 9.1 A candidate may proceed on either a full-time or on a part-time basis.
- 9.1.1 A full-time candidate undertaking the Master of Policy Studies shall complete the requirements for award of degree in not less than two semesters;
- 9.1.2 A part-time candidate undertaking the Master of Policy Studies shall complete the requirements for award of degree in not less than four semesters;
- 9.1.3 Except with the permission of the Faculty, a full-time candidate shall complete all requirements for the degree in not more than four semesters from the date of first enrolment;
- 9.1.4 Except with the permission of the Faculty, a part-time candidate shall complete all requirements for the degree in not more than six semesters from the date of first enrolment;
- 9.1.5 The earliest and latest dates for completion of requirements for award of the degree shall be adjusted for those candidates wishing to proceed on a part-time basis following their admission to candidature on a full-time basis, and vice versa.
- 9.1.6 Time spent by a candidate in advanced study before admission to candidature at the University of Sydney, or at another University, or at another institution which may be deemed by the Faculty to be equivalent, may be deemed by the Faculty to be time spent after such admission.

#### 10. Progress

- 10.1 The Faculty may
- 10.1.1 call upon any candidate to show cause why their candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree; and
- 10.1.2 where the candidate does not show good cause, terminate the candidature.
- 10.2 Candidates who have satisfactorily completed six units of study, as prescribed by the Faculty, equivalent to 36 credit points, and who choose not to proceed further with their candidature, may apply to the Dean to be awarded the Graduate Diploma in Policy Studies.
- 10.2.1 The Graduate Diploma in Policy Studies awarded in accordance with section 10.2 and the Resolutions of the Senate relating to the Graduate Diploma in Policy Studies shall be awarded at Pass grade only, providing that an outstanding candidate may be awarded the diploma with merit.
- 10.3 Candidates who have satisfactorily completed four units of study, as prescribed by the Faculty, equivalent to 24 credit points, and who choose not to proceed further with their candidature, may apply to the Dean to be awarded the Graduate Certificate in Policy Studies.
- 10.3.1 The Graduate Certificate in Policy Studies awarded in accordance with section 10.3 and the Resolutions of the Senate relating to the Graduate Certificate in Policy Studies shall be awarded at Pass grade only, provided that an outstanding candidate may be awarded the certificate with merit.

#### 11. Consultation with Faculty Officers

- 11.1 Where the designated Faculty Officer\* is required to make a recommendation to the Faculty in respect of any person's candidature, the recommendation shall be made only after consultation with the course convenor and the postgraduate studies coordinator.

#### 12. Suspension of candidature

- 12.1 Unless suspension of candidature has been approved by the Faculty and subject to section 10, a candidate for the degree is required to re-enrol each calendar year;
- 12.2 Except where the Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment.

**13. Lapse of candidature**

- 13.1 Unless the Faculty otherwise determines in any particular case, a candidature will be deemed to have lapsed if a candidate has:
- 13.1.1 not completed all the requirements for award of the degree in accordance with sections 6 and/or 10; or
- 13.1.2 not re-enrolled for the degree as required in accordance with section 12.
- 13.2 A candidate whose candidature has been deemed to have lapsed in accordance with section 13.1 shall not re-enrol as a candidate for the degree unless again selected for admission.

**14. Termination**

- 14.1 The Faculty may call upon any candidate to show cause why his/her candidature should not be terminated by reason of unsatisfactory progress and where, in the opinion of the Faculty, the candidate does not show cause, terminate the candidature.

\* 'Designated Faculty Officer' refers to either the Associate Dean or Sub-Dean responsible to the Faculty for the administration of research candidatures.

## Graduate Diploma in Policy Studies - Senate resolutions

**Resolutions of the Senate**

The Resolutions of the Senate relating to the Graduate Diploma in Policy Studies in the Faculty of Education and Social Work are inserted with effect from 1 January 2004, as follows:

**1. Award of degree**

The Graduate Diploma in Policy Studies shall be awarded in one grade only, namely Pass, provided that an outstanding candidate may be awarded the diploma with merit.

**2. Eligibility for admission**

- 2.1 Except as provided in part 9, Section 47 of the University of Sydney (Amendment) Act 1999 as amended, the Dean of the Faculty of Education and Social Work may admit to candidature for the diploma:
- 2.1.1 graduates who hold a Bachelor of Education degree from the University of Sydney; or
- 2.1.2 graduates who hold a four year Bachelor of Social Work degree, or equivalent, recognised by the Australian Association of Social Workers; or
- 2.1.3 graduates who hold a Bachelor's degree in any relevant discipline and have submitted evidence to the Faculty of relevant work experience, normally of at least three (3) years duration, in the human services field; or
- 2.1.4 graduates who have successfully completed the Graduate Certificate of Policy Studies at the University of Sydney; and
- 2.2 apply in writing to the Faculty for admission to candidature.

**3. Availability of admission**

- 3.1 Admission to candidature for the degree may be limited by quota.
- 3.2 In determining the quota the University will take into account:
- 3.2.1 availability of resources, including space, library equipment and computing facilities; and
- 3.2.2 availability of adequate and appropriate supervision and co-ordination of candidatures.
- 3.3 In considering an applicant for admission to candidature the Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

**4. Method of progression**

- 4.1 A candidate for the Graduate Certificate in Policy Studies shall proceed by coursework as prescribed and specified by the Faculty and in accordance with section 8.

**5. Requirements for the degree**

- 5.1 A candidate for the certificate is required to satisfactorily complete:

- 5.1.1 six semester length units of study, equivalent to 36 credit points, as prescribed by the Faculty, of which:
- 5.1.2 two units of study, equivalent to 12 credit points, shall be core units of study offered and prescribed by the Faculty; and
- 5.1.3 four units of study, equivalent to 24 credit points, which shall be elective units of study, of which a minimum of three units of study, equivalent to 18 credit points, shall be units offered by the Faculty of Education and Social Work and a further unit of study, equivalent to 6 credit points, which may be selected from units of study offered by other faculties as prescribed by the Faculty of Education and Social Work.
- 5.2 In these resolutions, 'to complete a unit of study' or any derivative expression means
- 5.2.1 to attend the lectures, and the meetings, if any for seminars or tutorial instruction or other mode of delivery;
- 5.2.2 to complete satisfactorily the essays, exercises and practical work, if any; and
- 5.2.3 to pass any other examinations of the unit of study that may apply.

**6. Credit**

- 6.1 The Faculty may grant to a candidate credit towards award of the Graduate Diploma in Policy Studies under the following conditions:
- 6.1.1 where a candidate who, before admission to candidature, has spent time in advanced graduate study at the University of Sydney or another university or equivalent institution and has completed coursework considered by the Faculty to be equivalent to units of study prescribed for the course;
- 6.1.2 such credit may not exceed 50% of the total requirements for award of the degree, or 18 credit points;
- 6.1.3 Subject to Section 6.1.2, a candidate having successfully completed the requirements for award of the Graduate Certificate and electing to proceed to candidature for the Graduate Diploma in Policy Studies may be eligible to be granted credit for all units of study completed for the Graduate Certificate;
- 6.1.4 Unless otherwise permitted by the Faculty, units of study or equivalent work, as specified in Section 6.1.1 and on the basis of which a candidate makes an application for credit, must have been completed not more than 6 years prior to admission to candidature for the Graduate Diploma in Policy Studies.
- 6.2 Unless otherwise permitted by the Faculty a candidate shall not be granted credit for, or on the basis of, any unit or units of study, or equivalent work, which was counted in order to satisfy requirements for award of a degree other than the Graduate Diploma in Policy Studies.

**7. Examination**

- 7.1 A candidate shall attend such units of study, in whatsoever format or mode offered, and pass such examinations in each unit of study, as the Faculty shall prescribe for award of the degree.

**8. Time limits**

- 8.1 A candidate may proceed on a full-time or on a part-time basis.
- 8.1.1 A full-time candidate undertaking the Graduate Diploma in Policy Studies shall complete the requirements for award of degree in not less than two semesters;
- 8.1.2 A part-time candidate undertaking the Graduate Diploma in Policy Studies shall complete the requirements for award of degree in not less than three semesters;
- 8.1.3 Except with the permission of the Faculty, a full-time candidate shall complete all requirements for the degree in not more than three semesters from the date of first enrolment;
- 8.1.4 Except with the permission of the Faculty, a part-time candidate shall complete all requirements for the degree in not more than five semesters from the date of first enrolment;
- 8.1.5 The earliest and latest dates for completion of requirements for award of degree shall be adjusted for those candidates wishing to proceed on a part-time basis following their admission to candidature on a full-time basis, and vice versa.
- 8.2 Time spent by a candidate in advanced study before admission to candidature at the University of Sydney, or at another University, or at another institution which may be deemed by

the Faculty to be equivalent, may be deemed by the Faculty to be time spent after such admission.

#### 9. Progress

- 9.1 The Faculty may
  - 9.1.1 call upon any candidate to show cause why their candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree; and
  - 9.1.2 where the candidate does not show good cause, terminate the candidature.
- 9.2 Candidates who have satisfactorily completed four units of study, as prescribed by the Faculty, equivalent to 24 credit points, and who choose not to proceed further with their candidature, may apply to the Dean to be awarded the Graduate Certificate in Policy Studies.
- 9.3 The Graduate Certificate in Policy Studies awarded in accordance with section 9.2 and the Resolutions of the Senate relating to the Graduate Certificate in Policy Studies shall be awarded at Pass grade only, providing that an outstanding candidate may be awarded the certificate with merit.

#### 10. Consultation with Faculty Officers

- 10.1 Where the Associate Dean concerned is required to make a recommendation to the Faculty in respect of any person's candidature, the recommendation shall be made only after consultation with the course convenor and the relevant postgraduate studies coordinator.

#### 11. Suspension of candidature

- 11.1 Unless suspension of candidature has been approved by the Faculty and subject to Section 8, a candidate for the degree is required to re-enrol each calendar year;
- 11.2 Except where the Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment.

#### 12. Lapse of candidature

- 12.1 Unless the Faculty otherwise determines in any particular case, a candidature will be deemed to have lapsed if a candidate has:
  - 12.1.1 not completed all the requirements for award of the certificate in accordance with sections 5 and/or 8; or
  - 12.1.2 not re-enrolled for the certificate as required in accordance with section 11.
- 12.2 A candidate whose candidature has been deemed to have lapsed in accordance with section 12.1 shall not re-enrol as a candidate for the degree unless again selected for admission.

## Graduate Certificate in Policy Studies - Senate resolutions

### Resolutions of the Senate

The Resolutions of the Senate relating to the Graduate Certificate in Policy Studies in the Faculty of Education and Social Work are inserted with effect from 1 January 2004, as follows:

#### 1. Award of degree

- 1.1 The Graduate Certificate in Policy Studies shall be awarded in one grade only, namely Pass, provided that an outstanding candidate may be awarded the certificate with merit.

#### 2. Eligibility for admission to candidature

- 2.1 Except as provided in Part 9, Section 47 of the University of Sydney (Amendment) Act 1999 the Dean of the Faculty of Education and Social Work may admit to candidature for the degree:
  - 2.1.1 graduates who hold a Bachelor of Education degree from the University of Sydney; or
  - 2.1.2 graduates who hold a four year Bachelor of Social Work degree, or equivalent, recognised by the Australian Association of Social Workers; or
  - 2.1.3 graduates who hold a Bachelor's degree in any relevant discipline and have submitted evidence to the Faculty of

relevant work experience, normally of at least three (3) years duration, in the human services field; or

- 2.2 apply in writing to the Faculty for admission to candidature.
- 2.3 An applicant for admission to candidature for the Graduate Certificate must be eligible for admission as a local student.

#### 3. Availability of admission

- 3.1 Admission to candidature for the degree may be limited by quota.
- 3.2 In determining the quota the University will take into account:
  - 3.2.1 availability of resources, including space, library equipment and computing facilities; and
  - 3.2.2 availability of adequate and appropriate supervision and co-ordination of candidatures.
- 3.3 In considering an applicant for admission to candidature the Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

#### 4. Method of progression

- 4.1 A candidate for the Graduate Certificate in Policy Studies shall proceed by coursework as prescribed and specified by the Faculty and in accordance with section 5.

#### 5. Requirements for the degree

- 5.1 A candidate for the certificate is required to satisfactorily complete:
  - 5.1.1 four semester length units of study, equivalent to 24 credit points, as prescribed by the Faculty, of which;
  - 5.1.2 two units of study, equivalent to 12 credit points, shall be core units of study offered and prescribed by the Faculty; and
  - 5.1.3 two units of study, equivalent to 12 credit points, which shall be elective units of study offered by the Faculty of Education and Social Work.
- 5.2 In these resolutions, 'to complete a unit of study' or any derivative expression means
  - 5.2.1 to attend the lectures, and the meetings, if any for seminars or tutorial instruction or other mode of delivery;
  - 5.2.2 to complete satisfactorily the essays, exercises and practical work, if any; and
  - 5.2.3 to pass any other examinations of the unit of study that may apply.

#### 6. Credit

- 6.1 The Faculty may grant to a candidate credit towards award of the Graduate Certificate in Policy Studies under the following conditions:
  - 6.1.1 where a candidate who, before admission to candidature, has spent time in advanced graduate study at the University of Sydney or another university or equivalent institution and has completed coursework considered by the Faculty to be equivalent to units of study prescribed for the course;
  - 6.1.2 such credit may not exceed 50 per cent of the total requirements for award of the degree, or 12 credit points;
  - 6.1.3 Subject to Section 6.1.2, a candidate having successfully completed the requirements for award of the Graduate Certificate and electing to proceed to candidature for the Graduate Diploma in Policy Studies may be eligible to be granted credit for all units of study completed for the Graduate Certificate in Policy Studies;
  - 6.1.4 Unless otherwise permitted by the Faculty, units of study or equivalent work, as specified in Section 6.1.1 and on the basis of which a candidate makes an application for credit, must have been completed not more than 6 years prior to admission to candidature for the Graduate Certificate in Policy Studies.
- 6.2 Unless otherwise permitted by the Faculty a candidate shall not be granted credit for, or on the basis of, any unit or units of study, or equivalent work, which was counted in order to satisfy requirements for award of a degree other than the Graduate Certificate in Policy Studies.

#### 7. Examination

- 7.1 A candidate shall attend such units of study, in whatsoever format or mode offered, and pass such examinations in each



unit of study, as the Faculty shall prescribe for award of the degree.

## 8. Time limits

- 8.1 A candidate may proceed on a part-time basis.
- 8.2 A part-time candidate undertaking the Graduate Certificate in Policy Studies shall complete the requirements for award of degree in not less than two semesters;
  - 8.2.1 Except with the permission of the Faculty, a part-time candidate shall complete all requirements for the degree in not more than three semesters from the date of first enrolment;
  - 8.2.2 Time spent by a candidate in advanced study before admission to candidature at the University of Sydney, or at another University, or at another institution which may be deemed by the Faculty to be equivalent, may be deemed by the Faculty to be time spent after such admission.

## 9. Progress

- 9.1 The Faculty may
  - 9.1.1 call upon any candidate to show cause why their candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree; and
  - 9.1.2 where the candidate does not show good cause, terminate the candidature.

## 10. Consultation with Faculty Officers

- 10.1 Where the Associate Dean concerned is required to make a recommendation to the Faculty in respect of any person's candidature, the recommendation shall be made only after consultation with the course convenor and the relevant postgraduate studies coordinator.

## 11. Suspension of candidature

- 11.1 Unless suspension of candidature has been approved by the Faculty and subject to Section 9, a candidate for the degree is required to re-enrol each calendar year;
- 11.2 Except where the Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment.

## 12. Lapse of candidature

- 12.1 Unless the Faculty otherwise determines in any particular case, a candidature will be deemed to have lapsed if a candidate has:
  - 12.1.1 not completed all the requirements for award of the certificate in accordance with sections 5 and/or 8; or
  - 12.1.2 not re-enrolled for the certificate as required in accordance with section 11.
- 12.2 A candidate whose candidature has been deemed to have lapsed in accordance with section 12.1 shall not re-enrol as a candidate for the degree unless again selected for admission.

# Graduate Certificate in Human and Community Services - Senate and Faculty resolutions

## Resolutions of the Senate

These resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000, which sets out the requirements for all coursework courses, and the relevant Faculty resolutions.

### 1. Requirements

- To qualify for the award of the Graduate Certificate in Human and Community Services, a student must:
  - 1.1 complete successfully units of study giving credit for a total of 24 credit points; and
  - 1.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

## Resolutions of the Faculty

These resolutions must be read in conjunction with the University of Sydney (Coursework) Rule 2000, which sets out the requirements for all coursework courses, and the relevant Faculty resolutions.

### 1. Admission

- 1.1 An applicant for admission to the candidature shall:
  - 1.1.1 hold the degree of Bachelor or equivalent from the University of Sydney or any other institution approved by the Faculty and in accordance with the Academic Board policy; and
  - 1.1.2 apply in writing to the Faculty for admission to candidature.

### 2. Units of study

- 2.1 A candidate for the certificate is required to satisfactorily complete:
  - 2.1.1 four units of study, equivalent to 24 credit points, as prescribed by the Faculty, of which;
  - 2.1.2 one unit of study, equivalent to 6 credit points, shall be the core unit of study offered and prescribed by the Faculty; and
  - 2.1.3 three units of study, equivalent to 18 credit points, which shall be elective units of study, of which a minimum of two units of study, equivalent to 12 credit points, shall be units offered by the Faculty of Education and Social Work and a further unit of study, equivalent to 6 credit points, which may be selected from units of study offered by other faculties as prescribed by the Faculty of Education and Social Work.

### 3. Requirements for the degree

- 3.1 To qualify for the award of the Graduate Certificate in Human and Community Services a candidate must:
  - 3.1.1 complete successfully units of study giving total of 24 credit points; as prescribed by the Faculty
  - 3.1.2 satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

### 4. Award of Graduate Certificate in Human and Community Services

- 4.1 The Graduate Certificate in Human and Community Services shall be awarded in the pass grade only.

### 5. Details of units of study

- 5.1 The units of study which may be taken for the award of the Graduate Certificate in Human and Community Services which are specified as core and elective units of study are set out in the units of study outline section of the Graduate Handbook of the Faculty.

### 6. Discontinuation of enrolment

- 6.1. The Faculty may call upon any candidate to show cause why his/her candidature should not be terminated by reason of unsatisfactory progress and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

### 7. Suspension of candidature

- 7.1 A candidate must be enrolled in each semester in which he or she is actively completing the requirements for the award. A candidate who wishes to suspend his or her candidature must first obtain approval in writing from the Faculty.
- 7.2 The candidate will be deemed to have lapsed where a candidate has not re-enrolled or obtained approval for suspension in accordance with subsection 7.1.
- 7.3 A candidate whose candidature has lapsed must apply for readmission in accordance with procedures determined by the Faculty. If readmitted to the candidature, the candidate shall complete the certificate requirements under such conditions as may be determined by the Faculty and shall proceed under such By-Laws, Rules and Resolutions as prevail at the time of re-enrolment.

### 8. Progress

- 8.1 The Faculty requires students to demonstrate satisfactory progress with their studies.
- 8.2 A student may be deemed not to have made satisfactory progress in any semester if the student:

- 8.2.1 fails to complete at least half the credit point he/she is enrolled; or
- 8.2.2 obtains a mark of less than 50 based on units of study for a given semester; or
- 8.2.3 fails a unit of study for the second time; or
- 8.2.4 has an unsatisfactory attendance record; or
- 8.2.5 is unable to complete the degree in the maximum time.
- 8.3 A student who fails to demonstrate satisfactory progress in any semester of enrolment may become subject to the relevant Academic Board policy on progression.
- 8.4 In accordance with the relevant University and Faculty policies, a student who has repeatedly failed to demonstrate satisfactory progress may be called upon to show good cause why he or she should be allowed to re-enrol in the degree course.
- 8.5 Where a student fails to show good cause why he or she should be allowed to re-enrol, the Dean may exclude the student from re-enrolment in the degree.

#### 9. Time limit

- 9.1 A candidate may proceed on either a full-time or on a part-time basis.
  - 9.1.1 A full-time candidate shall complete the requirements for the award of the certificate not earlier than at the end of one semester from the date of first enrolment and, unless otherwise determined by the Faculty, not later than at the end of two consecutive semesters of candidature from the date of first enrolment;
  - 9.1.2 A part-time candidate shall complete the requirements for award of certificate in not earlier than at the end of two consecutive semesters from the date of first enrolment and, unless otherwise determined by the Faculty, not later than at the end of four consecutive semesters from the date of first enrolment;
  - 9.1.3 The earliest and latest dates for completion of requirements for award of the certificate shall be adjusted for those candidates wishing to proceed on a part-time basis following their admission to candidature on a full-time basis, and vice versa.
  - 9.1.4 Time spent by a candidate in advanced study before admission to candidature at the University of Sydney, or at another University, or at another institution which may be deemed by the Faculty to be equivalent, may be deemed by the Faculty to be time spent after such admission.

#### 10. Assessment policy

- 10.1 Assessment will be in accordance with the Academic Board Resolutions: Assessment and Examination of Coursework approved by the Academic Board on 13 December 2000, amended on 8 October 2008 and effective from 9 October 2008.

#### 11. Credit transfer

- 11.1 The Faculty may grant a candidate credit towards completion of the requirements for the award of the certificate for a unit or unit(s) of study (or work deemed by the Faculty to be equivalent) completed at this or another University or appropriate institution, provided that:
  - 11.1.1 the unit or units of study (or equivalent work) was completed within three years immediately preceding the commencement of candidature for the degree;
  - 11.1.2 such credit may not exceed one quarter of the total requirements for the award, or 6 credit points;
  - 11.1.3 the candidate shall not be granted credit towards the core of unity; and
  - 11.1.4 unless otherwise permitted by the Faculty, a candidate shall not be granted credit for, or on the basis of, any unit or unit(s) of study (or equivalent work) upon which the candidate has relied, or intends to rely, in order to satisfy requirements for an award other than the Graduate Certificate in Human and Community Services.

# The Sydney Summer and Winter Schools

2010	Dates
Summer School	December 2009 to February 2010
Winter School	28 June to 24 July 2009

## The Summer School

The Summer School is a full fee-paying, intensive program offering high quality undergraduate and postgraduate subjects from nine faculties. These subjects are the same as those offered in Semesters One and Two, but are taught as an intensive program over summer.

Some classes commence in December; others commence in the first week of January; others in the third week and continue into February (including the exam week). Some subjects run for six weeks; others are shorter. Students can take a maximum of two subjects.

## The Winter School

The Winter School is a smaller, more intensive program that runs for four weeks, including the exam week, during July.

## Advantages

Attending classes at the University of Sydney during the summer and winter holidays offers many advantages. You can:

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

High school graduates can sample a university subject, and get an early start on their degree.

## How to apply

Applications are only accepted online (at [www.summer.usyd.edu.au](http://www.summer.usyd.edu.au)). Most subjects have limited places and fill very quickly. All places are filled strictly on a first-in, first-served basis so it is recommended that you apply early.

Applications open on:

- 1 October 2009 (Summer School)
- 24 May 2010 (Winter School)

Applications close:
27 November 2009 (Session 1, Summer December)
11 December 2009 (Session 2, Summer Main)
8 January 2010 (Session 3, Summer Late)
11 June 2010 (Winter School)

**Late application fees may apply after these dates.**

## Census dates

Students can withdraw from their subject without academic penalty and receive a full refund until the census date (based on when the class commences). However, a late withdrawal fee may apply.

There is one census date for the Winter School, and three for the Summer School, as classes start between December and February.

ID	Session name	Classes begin	Census date
42*	Summer December	7 December 2009	4 January 2010
43	Summer Main	4 January 2010	11 January 2010
44**	Summer Late	18 January 2010	29 January 2010
11	Winter School	28 June 2010	3 July 2010

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

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

## Withdrawal and refund policy

- For Summer School classes starting in **December 2010**, students who withdraw from a subject between 28 November 2009 and the relevant census date will receive a refund of tuition fees but will be liable for a \$500 late withdrawal fee.
- For Summer School classes starting in **January 2010**, students who withdraw from a subject between 12 December 2009 and the relevant census date will receive a refund of tuition fees but will be liable for a \$500 late withdrawal fee.
- For Winter School classes starting on **28 June 2010**, students who withdraw from a subject between 21 June 2010 and the relevant census date will receive a refund of their tuition fees but will be liable for a \$500 late fee withdrawal.

Students may withdraw from their Summer or Winter School subject(s) up until 4pm on the last day of the teaching period for that particular subject. However, there may be an academic penalty (please refer to our website). The teaching period for purposes of this policy is defined in hours of published classes from the first day through to the last day of classes, excluding any final examination or assessment.

Students who withdraw from a subject after 4pm on the relevant census date will receive no refund of their tuition fee.

## Transferring between subjects

Students on a waiting list can transfer between subjects at any time prior to the commencement of class. For all other students, transfers should be completed a week before classes commence. **No** transfers will be allowed after commencement of the class.

## Summer and Winter School scholarships

### Merit scholarships

Three undergraduate merit scholarships and one postgraduate merit scholarship are available. These are automatically awarded to the top four students in their respective faculty (Arts, Science, or Economics and Business) for their Summer School subject.

### Educational/Financial Disadvantage scholarships

Full Summer School scholarships are available to local undergraduate students who have a good academic record. To be eligible for consideration you will need to provide evidence of long-term and serious educational disadvantage based on two or more criteria, one of which must be financial hardship. Please check our website for further details. Scholarship applications close on 30 October 2009 (Summer School), and 9 June 2010 (Winter School).

## For more information

Website: [www.summer.usyd.edu.au](http://www.summer.usyd.edu.au)

Email: [info@summer.usyd.edu.au](mailto:info@summer.usyd.edu.au)

Phone: +61 2 9351 5542 Fax: +61 2 9351 5888





# General University information

For further information or advice, please call our toll-free helpline on **1300 362 006**.

This section includes information on the following:

Academic progression  
 Accommodation Service  
 Admissions Office  
 Applying for a course  
 Attendance  
 Bus service  
 Campuses  
 Careers Centre  
 Centre for Continuing Education (CCE)  
 Centre for English Teaching (CET)  
 Child Care Information Office  
 The Co-op Bookshop  
 Counselling Service  
 Disability Services  
 Employment opportunities for students  
 Enrolment  
 Environmental Policy  
 Equity Support Services  
 Examinations  
 Fees  
 Financial Assistance Office  
 Freedom of information  
 Graduations Office  
 Grievances and appeals  
 HECS and Domestic Fees Office  
 Information and Communications Technology  
 International Office  
 International Student Support Unit (ISSU)  
 Koori Centre and Yooroang Garang  
 Learning Centre  
 Library  
 Mathematics Learning Centre  
 Museums and galleries  
 MyUni student portal  
 Orientation and O-Week  
 Part-time, full-time attendance  
 Policy online  
 Printing service (UPS)  
 Privacy  
 Research Office  
 Revenue Services  
 Scholarships for undergraduates  
 Security Service  
 Service Management, Information and Communications Technology (ICT)  
 Special Consideration  
 Staff and Student Equal Opportunity Unit (SSEOU)  
 Student administration and support  
 Student Centre  
 Student course material (online stores)  
 Student identity cards  
 Sydney Summer School  
 SydneyTalent  
 Sydney Welcome Orientation and Transition Program (SWOT)  
 The University of Sydney Foundation Program (USFP)  
 Timetabling Unit  
 University Health Service

## Academic progression

The University requires students to maintain a minimum rate of progression throughout their candidature. Any student who does not satisfy progression requirements for their degree will be placed on a monitored academic progression program. This program requires students to consult an academic adviser in their faculty, to attend a support services information session, and to fill in a survey. Students will be advised of program requirements by their faculty.

Students who do not sustain the minimum academic progression requirements may be asked to 'show cause' as to why they should not be excluded from their degree. For further information, please see [www.usyd.edu.au/secretariat/students](http://www.usyd.edu.au/secretariat/students)

Student Affairs, Executive Governance  
 Level 5, Jane Foss Russell Building, G02  
 The University of Sydney  
 NSW 2006 Australia

Phone: +61 2 8627 8425  
 Fax: +61 2 8627 8484  
 Email: [appeals@secretariat.usyd.edu.au](mailto:appeals@secretariat.usyd.edu.au)

## Accommodation Service

The Accommodation Service helps students find off-campus accommodation. It maintains an extensive database of accommodation close to campus or with easy access to public transport. For more information visit the Accommodation page: [www.usyd.edu.au/current\\_students](http://www.usyd.edu.au/current_students)

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Phone: +61 2 9351 3312  
 Fax: +61 2 8627 8484  
 Email: [accomm@stuserv.usyd.edu.au](mailto:accomm@stuserv.usyd.edu.au)  
 Website: [www.usyd.edu.au/accommodation](http://www.usyd.edu.au/accommodation)

## Admissions Office

The Admissions Office, located in the Student Centre, is responsible for overseeing the distribution of offers to undergraduate applicants through the Universities Admissions Centre (UAC). They can advise prospective local undergraduate students on admission requirements. Postgraduate students should contact the appropriate faculty.

- If you are an Australian citizen, or permanent resident with qualifications from a non-Australian institution, you can get more information by phoning +61 2 8627 8209.
- For enquiries regarding special admissions (including mature-age entry), phone +61 2 8627 8207.
- Applicants without Australian citizenship or permanent residency should contact the International Office.

Admissions Office, Student Centre  
 Level 3, Jane Foss Russell Building, G02  
 The University of Sydney  
 NSW 2006 Australia

Phone: +61 2 8627 8210 or +61 2 8627 8209  
 Fax: +61 2 8627 8278  
 Email: [admissions@records.usyd.edu.au](mailto:admissions@records.usyd.edu.au)  
 Website: [www.usyd.edu.au/future\\_students/how\\_to\\_apply](http://www.usyd.edu.au/future_students/how_to_apply)



## Applying for a course

### Domestic applicants for undergraduate courses and programs of study

For the purpose of admission and enrolment, 'domestic applicant' refers to citizens and permanent residents of Australia and citizens of New Zealand. If you are in this group and wish to apply for admission to an undergraduate course, you would generally apply through the Universities Admissions Centre (UAC).

The deadline for applications is the last working day in September in the year before enrolment. For more information see [www.uac.edu.au](http://www.uac.edu.au)

Some faculties have additional application procedures, such as the Conservatorium of Music, Sydney College of the Arts, Pharmacy and Dentistry (for the Bachelor of Oral Health).

### Domestic applicants for postgraduate courses and programs of study

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

Note: some faculties use their own specially tailored application forms. Check with the relevant faculty.

### International applicants for all course types (undergraduate and postgraduate)

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

## Attendance

See 'Special Consideration'.

## Bus service

A free bus service operates to, from and around the Camperdown and Darlington campuses each weekday that Fisher Library is open (except for public holidays). The service begins at 4.15pm and ends at Fisher Library closing time.

Two buses operate along the route, starting at Fisher Library and finishing at Redfern station. The buses leave at approximately 10 minute intervals during semester and in semester breaks.

The bus timetable/route guide can be collected from Security Administration or Campus Infrastructure Services reception.

Floor 2, Services Building, G12  
Corner of Codrington and Abercrombie streets  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 4753  
Fax: +61 2 9351 5699  
Website: [www.facilities.usyd.edu.au/security](http://www.facilities.usyd.edu.au/security)

## Campuses

The University has 10 different teaching campuses, located throughout the Sydney area. For information on each campus, including maps, contact details and parking information, see [www.usyd.edu.au/about/campuses](http://www.usyd.edu.au/about/campuses)

Campus	Faculties
Camperdown and Darlington campuses	Faculty of Agriculture, Food and Natural Resources Faculty of Architecture, Design and Planning Faculty of Arts Faculty of Economics and Business Faculty of Education and Social Work Faculty of Engineering and Information Technologies Faculty of Law (Sydney Law School) Faculty of Medicine (Sydney Medical School) Faculty of Pharmacy Faculty of Science Faculty of Veterinary Science The Sydney Summer School
Cumberland Campus	Faculty of Health Sciences
St James Campus	Faculty of Law (teaching spaces only)
Mallett Street Campus	Faculty of Nursing and Midwifery The Centre for English Teaching The NHMRC Clinical Trials Centre
Sydney Conservatorium of Music	Sydney Conservatorium of Music
Sydney College of the Arts	Sydney College of the Arts (SCA)
Camden Campus	Faculty of Veterinary Science Faculty of Agriculture, Food and Natural Resources
Surry Hills Campus	Faculty of Dentistry
Burren Street Campus	Institute of Transport and Logistics Studies

## Careers Centre

The University's Careers Centre provides students with career planning and employability skills development.

The Careers Centre services are free and include:

- help finding casual, part-time, full-time and graduate employment
- an internet job vacancy database
- individual careers counselling
- a comprehensive resource centre and online resources
- workshops in resume writing, interview skills, job searching and skills development
- careers fairs and employer information sessions.

Careers Centre  
Level 5, Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 8627 8402  
Fax: +61 2 8627 8477  
Email: [careers.information@usyd.edu.au](mailto:careers.information@usyd.edu.au)  
Website: [www.careers.usyd.edu.au](http://www.careers.usyd.edu.au)

## Centre for Continuing Education (CCE)

The CCE provides the community with the opportunity to engage with the University of Sydney, offering people access to the academic expertise of one of Australia's finest educational institutions.

The CCE provides lifelong learning opportunities for people at all stages of life who want to undertake a course in self-enrichment, engage in active retirement learning, upgrade their professional skills and qualifications, or bridge a gap between previous study and university. CCE offers short courses in all areas of the humanities and social sciences, languages, science and technology, business and management, and continuing professional development.

160 Missenden Road  
Newtown NSW 2042  
(Postal address: Locked Bag 2020, Glebe NSW 2037)

Phone: +61 2 9036 4789  
Fax: +61 2 9036 4799  
Email: [cce.info@usyd.edu.au](mailto:cce.info@usyd.edu.au)  
Website: [www.cce.usyd.edu.au](http://www.cce.usyd.edu.au)

## Centre for English Teaching (CET)

The CET offers English language and academic study skills programs to international students who need to develop their English language skills in order to meet academic entry requirements.

Wentworth Building, G01  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 9036 7900  
Fax: +61 2 9036 7910  
Email: [info@cet.usyd.edu.au](mailto:info@cet.usyd.edu.au)  
Website: [www.usyd.edu.au/cet](http://www.usyd.edu.au/cet)

## Child Care Information Office

Five child care centres operate on or near the Camperdown, Darlington and Cumberland campuses, catering for over 220 children aged from six weeks to five years. The centres are managed by qualified staff and provide programs that are developmentally appropriate and responsive to the needs of the individual child. The Child Care Information Office is the first point of contact for students and staff looking for information about child care services such as long day care, occasional care, vacation care and family day care.

For more information visit the student services page at [www.usyd.edu.au/current\\_students](http://www.usyd.edu.au/current_students)

Child Care Information Office  
Level 5, Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 8627 8419  
Fax: +61 2 8627 8480  
Email: [childc@stuserv.usyd.edu.au](mailto:childc@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/child\\_care](http://www.usyd.edu.au/child_care)

## The Co-op Bookshop

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

- text and reference books
- general books
- University of Sydney clothing and memorabilia
- DVDs
- flash drives
- software at academic prices.

Take advantage of a lifetime of membership benefits. For a one-time fee of \$20, you are entitled to great member pricing, promotional offers and much more.

The Co-op Bookshop  
Sports and Aquatic Centre Building, G09  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 3705  
Fax: +61 2 9660 5256  
Email: [sydu@coop-bookshop.com.au](mailto:sydu@coop-bookshop.com.au)  
Website: [www.coop-bookshop.com.au](http://www.coop-bookshop.com.au)

## Counselling Service

Counsellors are qualified professionals who aim to help people fulfill their academic, individual and social goals. The Counselling Service helps students develop effective and realistic coping strategies and master essential study and life management skills.

Students can make appointments for 50-minute sessions. Walk-in (25-minute) sessions are available for urgent problems every day from 11am to 3pm during semesters, and after-hours appointments are also available. In addition, the service offers workshops each semester on a wide range of student concerns. These are open to local and

international, undergraduate and postgraduate students. There are specific workshops to help first-year students successfully adapt to university study.

For more information visit the student services page at [www.usyd.edu.au/current\\_students](http://www.usyd.edu.au/current_students)

### Camperdown and Darlington campuses

Level 5, Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 8627 8433  
Fax: +61 2 8627 8482  
Email: [counsell@stuserv.usyd.edu.au](mailto:counsell@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/counselling](http://www.usyd.edu.au/counselling)

### Cumberland Campus

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

Phone: +61 2 9351 9638  
Fax: +61 2 9351 9635  
Email: [cs.cumberland@stuserv.usyd.edu.au](mailto:cs.cumberland@stuserv.usyd.edu.au)

## Disability Services

Disability Services is the principal point of contact providing advice for students with disabilities. Disability Services staff work closely with academic and administrative staff to ensure that students receive reasonable adjustments in their study. The unit produces a number of publications explaining the disability support services available within the University.

Students are encouraged to make contact with Disability Services prior to commencement or as early in their studies as possible. Available help includes assistive technology, note-taking, interpreters, and advocacy with academic staff to negotiate assessment and course requirement modifications where appropriate. Students must register with Disability Services to receive assistance.

For more information visit [www.usyd.edu.au/current\\_students](http://www.usyd.edu.au/current_students)

### Camperdown and Darlington campuses

Level 5, Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 8627 8422  
Fax: +61 2 8627 8482  
Email: [disserv@stuserv.usyd.edu.au](mailto:disserv@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/disability](http://www.usyd.edu.au/disability)

### Cumberland Campus

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

Phone: +61 2 9351 9638  
Fax: +61 2 9351 9635  
Email: [ds.cumberland@stuserv.usyd.edu.au](mailto:ds.cumberland@stuserv.usyd.edu.au)

## Employment opportunities for students

See 'Careers Centre', 'SydneyTalent'.

## Enrolment

### Domestic and international students entering their first year via UAC

Details of enrolment procedures will be sent to students with their UAC offer of enrolment. Enrolment takes place during the last week of January or in February for the later offer rounds.

### Domestic and international students entering their first year via a direct offer from the University

Details of the enrolment procedures will be sent to students with their University offer of enrolment. Enrolment takes place during the first two weeks of February.

### All continuing domestic and international students

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

## Environmental Policy

The University of Sydney's Environmental Policy promotes sustainable resource and product use and encourages the practice of environmental stewardship by staff and students. The policy is supported by the University-wide Sustainable Campus Program. Enquiries can be directed to:

Manager, Campus Sustainability  
Phone: +61 2 9036 5441  
Email: [sustainable@usyd.edu.au](mailto:sustainable@usyd.edu.au)

Visit the website [www.usyd.edu.au/sustainable](http://www.usyd.edu.au/sustainable) to find out what the University is doing, and learn how you can get involved or make suggestions.

## Equity Support Services

Equity Support Services brings together a number of student support services that provide practical assistance and information to help students meet their academic and personal goals while at University.

Services include the Accommodation Service, Child Care Information Office, Disability Services and the Financial Assistance Office. For more information visit [www.usyd.edu.au/current\\_students](http://www.usyd.edu.au/current_students)

## Examinations

The Examinations Office arranges the end-of-semester examination periods in June and November each year and provides assistance for faculty staff with examinations held at other times. Staff and students can find information about examinations at [www.usyd.edu.au/current\\_students/student\\_administration/examinations](http://www.usyd.edu.au/current_students/student_administration/examinations) or contact the Examinations Office directly.

Student Centre  
Level 3, Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 8627 8200 or +61 2 8627 8217  
Fax: +61 2 8627 8279  
Email: [exams.office@exams.usyd.edu.au](mailto:exams.office@exams.usyd.edu.au)  
Website:  
[www.usyd.edu.au/current\\_students/student\\_administration/examinations](http://www.usyd.edu.au/current_students/student_administration/examinations)

## Fees

See 'Revenue Services Office'.

## Financial Assistance Office

The University has a number of loan funds and bursaries to help students who experience financial difficulties. Assistance is not intended to provide the principal means of support but to help in emergencies and supplement other income. Financial assistance is available for undergraduate and postgraduate students enrolled at the University of Sydney in degree and diploma programs. It is for essential living and study expenses.

Financial assistance consists of loans, which are usually repayable within one year, and bursaries, which may be awarded as part of a financial assistance package, depending on financial need and academic merit (average marks at credit level or higher). Advertised bursaries are also available and must be applied for separately by 30 April (see website for details). Bursaries are generally only available to local full-time undergraduate students.

For more information visit [www.usyd.edu.au/current\\_students](http://www.usyd.edu.au/current_students)

Level 5, Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 2416  
Fax: +61 2 8627 8480  
Email: [fao@stuserv.usyd.edu.au](mailto:fao@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/financial\\_assistance](http://www.usyd.edu.au/financial_assistance)

## Freedom of information

The University of Sydney falls within the jurisdiction of the *NSW Freedom of Information Act 1989*. The Act:

- requires information concerning documents held by the University to be made available to the public
- enables a member of the public to obtain access to documents held by the University
- enables a member of the public to ensure that records held by the University concerning his or her personal affairs are not incomplete, incorrect, out of date or misleading.

A 'member of the public' includes staff and students of the University.

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

While an application may be made to access University documents, some may not be released in accordance with particular exemptions provided by the Act. There are review and appeal mechanisms which apply when access has been refused.

The University is required to report to the public on its freedom of information activities on a regular basis and to produce two documents: a *Statement of Affairs* (annually) and a *Summary of Affairs* (every six months).

The *Statement of Affairs* contains information about the University, its structure, function and the kinds of documents held. The *Summary of Affairs* identifies the University's policy documents and provides information on how to make an application for access to University documents. More information and copies of the reports can be found at [www.usyd.edu.au/arms/info\\_freedom](http://www.usyd.edu.au/arms/info_freedom)



## Graduations Office

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

Student Centre  
Level 3, Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 8627 8223 or +61 2 8627 8224  
Protocol enquiries: +61 2 8627 8221  
Fax: +61 2 8627 8281  
Email: [grads.office@usyd.edu.au](mailto:grads.office@usyd.edu.au)

## Grievances and appeals

You may consider that a decision affecting your candidature for a degree or other activities at the University has not taken into account all relevant matters. In some cases the by-laws or resolutions of the Senate 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, the Student Representative Council, and on the Policy Online website ([www.usyd.edu.au/policy](http://www.usyd.edu.au/policy) click on 'Study at the University', then 'Appeals' – see the Academic Board and Senate resolutions).

For assistance or advice regarding an appeal contact:

### Undergraduates

Students' Representative Council  
Level 1, Wentworth Building, G01  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9660 5222  
[www.src.usyd.edu.au](http://www.src.usyd.edu.au)

### Postgraduates

Sydney University Postgraduate Representative Association (SUPRA)  
Corner of Raglan and Abercrombie  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 3115  
[www.supra.usyd.edu.au](http://www.supra.usyd.edu.au)

## HECS and Domestic Fees Office

The HECS and Domestic Fees Office assists domestic students with queries relating to their entitlements for Commonwealth Support, HELP-Loans, domestic full fees and the Research Training Scheme (RTS). Students' entitlements are also assessed based on their citizenship or residency status.

Student Centre  
Level 3, Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 8627 8239  
Fax: +61 2 8627 8285  
Email: [hecs.fees@records.usyd.edu.au](mailto:hecs.fees@records.usyd.edu.au)

## Information and Communications Technology (ICT)

See 'Service Management, Information and Communications Technology'.

## International Office

The International Office helps international students with application, admission and enrolment procedures. It has units responsible for international marketing, government and student relations, international scholarships (including AusAID scholarships and administrative support for international financial aid programs), and compliance with government regulations relating to international students. The Study Abroad and Student Exchange units help domestic and international students who wish to enrol for overseas study or exchange programs.

### International Office

Level 4, Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 8627 8300  
Fax: +61 2 8627 8387  
Email: [info@io.usyd.edu.au](mailto:info@io.usyd.edu.au)  
Website: [www.usyd.edu.au/internationaloffice](http://www.usyd.edu.au/internationaloffice)

### Study Abroad

Phone: +61 2 8627 8322  
Fax: +61 2 8627 8390  
Email: [studyabroad@io.usyd.edu.au](mailto:studyabroad@io.usyd.edu.au)  
Website: [www.usyd.edu.au/studyabroad](http://www.usyd.edu.au/studyabroad)

### Student Exchange

Phone: +61 2 8627 8322  
Fax: +61 2 8627 8482  
Email: [exchange@io.usyd.edu.au](mailto:exchange@io.usyd.edu.au)  
Website: [www.usyd.edu.au/studentexchange](http://www.usyd.edu.au/studentexchange)

## International Student Support Unit (ISSU)

The International Student Support Unit (ISSU) aims to help international students develop successful strategies for coping with the challenges of living and studying in an unfamiliar culture, to achieve success in their studies, and to make the experience of being an international student rewarding and enjoyable.

ISSU's student counsellors are qualified professionals with extensive experience in cross-cultural counselling. They provide an integrated service to international students and their families, which includes free and confidential counselling, welfare advice, information, and assistance with accessing other support services and resources on campus and in the community.

Other ISSU services include pre-departure information, on-arrival information sessions and an orientation program for new international students. There is also a program of social and cultural activities which runs throughout the year. International students also have access to all University student support services.

### Camperdown and Darlington campuses

Level 5, Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 8627 8437  
Fax: +61 2 8627 8482  
Email: [info@issu.usyd.edu.au](mailto:info@issu.usyd.edu.au)  
Website: [www.usyd.edu.au/issu](http://www.usyd.edu.au/issu)

### Cumberland Campus

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

Phone: +61 2 9351 9638  
Fax: +61 2 9351 9635  
Email: [issu.cumberland@stuserv.usyd.edu.au](mailto:issu.cumberland@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/issu](http://www.usyd.edu.au/issu)

## Koori Centre and Yooroang Garang

The Koori Centre and Yooroang Garang support Aboriginal and Torres Strait Islander people in all aspects of tertiary education at the University of Sydney. The Cadigal Special Entry Program helps Indigenous Australians enter undergraduate study across all areas of the University.

As well as delivering block-mode courses for Indigenous Australian students, the Koori Centre teaches Indigenous Australian Studies in various faculties across mainstream courses. The Koori Centre also provides tutorial assistance, and student facilities including a computer lab, Indigenous research library and study rooms for the University's Indigenous Australian students.

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

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

### Koori Centre

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

Phone: +61 2 9351 2046 (general enquiries)  
Toll-free within Australia: 1800 622 742  
Community Liaison Officer: +61 2 9351 7003  
Fax: +61 2 9351 6923  
Email: [koori@koori.usyd.edu.au](mailto:koori@koori.usyd.edu.au)  
Website: [www.koori.usyd.edu.au](http://www.koori.usyd.edu.au)

### Yooroang Garang

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

Phone: +61 2 9351 9066  
Toll free: 1800 000 418  
Fax: +61 2 9351 9400  
Email: [yginfo@fhs.usyd.edu.au](mailto:yginfo@fhs.usyd.edu.au)  
Website: [www.fhs.usyd.edu.au/yooroang\\_garang](http://www.fhs.usyd.edu.au/yooroang_garang)

## Learning Centre

The Learning Centre helps students develop the generic learning and communication skills that are necessary for university study and beyond. The centre is committed to helping students achieve their academic potential during their undergraduate and postgraduate studies.

Learning Centre staff can be found at the Camperdown and Cumberland campuses. The centre's program includes a wide range of workshops on study skills, academic reading and writing, oral communication skills and postgraduate writing and research skills. Other services include an individual learning program, a faculty-based program and access to online and print-based learning resources.

For details of programs, activities and online resources available from the Learning Centre, see its website.

### Camperdown and Darlington campuses

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

Phone: +61 2 9351 3853  
Fax: +61 2 9351 4865  
Email: [learning.centre@usyd.edu.au](mailto:learning.centre@usyd.edu.au)  
Website: [www.usyd.edu.au/lc](http://www.usyd.edu.au/lc)

### Cumberland Campus

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

Phone: +61 2 9351 9638  
Fax: +61 2 9351 9635  
Email: [lc.cumberland@usyd.edu.au](mailto:lc.cumberland@usyd.edu.au)  
Website: [www.usyd.edu.au/stuserv/learning\\_centre/cumberl.shtml](http://www.usyd.edu.au/stuserv/learning_centre/cumberl.shtml)

## Library

The University of Sydney Library provides services via a network of libraries on eight campuses, and online at [www.library.usyd.edu.au](http://www.library.usyd.edu.au)

The location, opening hours and specific subject focus of each library is listed on the website. Over 5.5 million items are available via the library catalogue, including more than 67,000 online journals and 325,000 online books.

Enrolled students are entitled to borrow from any of the University libraries. Reading list books and articles are available via the reserve service either online or in print. Past examination papers are also available online.

Library facilities include individual and group study spaces, computers, printers, multimedia equipment, photocopiers and adaptive technologies. Refer to the 'Libraries' link on the University website to find out about services and facilities in specific libraries.

Library staff are available in every library to support students with their study and research. Faculty liaison librarians help students find great information on any topic and provide training in using a wide range of resources. For contact details of faculty liaison librarians, see [www.library.usyd.edu.au/contacts/subjectcontacts.html](http://www.library.usyd.edu.au/contacts/subjectcontacts.html)

It is also possible to learn research and information skills online; see [www.library.usyd.edu.au/skills](http://www.library.usyd.edu.au/skills)

Phone: +61 2 9351 2993  
Website: [www.library.usyd.edu.au](http://www.library.usyd.edu.au)

## Mathematics Learning Centre

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

For details of activities and online resources provided by the centre see the centre's website.

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

Phone: +61 2 9351 4061  
Fax: +61 2 9351 5797  
Email: [mlc@usyd.edu.au](mailto:mlc@usyd.edu.au)  
Website: [www.usyd.edu.au/mlc](http://www.usyd.edu.au/mlc)

## Museums and galleries

The University of Sydney has one of the largest and finest university collections of antiquities, art, ethnography and natural history in Australia. While these collections are used for teaching, they also provide an opportunity for the University to contribute to the cultural life of the country.

### University Art Gallery

Founded in the 1860s, the University of Sydney Art Collection now holds more than 7000 paintings, sculptures and works on paper by Australian, Asian and European artists, as well as more than 700 works from the University Union Art Collection. One of the most significant collections derives from the John Wardell Power Bequest. The gallery showcases changing exhibitions of works from the collection as well as high-quality exhibitions of both contemporary and historical works.

War Memorial Arch  
The Quadrangle, A14  
Camperdown Campus

Phone: +61 2 9351 6883  
Fax: +61 2 9351 7785  
Website: [www.usyd.edu.au/museums](http://www.usyd.edu.au/museums)

### Macleay Museum

The Macleay Museum originated with the 18th century collection of insects owned by Alexander Macleay. The oldest of its kind in Australia, the museum today holds significant collections of ethnographic artefacts, scientific instruments, biological specimens and historic photographs. Changing exhibitions engage with the diversity of the collection.

Macleay Building, A12  
Gosper Lane (off Science Road)  
Camperdown Campus

Phone: +61 2 9036 5253  
Fax: +61 2 9351 5646  
Email: [macleaymuseum@usyd.edu.au](mailto:macleaymuseum@usyd.edu.au)  
Website: [www.usyd.edu.au/museums](http://www.usyd.edu.au/museums)

### Nicholson Museum

The Nicholson Museum contains the largest and most prestigious collection of antiquities in Australia. It is also the country's oldest university museum, and features works of ancient art and objects of daily life from Greece, Italy, Egypt, Cyprus, the Near and Middle East, as well as Northern Europe. A regular changing schedule of exhibitions highlights various parts of the collection.

The Quadrangle, A14  
Camperdown Campus

Phone: +61 2 9351 2812  
Fax: +61 2 9351 7305  
Email: [nicholsonmuseum@usyd.edu.au](mailto:nicholsonmuseum@usyd.edu.au)  
Website: [www.usyd.edu.au/museums](http://www.usyd.edu.au/museums)

### The Tin Sheds Gallery

The Tin Sheds Gallery is part of the Art Workshop complex within the University of Sydney's Faculty of Architecture, Design and Planning. The gallery hosts exhibitions across a wide variety of contemporary visual arts practices from individuals and groups, as well as community projects and curated exhibitions.

Tin Sheds Gallery and Art Workshops  
Faculty of Architecture  
Wilkinson Building, G04

Phone: +61 2 9351 3115  
Fax: +61 2 9351 4184  
Email: [tinsheds@arch.usyd.edu.au](mailto:tinsheds@arch.usyd.edu.au)  
Website: [www.arch.usyd.edu.au/art\\_workshop.shtml](http://www.arch.usyd.edu.au/art_workshop.shtml)

## MyUni Student Portal

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

MyUni automatically tailors what a student sees based on their login and offers personalisation options.

MyUni enables students to access:

- student administration systems for obtaining examination results, enrolment and variations, timetabling, email services and links to courses and unit of study information
- the University's e-learning tools
- library services
- important messages and student alerts
- information and communications technology and support services
- campus maps, with descriptions of cultural, sporting and campus facilities.

## Orientation and O-Week

### Orientation

Starting university study brings both opportunities and challenges. A successful transition is important in developing a sense of belonging and better academic adjustment and success. The University of Sydney seeks to facilitate students' successful transition through a wide range of programs and activities.

Orientation activities for both undergraduate and postgraduate students are scheduled at the beginning of each semester. Transition support continues throughout the academic year within faculties, while student support services are available to help students throughout their study.

For more information visit  
[www.usyd.edu.au/current\\_students/orientation](http://www.usyd.edu.au/current_students/orientation)

### Undergraduate students

In the week before Semester One, the Sydney Welcome Orientation and Transition (SWOT) program offers all commencing undergraduate students an opportunity to learn more about the University of Sydney.

During this week you can get to know the University, develop key skills for success, discover other key resources for getting the most out of university life and develop a sense of belonging. All students are welcome to attend activities, which are based at the Camperdown and Darlington campuses. Faculties based on other campuses also provide orientation activities and programs.

SWOT 2010 will run from **24 to 26 February 2010**.  
For more information, see [www.swot.usyd.edu.au](http://www.swot.usyd.edu.au)

### Postgraduate students

Postgraduate students are supported by their faculties in transitioning to postgraduate study at the University of Sydney.

For more information visit  
[www.usyd.edu.au/current\\_students/orientation](http://www.usyd.edu.au/current_students/orientation)

### O-Week

O-Week is the orientation event at the beginning of Semester One. Organised by the University of Sydney Union (USU) and other student organisations, it runs in parallel with the SWOT program. O-Week 2010 will run from **24 to 26 February 2010**.

For more information visit [www.usuonline.com](http://www.usuonline.com)

## Part-time, full-time attendance

### Undergraduate students

Undergraduate students are usually considered full time if they have a student load of at least 0.375 each semester. Anything under this amount is considered a part-time study load.

Note that some faculties have minimum study load requirements for satisfactory progress.

### Postgraduate students (coursework)

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

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

### Postgraduate students (research)

Full-time candidates for research degrees do not keep to the normal semester schedule. Instead they work continuously throughout the year with a period of four weeks recreation leave.

There is no strict definition of what constitutes full-time candidature but if you have employment or other commitments that would prevent you from devoting at least the equivalent of a 35-hour working week to your candidature (including attendance at the University for lectures, seminars, practical work and consultation with your supervisor) you should enrol as a part-time candidate. If in doubt, consult your faculty or supervisor.

### International students

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

## Policy Online

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

- Code of Conduct for students
- Academic Honesty in Coursework
- Student Plagiarism: Coursework Assessment and Examination of Coursework
- Identifying and Supporting Students at Risk.

All of these policies can be accessed at the University's Policy website ([www.usyd.edu.au/policy](http://www.usyd.edu.au/policy)).

## Printing service

The University Printing Service (UPS) provides printing and binding services including high-volume printing and copying, short run/low-volume printing, and four-colour process printing. It also offers finished artwork and design, including website design, document scanning, file conversion and CD burning.

UPS products range from stationery, books, brochures, handbooks, graduation certificates and examination papers through to invitations, flyers and banners.

UPS also offers a variety of finishing options plus collating, addressing and filling of envelopes, mail merge options and print-broking services.

University Printing Service  
Room 314, Level 3  
Services Building, G12  
Codrington Street

Phone: +61 2 9351 2004  
Fax: +61 2 9351 7757  
Email: [ups@ups.usyd.edu.au](mailto:ups@ups.usyd.edu.au)  
Website: [www.usyd.edu.au/ups](http://www.usyd.edu.au/ups)

## Privacy

The University is subject to the *NSW Privacy and Personal Information Protection Act 1998* and the *NSW Health Records and Information Privacy Act 2002*. Central to both pieces of legislation are the sets of information protection principles (IPPs) and health privacy principles which regulate the collection, management, use and disclosure of personal and health information.

In compliance with the *Privacy and Personal Information Protection Act* the University developed a *Privacy Management Plan* which includes the *University Privacy Policy*. The *Privacy Management Plan* sets out the IPPs and how they apply to functions and activities carried out by the University. Both the plan and the *University Privacy Policy* were endorsed by the Vice-Chancellor on 28 June 2000.

Further information and a copy of the plan may be found at [www.usyd.edu.au/arms/privacy](http://www.usyd.edu.au/arms/privacy)

Any questions regarding the *Freedom of Information Act*, the *Privacy and Personal Information Protection Act*, the *Health Records and Information Privacy Act* or the *Privacy Management Plan* should be directed to Archives and Records Management Services. See [www.usyd.edu.au/arms](http://www.usyd.edu.au/arms) for contact details.

## Research Office

The Research Office administers the major government-funded research scholarships to postgraduate research students. Details of these scholarships and many others may be obtained from [www.usyd.edu.au/ro/training](http://www.usyd.edu.au/ro/training)

The closing date for applications for Australian Postgraduate Awards (APA) and University of Sydney Postgraduate Awards (UPA) is October every year.

Applications for National Health and Medical Research Council (NHMRC) Postgraduate Research Scholarships usually close in mid-July. It is wise to check in advance the exact closing date.

Research Office  
Level 6, Jane Foss Russell Building, G02  
Phone: +61 2 8627 8112  
Email: [research.training@usyd.edu.au](mailto:research.training@usyd.edu.au)  
Website: [www.usyd.edu.au/ro/training](http://www.usyd.edu.au/ro/training)

## Revenue Services

Revenue Services provides information on HECS/fee payment methods and can confirm the receipt of payments. The office can also provide information on the steps necessary to obtain a refund. More details are available on its website (listed below).

Revenue Services (domestic students)  
Margaret Telfer Building, K07  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 5222  
Fax: +61 2 9114 0556  
Email: [feespay@usyd.edu.au](mailto:feespay@usyd.edu.au)  
Website: [www.finance.usyd.edu.au/revenue\\_income/fees.shtml](http://www.finance.usyd.edu.au/revenue_income/fees.shtml)

Cashier's Office (domestic and international student payments)  
Level 3, Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia  
Office hours: 9am to 5pm, Monday to Friday

## Scholarships for undergraduates

The Scholarships and Prizes Office administers scholarships and prizes for undergraduate and postgraduate coursework degrees at the University of Sydney. To learn more, see the website.

Scholarships and Prizes Office  
Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 8627 8450  
Fax: +61 2 8627 8485  
Email: [scholarships.reception@usyd.edu.au](mailto:scholarships.reception@usyd.edu.au)  
Website: [www.usyd.edu.au/scholarships](http://www.usyd.edu.au/scholarships)

## Security Service

Security staff patrol the University's Camperdown and Darlington campuses 24 hours a day, seven days a week and are easily identified by their blue uniforms and distinguishing badges.

### Security Escort Service

The University's Security Escort Service may be booked by phoning 9351 3487. This service provides transportation around the Camperdown and Darlington campuses as well as to the nearest transport point at its edge (it generally operates after the security bus has ceased). The service is for security situations and is not designed for convenience use. Requests for this service will be prioritised against other security demands.

### Emergency contact

Phone: +61 2 9351 3333 (13333 from an internal phone)

### Enquiries

Phone: +61 2 9351 3487 or (toll-free within Australia) 1800 063 487  
Fax: +61 2 9351 4555  
Email: [security.admin@mail.usyd.edu.au](mailto:security.admin@mail.usyd.edu.au)  
Website: [www.facilities.usyd.edu.au/security](http://www.facilities.usyd.edu.au/security)

### Traffic

Phone: +61 2 9351 3336

### Lost property

Phone: +61 2 9351 5325

## Service Management, Information and Communications Technology (ICT)

ICT is responsible for the delivery of many of the computing services provided to students. Students can contact ICT by phoning the helpdesk on (02) 9351 6000, through the IT Assist website ([www.usyd.edu.au/ict/switch](http://www.usyd.edu.au/ict/switch)) or by visiting the staff at one of the University Access Labs. The location details of Access Labs can be found at [www.usyd.edu.au/ict/switch/locations](http://www.usyd.edu.au/ict/switch/locations)

The labs provide students free access to computers, including office productivity and desktop publishing software. Some services are available on a fee-for-service basis, such as internet access, printing facilities, and the opportunity for students to host their own non-commercial website.

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

- free email
- WebCT/elearning online resources
- access to the Internet from home or residential colleges
- facilities, such as exam results, enrolment variations and timetabling
- free courses in basic computing (such as MS Office, basic html and Excel), run by Access Lab staff in the week following orientation week. To register contact the Access Lab Supervisor on +61 2 9351 6870.

See [www.usyd.edu.au/ict/switch](http://www.usyd.edu.au/ict/switch) for more information on these services.

Service Management, Helpdesk  
University Computer Centre, H08  
Camperdown Campus

Phone: +61 2 9351 6000  
Fax: +61 2 9351 6004  
Email: [support@usyd.edu.au](mailto:support@usyd.edu.au)  
Website: [www.usyd.edu.au/ict/switch](http://www.usyd.edu.au/ict/switch)

## Special Consideration

In cases of illness or misadventure, students should complete an *Application for Special Consideration* form, accompanied by relevant documentation, such as medical certificates, and submit it to the relevant faculty office. The forms are available at faculty offices, the Student Centre, and online at [www.usyd.edu.au/current\\_students/student\\_administration/forms](http://www.usyd.edu.au/current_students/student_administration/forms)

### Exemption from re-attendance

Although you may have attended certain lectures or practical classes before, exemption from re-attendance is granted only in exceptional circumstances. In any case, you are required to enrol in all units of study in which you propose to take examinations, whether or not you have been granted leave of absence (or exemption) from re-attendance at lectures and/or practical work. To obtain exemption from re-attendance, apply at your faculty office.

## Staff and Student Equal Opportunity Unit (SSEOU)

The Staff and Student Equal Opportunity Unit works with the University community to promote equal opportunity in education and employment, to create opportunities for staff and students who have traditionally been disadvantaged by mainstream practices and policies, and to create an environment that is free from discrimination and harassment.

The Staff and Student Equal Opportunity Unit is responsible for:

- providing policy advice to staff on harassment and discrimination
- providing equal opportunity policy development, promotion and training for staff and students
- coordinating and monitoring equity programs and initiatives
- providing information and advice to staff and students on equal opportunity matters
- resolving individual staff and student concerns about harassment and discrimination
- overseeing the University's Harassment and Discrimination Resolution procedure
- monitoring and reporting to external bodies on the University's progress in the equal opportunity area.

Every student and staff member at the University of Sydney has the right to expect that their fellow students and colleagues behave in a way that reflects these key values, irrespective of background, beliefs or culture.

In addition, every student and employee has a right to expect from the University equitable practices that preserve and promote equal opportunity to access, participate, and excel in their chosen field.

Rooms 228 to 235  
The Demountables, H11  
Codrington Street  
Darlington Campus  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 2212  
Fax: +61 2 9351 3195  
Email: [admin@eeo.usyd.edu.au](mailto:admin@eeo.usyd.edu.au)  
Website: [www.usyd.edu.au/eeo](http://www.usyd.edu.au/eeo)

## Student administration and support

The University provides personal, welfare, administrative and academic support services to facilitate your success. Many factors can have an impact on your wellbeing while studying, and student services can help you to manage these more effectively.

For details of services and online resources provided, visit [www.usyd.edu.au/current\\_students](http://www.usyd.edu.au/current_students)

## Student Centre

The Student Centre is responsible for the central functions of UAC admissions, enrolments, HECS, class timetabling, student records, examinations and graduations. In addition to the above matters, general information and academic transcripts can be obtained at the counter of the Student Centre.

Level 3, Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia

General enquiries: +61 2 8627 8200  
Academic records: +61 2 8627 8200  
Handbooks: +61 2 8627 8200  
Fax: +61 2 8627 8279 or +61 2 8627 8284 (academic records)  
Email: [student.centre@usyd.edu.au](mailto:student.centre@usyd.edu.au)  
Email: [academic.records@usyd.edu.au](mailto:academic.records@usyd.edu.au)  
Website: [www.usyd.edu.au/current\\_students/student\\_administration](http://www.usyd.edu.au/current_students/student_administration)

## Student course material (online stores)

Students in several faculties can purchase course collateral through an online eStore (available on their faculty website). Course collateral includes laboratory coats, uniforms, safety boots and other equipment required for units of study. All items have been selected and approved by the faculty concerned to ensure they meet course requirements.

## Student identity cards

The student identity card functions as a library borrowing card, a transport concession card (when suitably endorsed) and a general identity card. The card must be carried at all times on the grounds of the University and must be shown on demand and taken to all examinations.

University Card Services  
Level 2, Fisher Library, F03  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 2423  
Email: [university.cards@usyd.edu.au](mailto:university.cards@usyd.edu.au)  
website: [www.usyd.edu.au/card\\_centre](http://www.usyd.edu.au/card_centre)

## Sydney Summer School

Nine faculties at the University offer subjects from undergraduate and postgraduate degree programs during a Summer School program. As the University uses its entire quota of Commonwealth-supported places in Semesters One and Two, these units are full fee-paying for both local and international students and enrolment is entirely voluntary.

Summer School enables students to accelerate their degree progress, make up for a failed subject or fit in a subject which otherwise would not suit their timetables. New students may also gain an early start by completing subjects before they commence their degrees.

Three sessions are offered during the semester break (commencing in mid-December, the first week of January, and the third week of January) and normally run for up to six weeks (followed by an examination week). Details of the available subjects are on the Summer School website.

A smaller Winter School is also offered. It will commence on 28 June 2010 and run for three weeks (followed by an examination week). The Winter School offers both postgraduate and undergraduate subjects.

To find out information about subjects offered and to enrol, see the Summer School website: [www.summer.usyd.edu.au](http://www.summer.usyd.edu.au)

## SydneyTalent

SydneyTalent is a University initiative that offers course-related employment at market leading rates and with flexible hours. It connects students with meaningful roles in their chosen field of study, allowing them to develop vital professional skills and graduate with marketable career experience. With SydneyTalent, students are able to successfully manage the work-study balance while building for future success.

Level 5, Jane Foss Russell Building G02  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 8627 8000  
Fax: +61 2 8627 8630  
Email: [sydney.talent@usyd.edu.au](mailto:sydney.talent@usyd.edu.au)  
Website: [www.sydneytalent.com.au](http://www.sydneytalent.com.au)

## Sydney Welcome Orientation and Transition Program (SWOT)

The Sydney Welcome Orientation and Transition program (SWOT) offers a head start to commencing undergraduate students at the University, helping you to become familiar with the University and its student support services. The library and central student support services work together with faculties to provide the SWOT program.

SWOT 2010 runs from **24 to 26 February 2010**.  
For more information, see [www.swot.usyd.edu.au](http://www.swot.usyd.edu.au) or visit [www.usyd.edu.au/current\\_students/orientation](http://www.usyd.edu.au/current_students/orientation)

## The University of Sydney Foundation Program (USFP)

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

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

### Contact details

Phone: +61 2 8263 1888  
Fax: +61 2 9267 0531  
Email: [info@taylorscollege.edu.au](mailto:info@taylorscollege.edu.au)  
Website: [www.usyd.edu.au/foundationprogram](http://www.usyd.edu.au/foundationprogram)

### College address

The University of Sydney Foundation Program  
Taylors College  
965 Bourke St  
Waterloo NSW 2017  
Phone: +61 2 8303 9700  
Fax: +61 2 8303 9777

## Timetabling Unit

The Timetabling Unit in the Student Centre is responsible for producing personalised student timetables which are available through MyUni. Semester One timetables are available 10 days before that semester begins. Semester Two timetables are available from the beginning of Semester One examinations.

Website:

[www.usyd.edu.au/current\\_students/student\\_administration/timetables](http://www.usyd.edu.au/current_students/student_administration/timetables)

## University Health Service (UHS)

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

Email: [i.marshall@unihealth.usyd.edu.au](mailto:i.marshall@unihealth.usyd.edu.au)

Website: [www.unihealth.usyd.edu.au](http://www.unihealth.usyd.edu.au)

Phone: +61 2 9351 3484

Fax: +61 2 9351 4110

## University Health Service (Wentworth)

Level 3, Wentworth Building, G01  
The University of Sydney  
NSW 2006 Australia

Opening hours: 8.30am to 5.30pm, Monday to Friday

Phone: +61 2 9351 3484

Fax: +61 2 9351 4110

## University Health Service (Holme)

Holme Building, A09  
Entry Level, Science Road  
The University of Sydney  
NSW 2006 Australia

Opening hours: 8.30am to 5.30pm, Monday to Friday

Phone: +61 2 9351 4095

Fax: +61 2 9351 4338





# Student organisations

## Students' Representative Council (SRC)

The Students' Representative Council represents, campaigns and advocates for undergraduate students throughout the University.

SRC caseworkers advise students on a range of issues, including academic appeals, Centrelink and Austudy, tenancy, harassment and discrimination. The solicitor (from Redfern Legal Centre) provides legal assistance and court representation. These services are free and confidential. The SRC also offers financial support in the form of emergency loans of up to \$50.

In addition, the SRC runs a second-hand bookshop that specialises in the purchase and sale of coursework textbooks. Among the publications produced by the SRC are the weekly student newspaper *Honi Soit*, the *Counter-Course Handbook* and the *O-Week Handbook*.

The SRC, which recently celebrated its 80th anniversary, is one of the oldest student organisations in Australia, and is run by and for students. It's a great way to get involved in student life. Officers elected to the student council campaign on issues that directly affect students, such as course cuts and assessments, fee increases, discrimination and welfare rights. They also advocate on social justice matters both within the University and throughout the wider community.

### SRC main office

Level 1, Wentworth Building (G01), City Road  
 Phone: +61 2 9660 5222  
 Fax: +61 2 9660 4260  
 Email: [help@src.usyd.edu.au](mailto:help@src.usyd.edu.au)  
 Email (*Honi Soit* editors): [editors@src.usyd.edu.au](mailto:editors@src.usyd.edu.au)  
 Website: [www.src.usyd.edu.au](http://www.src.usyd.edu.au)

Contact the main office for details of other campuses.

### The SRC Secondhand Bookshop

Level 3, Wentworth Building (G01), City Road  
 Phone: +61 2 9660 4756  
 Fax: +61 2 9660 4260  
 Email: [books@src.usyd.edu.au](mailto:books@src.usyd.edu.au)  
 Website: [www.src.usyd.edu.au](http://www.src.usyd.edu.au)

## Sydney University Postgraduate Representative Association (SUPRA)

SUPRA is an independent association which provides advice, advocacy and support services to postgraduate students. SUPRA is both the voice and safety net of these students, and represents their interests by:

- ensuring the representation of postgraduate views within the University and wider community
- providing free, confidential assistance and advocacy for postgraduates through the employment of Student Advice and Advocacy Officers (SAAOs)
- providing free legal advice for postgraduate students, in association with the Redfern Legal Centre
- representing postgraduates on University policymaking bodies such as the Academic Board, its committees and working parties
- meeting with members of the Senate on the Senate/Student Organisations Liaison Committee
- regularly consulting with the Vice-Chancellor, Registrar and other senior University officers
- drawing postgraduates together at all levels of University life.

## SUPRA Council, committees and networks

The SUPRA Council is elected annually by and from the postgraduate student community. Council meetings are held monthly and postgraduate students are encouraged to attend. SUPRA committees and networks help to coordinate activities and run campaigns, and are a great way to get involved. All postgraduates can stand for the council or attend any SUPRA events provided they are a SUPRA subscriber (see below).

### Advice and advocacy

SUPRA employs professional student advice and advocacy officers (SAAOs) to help postgraduate students with any academic or personal problems that may affect their study, such as:

- fee payment and administrative issues
- academic appeals and exclusions
- supervision problems
- tenancy issues
- Centrelink and financial assistance concerns
- harassment and discrimination.

This is a free and confidential service for all postgraduates at the University of Sydney. To access the SAAO service, you must be a SUPRA subscriber. It's free to subscribe and you can do it online, in the office, or when you see an SAAO. To find out more about the SAAO service, email [help@supra.usyd.edu.au](mailto:help@supra.usyd.edu.au)

### Publications

SUPRA places the highest priority upon communication, being responsive to postgraduates and encouraging maximum participation in SUPRA through the following publications:

- *eGrad*, a regular email bulletin
- *The Postgraduate Survival Manual*
- *Thesis Guide*
- our weekly double-page spread in *Honi Soit*, the student newspaper
- a range of handbooks, fact sheets and brochures.

Electronic versions are available at [www.supra.usyd.edu.au](http://www.supra.usyd.edu.au)

All of SUPRA's services, activities and publications are free to SUPRA subscribers. By subscribing, you also show your support for all the work that SUPRA does on your behalf. It's free to subscribe and you can sign up online or drop into the SUPRA offices and fill out a form.

### SUPRA Office

Raglan Street Building, G10  
 Corner Raglan Street and Abercrombie Street  
 Phone: +61 2 9351 3715 (local) or  
 Phone: 1800 249 950 (toll free within Australia)  
 Fax: +61 2 9351 6400  
 Email: [admin@supra.usyd.edu.au](mailto:admin@supra.usyd.edu.au)  
 Website: [www.supra.usyd.edu.au](http://www.supra.usyd.edu.au)

## University of Sydney Union (USU)

As the largest university union in Australia, the USU is a major provider of exciting cultural, social, political, and charitable activities, as well as quality on-campus food and retail services, entertainment, events and programs that service the entire university community.

The USU offers an array of programs to its members to promote cultural life on campus, including awards, grants and prizes in leadership, literature, debating, photography, film, drama, philanthropy,



music and art. The USU Debating Team is a formidable force, currently ranked first in the world, and the USU also funds the oldest continuing theatre group in Australia, the Sydney University Dramatic Society.

The USU keeps the campus alive with big-name gigs and exhilarating events held throughout the year at its bars Manning and Hermann's. Each year the USU holds major festivals and events such as O-Week, Beachball and the Verge Arts Festival.

For more information on USU, see [www.usuonline.com](http://www.usuonline.com)

### Access Card Benefits Program

The USU offers membership to its award-winning Access Benefits Program, your gateway to benefits and discounts at more than 55 selected food, retail and entertainment partners on and off campus, as well as access to USU's programs including internships, student positions and volunteering opportunities.

For more information, see [www.accessbenefits.com.au](http://www.accessbenefits.com.au)

### Clubs and societies

The USU funds, accommodates, trains and supports more than 200 clubs and societies – groups that USU members can join and operate to meet others with shared interests. Clubs and societies organise their own activities and events with funding from the USU. Being part of a club or society is the best way to connect, socialise, network and gain valuable skills, training and experience.

There are clubs and societies focused on politics, culture, the arts, the environment, religion, volunteering, faculties, games, hobbies and passions. If there isn't a club or society that suits your interests, the USU will help you start your own.

For more information, see the clubs and societies section of the USU website [www.usuonline.com](http://www.usuonline.com)

C&S Office  
University of Sydney Union  
Level 1, Manning House, Manning Road  
Phone: +61 2 9563 6161  
Email: [clubsandsocs@usu.usyd.edu.au](mailto:clubsandsocs@usu.usyd.edu.au)

### The USU Student Leadership Program

The USU offers a range of development opportunities for its student members, ranging from board director positions, club and society executives, festival directors, debate directors, editors, volunteers, and community portfolio convenors.

The USU's programs not only entertain, but teach and prepare participants for life beyond graduation. USU programs include mentoring, personal development, and leadership training, providing the opportunity to add a different dimension to your tertiary education.

For more details, see the 'Get Involved' section of [www.usuonline.com](http://www.usuonline.com)

### Sydney Uni Sport & Fitness

Sydney Uni Sport & Fitness invites you to enjoy a healthier University experience.

Get access to three world-class, on-campus facilities, over 40 different sports clubs, more than 30 dance, recreation and sport short courses, plus get involved in popular social sporting activities through our range of maximum value membership options.

The vast array of sports clubs for men and women ranges from AFL to water polo, with competitions ranging from local social competitions to nationwide leagues, all giving you the chance to improve your performance under the guidance of some of Australia's most accomplished coaches and sportspeople.

Purpose-built venues offer tennis and squash courts, rock-climbing, fitness equipment, a martial arts room and an Olympic-size heated swimming pool.

Check out the historic and panoramic sporting ovals, rowing sheds and a multipurpose facility at Tempe, and don't forget the on-campus Grandstand sports bar and restaurant.

Sydney Uni Sport & Fitness  
University Sports & Aquatic Centre  
Corner Codrington Street and Darlington Road  
Phone: +61 2 9351 4960  
Fax: +61 2 9351 4962  
Email: [admin@sport.usyd.edu.au](mailto:admin@sport.usyd.edu.au)  
Website: [www.susf.com.au](http://www.susf.com.au)

### Facilities

Sydney Uni Sport & Fitness has three main fitness centres.

#### University Sports & Aquatic Centre

Corner Codrington Street and Darlington Road  
Darlington Campus  
Phone: +61 2 9351 4978  
Email: [nmrc@sport.usyd.edu.au](mailto:nmrc@sport.usyd.edu.au)

Facilities at the centre include:

- 50-metre heated Olympic swimming pool
- modern fitness centre
- group fitness studio
- RPM studio
- six synthetic tennis courts
- four squash courts
- multifunction sports hall
- health assessments and fitness testing
- personal training
- Sports Bistro & Mint Cafe.

#### Arena Sports Centre and the Ledge Climbing Centre

Western Avenue  
Camperdown Campus  
Phone: +61 2 9351 8111  
Email: [arenaman@sport.usyd.edu.au](mailto:arenaman@sport.usyd.edu.au)

Facilities at the Arena Sports Centre and the Ledge Climbing Centre include:

- extensive weights training room
- yoga classes
- 8-metre-tall rock climbing walls
- bouldering facilities
- personal training
- multipurpose sports hall
- two squash courts
- sports clinic
- Ralph's Café.

#### HK Ward Gymnasium

Between Ovals 1 and 2  
Camperdown Campus  
Phone: +61 2 9351 4988  
Email: [hk@sport.usyd.edu.au](mailto:hk@sport.usyd.edu.au)

Facilities at the gymnasium include:

- martial arts facility
- sports hall
- boxing ring and gymnasium
- group fitness studio
- boxercise and kickboxing classes
- ergometer training
- sports equipment hire.

# International students

The following information is for international students studying onshore on an Australian student visa.

## Completion within the expected duration

Education providers are required to ensure that international students complete their studies within the duration specified on the electronic Confirmation of Enrolment (eCoE). Extensions to a student's course duration are allowed only in limited circumstances (for example, for compassionate or compelling reasons, where an intervention strategy has been implemented or where there has been an approved leave of absence or suspension).

It is important students ensure they are on track to complete their studies within the expected duration, or that they have permission from their faculty to extend their duration.

## Satisfactory academic progress

Maintaining satisfactory course progress is a mandatory student visa condition. Education providers are required to monitor course progress, intervene where students are at risk of failing to achieve satisfactory course progress, notify students who fail to achieve satisfactory course progress, and report students who fail to achieve satisfactory course progress to the Department of Immigration and Citizenship (DIAC).

It is important that every student is aware of the progress rules for their course and participates in the intervention strategies implemented by their faculty. Exclusion from a course due to unsatisfactory progress can have serious implications for student visa holders including visa cancellation and restrictions on returning to Australia.

The University provides many avenues of support for students who are struggling academically. International students who experience any difficulties with their academic progress should consult their faculty, the international student advisers in the International Office or the counsellors in the International Student Support Unit (ISSU).

## Distance/web-based study

International students may undertake no more than 25 per cent of their total course by distance and/or online learning. Students must not enrol in exclusively distance or online study in any compulsory study period.

Students who are supported by United States Financial Aid are not permitted to undertake distance and/or online learning at any time during their course of study.

## Work permits

International students with a work permit are permitted to work for up to 20 hours per week during semester and full-time during the University's official holiday periods. Contact the international student advisers in the International Office for more information.

## Change of address

International students must notify the University of their residential address within seven days of arrival and notify any subsequent change of address within seven days. This should be done online via the University's MyUni student portal (<http://myuni.usyd.edu.au>).

## Sponsored students

Sponsored students need permission from their sponsors before transferring courses, suspending their studies or varying their study load. Students sponsored by the Australian Government (AusAID, Endeavour), or Asia Development Bank (ADB) should contact the International Office in the early stages of considering a change to their program.

## Suspension/discontinuation

The University is required to report to DIAC any international students who discontinue or suspend their studies. Students who suspend their studies for medical or compassionate reasons should contact the international student advisers in the International Office urgently.

## Health cover

The Australian Government requires that all international students and their families pay for health insurance in Australia through the Overseas Student Health Cover (OSHC) scheme. The University-preferred provider is OSHC Worldcare. The International Office will, on receipt of the student's first payment of tuition fees and the OSHC premium, pay the compulsory amount to OSHC Worldcare on their behalf.

OSHC provides free access to the University health service and public hospitals. Higher-level coverage (eg access to private hospitals coverage for spouse and family) is the student's responsibility. Alternatively, international students may arrange their own OSHC through an approved provider. You can find a list of approved OSHC providers by searching for 'OSHC' on the federal government's Department of Health and Ageing website: [www.health.gov.au](http://www.health.gov.au)

## The University of Sydney Foundation Program (USFP)

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

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

### The University of Sydney Foundation Program

Taylors College  
965 Bourke Street  
Waterloo NSW 2017

Phone: +61 2 8303 9700

Fax: +61 2 8303 9777

Email: [info@taylorscollege.edu.au](mailto:info@taylorscollege.edu.au)

Website: [www.usyd.edu.au/foundationprogram](http://www.usyd.edu.au/foundationprogram)



## International Office

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

The International Office also coordinates student exchange and study abroad programs, and other inter-institutional links. The Study Abroad and Exchange unit helps domestic and international students who wish to enrol in such programs.

### International Admissions and Customer Services

Level 4, Jane Foss Russell Building, G02  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 8627 8300  
Future student enquiries: 1800 899 376 (domestic free call)  
Fax: +61 2 8627 8387  
Email: [info@io.usyd.edu.au](mailto:info@io.usyd.edu.au)  
Website: [www.usyd.edu.au/internationaloffice](http://www.usyd.edu.au/internationaloffice)

### Study Abroad

Phone: +61 2 8627 8322  
Fax: +61 2 8627 8390  
Email: [studyabroad@io.usyd.edu.au](mailto:studyabroad@io.usyd.edu.au)  
Website: [www.usyd.edu.au/studyabroad](http://www.usyd.edu.au/studyabroad)

### Student Exchange

Phone: +61 2 8627 8322  
Fax: +61 2 8627 8390  
Email: [studyabroad@io.usyd.edu.au](mailto:studyabroad@io.usyd.edu.au)  
Website: [www.usyd.edu.au/studentexchange](http://www.usyd.edu.au/studentexchange)

## International Student Support Unit

The International Student Support Unit (ISSU) provides support to international students through the provision of information, orientation programs, welfare advice and counselling.

The ISSU provides advice to international students on:

- preparations before leaving their home country
- what to expect upon arrival in Sydney
- emotional changes that can take place when moving to a different country
- academic concerns, including understanding the University system and liaising with staff members
- organising letters for family visits
- preparing to return to their home country.

The ISSU has two offices:

### Darlington Campus

Level 5, Jane Foss Russell Building, G02  
University of Sydney  
NSW 2006 Australia

Phone: +61 2 8627 8437  
Fax: +61 2 8627 8482  
Email: [info@issu.usyd.edu.au](mailto:info@issu.usyd.edu.au)  
Website: [www.usyd.edu.au/stuserv/issu](http://www.usyd.edu.au/stuserv/issu)

### Cumberland Campus

Ground Floor, A Block, C42  
75 East St, Lidcombe  
NSW 2141 Australia

Phone: +61 2 9351 9638  
Email: [ISSU.Cumberland@stuserv.usyd.edu.au](mailto:ISSU.Cumberland@stuserv.usyd.edu.au)  
Website: [www.usyd.edu.au/stuserv/issu](http://www.usyd.edu.au/stuserv/issu)

# Essential information for students

## Calendar

The annual *University of Sydney Calendar* and its online updates are the University of Sydney's central source of official information.

The *Calendar* provides general and historical information about the University of Sydney, the statutes and regulations under which it operates and the resolutions of the Senate relating to constitutions of and courses in each faculty. The statutes and regulations, as well as some resolutions of the Senate, are also available on Policy Online ([www.usyd.edu.au/policy](http://www.usyd.edu.au/policy)).

Along with the University of Sydney handbooks, the *Calendar* forms the official legal source of information relating to study at the University of Sydney.

The latest *Calendar* is available in hard copy from the Student Centre. It is also available online (at [www.usyd.edu.au/calendar](http://www.usyd.edu.au/calendar)). The PDF and Word document files can be downloaded and printed if required.

## Coursework Rule

It is very important that students are aware of the *University of Sydney (Coursework) Rule 2000*, which governs all coursework award courses in the University.

The Coursework Rule relates to:

- award course requirements
- credit points and assessment
- enrolment
- credit
- cross-institutional study and its upper limits
- progression
- discontinuation of enrolment and suspension of candidature
- unsatisfactory progress and exclusion
- exceptional circumstances
- award of degrees
- diplomas and certificates
- transitional provisions.

It should be read in conjunction with two other documents:

- The *University of Sydney (Amendment Act) Rule 1999*
- Senate resolutions and faculty resolutions relating to each award course (found in the relevant faculty handbook).

The Coursework Rule can be found in the following places:

- The *University of Sydney Calendar* (print or online version): [www.usyd.edu.au/calendar](http://www.usyd.edu.au/calendar)
- Policy Online: [www.usyd.edu.au/policy](http://www.usyd.edu.au/policy)
- Handbooks Online: [www.usyd.edu.au/handbooks/university\\_information/01\\_uni\\_coursework\\_rule](http://www.usyd.edu.au/handbooks/university_information/01_uni_coursework_rule)

## PhD Rule

The *University of Sydney (Doctor of Philosophy (PhD)) Rule 2004* deals with matters relating to the degree of Doctor of Philosophy, including admission, probation, supervision and submission of theses.

It should be read in conjunction with two other documents:

- The *University of Sydney (Amendment Act) Rule 1999*
- Senate and faculty resolutions relating to each award course (found in the relevant faculty handbook).

The PhD Rule can be found in the following locations:

- The *University of Sydney Calendar* (print or online version): [www.usyd.edu.au/calendar](http://www.usyd.edu.au/calendar)
- Policy Online: [www.usyd.edu.au/policy](http://www.usyd.edu.au/policy)
- Handbooks Online: [www.usyd.edu.au/handbooks/postgrad\\_hb/ap04\\_phd\\_rule.shtml](http://www.usyd.edu.au/handbooks/postgrad_hb/ap04_phd_rule.shtml)

## Plagiarism

The University of Sydney is opposed to and will not tolerate plagiarism. It is the responsibility of all students to:

- ensure that they do not commit or collude with another person to commit plagiarism
- report possible instances of plagiarism
- comply with the University's policy and procedure on plagiarism.

The policy and procedure on plagiarism can be found at the Policy Online website ([www.usyd.edu.au/policy](http://www.usyd.edu.au/policy)).

The Policy Online website also lists related policies and procedures, including:

- *Academic Honesty in Coursework (plagiarism) policy*
- *Code of Conduct for Responsible Research Practice and Guidelines for Dealing with Allegations of Research Misconduct.*

The University will treat all identified cases of student plagiarism seriously, in accordance with this policy and procedure, and with Chapter 8 of the *University of Sydney By-Law 1999 (as amended)*, which deals with student discipline.

## Students at Risk Policy

The Students at Risk Policy enables early detection of students who are making poor or unsatisfactory progress and are therefore at risk of exclusion from their degree.

The policy outlines procedures and processes to support students in their ongoing studies, including:

- timely intervention and the provision of advice and assistance
- regularly and effectively advising students of progress requirements
- identifying students at risk
- alerting students that they are at risk
- providing assistance to address the risk
- tracking the progress of students after they are identified as being at risk.

For more information on this policy, please see the Secretariat website ([www.usyd.edu.au/secretariat/students/riskstudents](http://www.usyd.edu.au/secretariat/students/riskstudents)).

## Grievance Procedure

The University's policy and procedures document on student grievances, appeals and applications for review is available on the Policy Online website ([www.usyd.edu.au/policy](http://www.usyd.edu.au/policy)).

The *Grievance Procedure* document is a statement of the University's processes for handling student grievances, appeals and applications for review regarding academic and non-academic matters.

Study at the University presents opportunities for interacting with other members of the University community. The University recognises and values the diversity of student experiences and expectations, and is committed to treating students, both academically and administratively, in a fair and transparent manner.





# Abbreviations

Listed below are commonly used acronyms that appear in University documents and publications. (See also the Glossary.)

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

A	
AARNet	Australian Academic Research Network
AAM	Australian Awards for University Teaching
AAUT	Annual Average Mark
ABC	Activity-based costing
ABSTUDY	Aboriginal Study Assistance Scheme
AC21	Academic Consortium 21
ACER	Australian Council for Educational Research
ALTC	Australian Learning and Teaching Council
ANZAAS	Australian and New Zealand Association for the Advancement of Science
APA	Australian Postgraduate Awards
APAC	Australian Partnership for Advanced Computing
APAI	Australian Postgraduate Awards (Industry)
APA-IT	Australian Postgraduate Awards in Information Technology
APDI	Australian Postdoctoral Fellowships Industry
APD	Australian Postdoctoral FellowshipAsia-Pacific Economic Cooperation
APEC	Asia-Pacific Economic Cooperation
APF	Australian Professorial Fellowship
APRU	Association of Pacific Rim Universities
AQF	Australian Qualifications Framework
ARC	Australian Research Council
ARTS	Automated Results Transfer System
ASDOT	Assessment Fee Subsidy for Disadvantaged Overseas Students
ATAR	Australian Tertiary Admissions Rank
ATN	Australian Technology Network
ATP	Australian Technology Park
AUQA	Australian Universities Quality Agency
AusAID	Australian Agency for International Development
AUTC	Australian Universities Teaching Committee
AWA	Australian Workplace Agreements

B	
BAA	Backing Australia's Ability
BITLab	Business Intelligence Lab

C	
CAF	Cost adjustment factor
CCE	Centre for Continuing Education
CDP	Capital Development Program
CEP	Country Education Profile
CEQ	Course Experience Questionnaire
CFO	Chief Financial Officer
CHESSN	Commonwealth Higher Education System Student Number
CIO	Chief Information Officer
CIS	Campus Infrastructure Services
COE	Confirmation of Enrolment
CPSU	Community and Public Sector Union
CR	Credit (grade)
CRC	Cooperative Research Centre
CREO	Centre for Regional Education, Orange

C	
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
CRRRI	Centre for Rural and Regional Innovation
CSG	Cumberland Student Guild
CSIRO	Commonwealth Scientific and Industrial Research Organisation
CSP	Commonwealth Supported Place
CULT	Combined Universities Language Test
CUTSD	Committee for University Teaching and Staff Development

D	
D	Distinction (grade)
DAC	Data Audit Committee
DEEWR	Commonwealth Department of Education, Employment and Workplace Relations
DEST	Commonwealth Department of Education, Science and Training (now known as DEEWR)
DET	NSW Department of Education and Training
DIAC	Department of Immigration and Citizenship
D-IRD	Discovery-Indigenous Researchers Development Program
DOGS	Director of Graduate Studies
DVC	Deputy Vice-Chancellor

E	
EB	Enterprise bargaining
EFTSL	Equivalent full-time student load
EFTSU	Equivalent full-time student unit (replaced by EFSTL)
EIP	Evaluations and Investigations Program
ELICOS	English Language Intensive Course of Study
EMU	Electron Microscope Unit
ESOS Act	Education Services for Overseas Student Act

F	
F	Fail
FEE-HELP	Fee - Higher Education Loan Program
FlexSIS	Flexible Student Information System
FFT	Fractional full-time (equivalent staff)
FHS	Faculty of Health Sciences
FOS	Field of study
FTE	Full-time equivalent (staff)

G	
GATS	General Agreement on Trade in Services
GCCA	Graduate Careers Council of Australia
GDS	Graduate destination survey
Go8	Group of Eight
GPOF	General Purpose Operating Funds
GSA	Graduate Skills Assessment
GSG	Graduate School of Government
GWSLN	Greater Western Sydney Learning Network



## Abbreviations

<b>H</b>	
HD	High distinction
HDR	Higher degree research
HECS	Higher Education Contribution Scheme (replaced by HECS-HELP)
HECS-HELP	Higher Education Contribution Scheme - Higher Education Loan Program
HEEP	Higher Education Equity Program
HEIMS	Higher Education Information Management System
HEIP	Higher Education Innovation Program (DEEWR)
HELP	Higher Education Loan Program
HEO	Higher education officer
HEP	Higher education provider
HERDC	Higher Education Research Data Collection
HESA	Higher Education Support Act
HOA	Head of administrative unit
HOD	Head of department
HOS	Head of school

<b>I</b>	
IAF	Institutional Assessment Framework
IAS	Institute of Advanced Studies
ICT	Information and communication technology
IELTS	International English Language Testing Scheme
IGS	Institutional Grants Scheme (DEEWR)
IO	International Office
IP	Intellectual property
IPRS	International Postgraduate Research Scholarships
IREX	International Researcher Exchange Scheme
ISFP	Indigenous Support Funding Program
ISIG	Innovation Summit Implementation Group
ISSU	International Student Services Unit
ITL	Institute for Teaching and Learning

<b>J</b>	
JASON	Joint Academic Scholarships Online Network

<b>L</b>	
LBOTE	Language background other than English

<b>M</b>	
MISG	Management Information Steering Group
MNRF	Major National Research Facilities Scheme
MOU	Memorandum of understanding
MRB	Medical Rural Bonded Scholarship Scheme

<b>N</b>	
NBCOTP	National Bridging Courses for Overseas Trained Program
NCG	National Competitive Grant
NESB	Non-English-speaking background
NHMRC	National Health and Medical Research Council
NOIE	National Office for the Information Economy
NOOSR	National Office for Overseas Skill Recognition
NRSL	Non-recent school leaver
NSW VCC	New South Wales Vice-Chancellors' Conference
NTEU	National Tertiary Education Industry Union
NUS	National Union of Students

<b>O</b>	
OECD	Organisation for Economic Cooperation and Development
OLA	Open Learning Australia
OPRS	Overseas Postgraduate Research Scholarships

<b>O</b>	
OS-HELP	Overseas Student - Higher Education Loan Program

<b>P</b>	
P	Pass
PCON	Pass (Concessional)
PELS	Postgraduate Education Loans Scheme
PSO	Planning Support Office
PVC	Pro-Vice-Chancellor

<b>Q</b>	
QA	Quality assurance
QACG	Quality Advisory and Coordination Group

<b>R</b>	
R&D	Research and development
R&R	Restructuring and Rationalisation Program
RC	Responsibility Centre
REG	Research and earmarked grants
REP	Research Education Program
RFM	Relative Funding Model
RIAP	Research Institute for Asia and the Pacific
RIBG	Research Infrastructure Block Grant (DEEWR)
RIEF	Research Infrastructure Equipment and Facilities Scheme
RIMS	Research Information Management System
RISF	Restructuring Initiatives Support Fund
RMO	Risk Management Office
ROA	Record of Achievement
RQ	Research Quantum
RQF	Research Quality Framework
RQU	Recognition Quality Unit (Higher Education Division, DEEWR)
RRTMR	Research and Research Training Management Reports
RSL	Recent school leaver
RTS	Research Training Scheme (DEEWR)

<b>S</b>	
SASCA	Student Association of Sydney College of the Arts
SCA	Sydney College of the Arts
SCEQ	Sydney Course Experience Questionnaire
SCM	Sydney Conservatorium of Music
SCR	Science Capability Review
SDF	Strategic Development Fund
SEG	Senior Executive Group
SES	Socioeconomic status
SI	Scholarship Index
SLE	Student Learning Entitlement
SNA	Safety net adjustment
SPR	Student Progress Rate
SRC	Students' Representative Council
SSP	Special Studies Program
SSR	Student-staff ratio
STABEX	Study Abroad Exchange (database)
SUPRA	Sydney University Postgraduate Representative Association
SUSF	Sydney Uni Sport & Fitness

<b>T</b>	
TAFE	Technical and Further Education
TOEFL	Test of English as a foreign language
TPI	Teaching performance indicator



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<b>U</b>	
UAC	Universities Admissions Centre
UAI	Universities Admission Index (replaced by ATAR)
UMAP	University Mobility in Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNSW	University of New South Wales
UPA	University Postgraduate Awards
USU	University of Sydney Union
UTS	University of Technology, Sydney

<b>V</b>	
VCAC	Vice-Chancellor's Advisory Committee
VET	Vocational Education and Training
VSU	Voluntary Student Unionism

<b>W</b>	
WAM	Weighted Average Mark
WRP	Workplace Reform Program
WTO	World Trade Organization

<b>Y</b>	
YFE	Year of first enrolment



# Glossary

For a table of commonly used acronyms and abbreviations that appear in University documents and publications, see Abbreviations.

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

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

## A

### Academic Board

The senior academic body within the University. The Academic Board has, as principal responsibility, to maintain the highest standards in teaching, scholarship and research at the University and advises Senate and the Vice-Chancellor in that regard. In conjunction with faculties, the Academic Board has responsibility for approving new or amended courses and endorsing faculty development of units of study. The Board is also responsible for the formulation and review of policies, guidelines and procedures in relation to academic matters. For further information, see the *University of Sydney (Academic Governance) Rule 2003 (as amended)*.

### Academic Consortium 21 (AC21)

An international network, of which the University is a member, which comprises educational, research and industrial organisations throughout the world with the objective of encouraging the further advancement of global cooperation to the benefit of higher education and to contribute to world and regional society.

### Academic cycle

The program of teaching sessions offered over a year. Currently the cycle runs from the enrolment period for Semester One to the completion of the processing of results at the end of Semester Two. See also 'Academic year', 'Stage'.

### Academic dishonesty

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

### Academic record

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

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

### Academic transcript

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

### Academic year

The current calendar year in which a student is enrolled. See also 'Academic cycle', 'Stage'.

### *Ad eundem gradum*

Long-standing full-time members of the University's academic and general staff who are not graduates of the University may be considered by Senate, upon their retirement, for admission *Ad eundem gradum* ('to the same degree') to an appropriate degree of the University.

### Admission

Governed by the University's admission policy, this is the process for identifying applicants eligible to receive an initial offer of enrolment in a course at the University. Admission to most undergraduate courses is based on performance in the HSC, with applicants ranked on the basis of their Australian Tertiary Admissions Rank (ATAR).

Other criteria such as a portfolio, interview, audition, or results in standard tests may also be taken into account for certain courses. Admission to postgraduate courses is normally on the basis of performance in a prior undergraduate degree and other criteria as specified in the relevant degree resolutions.

### *Admission basis*

The main 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 Australian Tertiary Admissions Rank (ATAR).

### *Admission (Deferment)*

An applicant who receives an offer of admission to a course may apply to defer enrolment in that course for one semester or one academic cycle. (Note: this policy is currently under review.)

### *Admission mode*

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

### *Admission period*

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

### *Admission year*

The year the student expects to begin the course. See also 'Commencement date'.

### Advanced diplomas

See 'Course'.

### Advanced standing

See 'Credit'.

### Aegrotat

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

### Alumni

See 'Graduate'.

### Alumni sidneiensis

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



**Annual average mark (AAM)**

The average mark over all units of study attempted in a given academic year (equivalent to the calendar year). The formula for this calculation is:

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

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

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

**Annual progress report**

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

**Annual Report**

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

**Appeals**

Students may lodge an appeal against academic or disciplinary decisions. See also 'Student Appeals Body', 'Student Disciplinary Appeals Committee'.

*Appeals against an academic decision*

A student may appeal to the Student Appeals Body against a decision by the University that affects the academic assessment or progress of a student within his or her award course, including a decision:

- (a) to exclude a student in accordance with the *University of Sydney (Coursework) Rule 2000 (as amended)*
- (b) not to readmit or re-enrol a student following exclusion in accordance with the *University of Sydney (Coursework) Rule 2000 (as amended)*
- (c) to terminate a student's candidature for a postgraduate award.

*Appeal against a disciplinary decision*

A student may appeal to the Student Disciplinary Appeals Committee against a determination being:

- (a) a finding by the Vice-Chancellor or the Student Proctorial Board that the student is guilty of misconduct
- (b) the imposition of a penalty upon the student by the Vice-Chancellor or the Student Proctorial Board
- (c) an order made by the Vice-Chancellor or the Student Proctorial Board.

**Assessment**

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

*Formative assessment*

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

*Summative assessment*

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

**Associate supervisor**

A person who is appointed in addition to the supervisor of a research student to provide particular expertise or additional experience in supervision. See also 'Instrumental supervisor/teacher', 'Research supervisor', 'Supervision'.

**Association of Pacific Rim Universities (APRU)**

A consortium of leading research universities in the Pacific Rim, of which the University is a member. APRU aims to foster education, research and enterprise, thereby contributing to economic, scientific and cultural advancement in the Pacific Rim.

**Assumed knowledge**

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

**Attendance mode or attendance pattern**

The attendance pattern for a course is full-time, part-time or external, depending on the student attendance requirements and student load.

**Australian Qualifications Framework (AQF)**

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

**Australian Tertiary Admissions Rank (ATAR)**

A measure of overall academic achievement in the HSC that helps universities rank applicants for university selection. The ATAR is a rank of any student's performance relative to other students. It is calculated from the aggregate of scaled marks in 10 units of the HSC (two best English units plus eight other units, including only two category B units) and is presented as a number between 0.00 and 99.95 with increments of 0.05. The ATAR replaced the Universities Admissions Index (UAI) in June 2009.

**Austudy**

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

**Automated Results Transfer System (ARTS)**

This system was developed by the Australasian Conference of Tertiary Admissions Centres (ACTAC) to allow access to a student's electronic academic record, via an admission centre or tertiary institution.

**B****Bachelor's degree**

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

**Board of studies**

An academic body that supervises a course or courses, and is similar to a faculty except that it is headed by a chair rather than a dean.

**Bursaries**

Financial award made to a student, based primarily on need. See also 'Scholarships'.

## C

**Cadigal program**

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

**Calendar**

See 'University Calendar'.

**Campus**

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

- Burren Street (Institute for International Health, Institute of Transport and Logistics Studies)
- Camperdown and Darlington (formerly known as Main Campus)
- Camden (Agriculture, Food and Natural Resources; and Veterinary Science)
- Conservatorium (Sydney Conservatorium of Music)
- Cumberland (Health Sciences)
- Mallett Street (Nursing and Midwifery)
- Rozelle (Sydney College of the Arts)
- St James (Law teaching spaces)
- Surry Hills (Dentistry).

**Cancellation of enrolment**

The University may cancel a student's enrolment for non-payment of fees.

**Candidature**

A person is 'admitted to candidature' on the date on which he or she accepts the University's offer of admission to an award course, in accordance with University and government requirements as amended from time to time. There are maximum periods and in some cases minimum periods of candidature depending on the award course and whether the candidate is a full-time or part-time student.

**Census date**

The date at which a student's enrolment, load and HECS liability are finalised before this information is reported to DEEWR. See also 'Commonwealth Supported Place', 'HECS-HELP'.

**Ceremony**

See 'Graduation ceremony'.

**Chancellor**

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

**Clinical experience**

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

**Combined degree**

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

**Commencement date**

The date a student commences their candidature.

**Commonwealth Supported Place (CSP)**

(Previously known as a HECS Place.) A student in a Commonwealth Supported Place makes a contribution towards the cost of their education (known as the student contribution) while the Australian Government contributes the majority of the cost.

**Confirmation of Enrolment notice (COE)**

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

student-contribution weights. Until all fees are paid, it is issued provisionally. A new confirmation of enrolment notice is produced every time a student's enrolment is varied.

**Conjoint ventures**

This is when two or more institutions cooperate to provide a unit or course of study to postgraduate coursework students. In these arrangements, students enrolled for a degree at one institution complete one or more units of study at the other institution to count towards the award program at their 'home' institution.

**Continuing professional education**

A process which provides a number of programs of continuing education courses for professionals as they move through their career. These programs are currently administered by the Centre for Continuing Education (CCE) and a number of departments and foundations across the University. This process supports the whole of life learning concept and involves the maintenance of a long-term relationship between the student and the University.

**Convocation**

A body that comprises: the Fellows and former Fellows of the Senate of the University of Sydney; members of the former governing bodies of the institutions with which the University has amalgamated or their predecessors; the graduates of the University of Sydney, including graduates of the institutions with which the University has amalgamated or their predecessors; professors and other full-time members of the academic staff of the University; and principals of the incorporated colleges.

**Core unit of study**

A unit of study that is compulsory for a particular course or subject area. See also 'Unit of study'.

**Corequisite**

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

**Cotutelle Scheme**

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

**Course**

A program of study at the University of Sydney. The main types of course are:

*Award course*

A formal course of study that will see attainment of a recognised award. Award courses are approved by Academic Board and endorsed by Senate. The University broadly classifies courses as undergraduate, postgraduate coursework or postgraduate research. See also 'Bachelor's degree', 'Course rules', 'Diploma', 'Doctorate', 'Major', 'Master's degree', 'Minor', PhD, 'Stream'.

*Non-award course*

Studies undertaken by students that do not lead to an award from the University. Non-award courses include professional development programs. See also 'Cross-institutional enrolment'.

*Coursework*

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

**Research**

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

**Course alias**

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

**Course code**

See 'Course alias'.

**Course leave**

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

**Course rules**

Rules that govern the allowable enrolment of a student in a course. Course rules may be expressed in terms of types of units of study taken, length of study, and credit points accumulated. For example, a candidate may not enrol in units of study that have a total value of more than 32 credit points per semester.

Course rules also govern the requirements for the award of the course. For example, in many cases a candidate must complete a minimum of 144 credit points. See also 'Course', 'Corequisite', 'Prerequisite'.

**Course transfer**

Applies to students transferring between courses, either within the University of Sydney or between institutions. In some circumstances a student may be eligible to transfer to a course directly, ie without reapplying for admission.

**Credit**

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

**Specified credit**

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

**Non-specified credit**

A 'block credit' for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study. See also 'Annual average mark (AAM)', 'Waiver', 'Weighted average mark (WAM)'.

**Credit points**

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

**Cross-institutional enrolment**

Enrolment in units of study to count towards an award course at another university. See also 'Course (Non-award course)'.

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**D****Data Audit Committee (DAC)**

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

**Deadlines (Enrolment variations)**

See 'Enrolment variation'.

**Deadlines (Fees)**

The University has deadlines for the payment of course and other fees. Students who do not pay fees by these deadlines may have their enrolment cancelled or they may have a barrier placed on the release of their record. See also 'Cancellation of enrolment'.

**Dean**

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

**Dean's Certificate**

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

**Deferment (Deferral)**

See also 'Admission (Deferment)', 'Course leave'.

**Degree**

See also 'Bachelor's degree', 'Course'.

**Delivery mode**

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

**Distance education**

Where subject matter is delivered in a more flexible manner, such as correspondence notes, a student may only attend campus if required. See also 'Distance education', 'Extended semester', 'International student (Offshore studies)'.

**Intensive on-campus**

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

**On-campus (normal)**

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

**Department**

A department is the academic unit responsible for teaching and examining a unit of study. It may be called a school, a department, a centre or a unit within the University. See 'School'.

**Department of Education, Employment and Workplace Relations (DEEWR)**

The federal government department responsible for higher education.

**Department of Education, Science and Training (DEST)**

Previous name of the federal government department now known as DEEWR.

**Diploma**

The award granted following successful completion of diploma course requirements. A diploma course usually requires less study than a degree course. See also 'Course'.

**Direct admissions**

For some courses, applications may be made directly to the University. Applications are received by faculties or the International Office, and considered by the relevant department or faculty body. Decisions are recorded and letters are forwarded to applicants advising them of the outcome. See also 'Admission', 'Universities Admissions Centre'.

**Disability information**

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

**Disciplinary action**

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

**Discipline**

A defined area of study, such as chemistry, physics or economics.

**Discipline group**

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

**Discontinuation (course)**

See 'Enrolment variation'.

**Discontinuation (unit of study)**

See 'Enrolment variation'.

**Dissertation**

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

**Distance education**

Where a student does not attend campus on a daily basis for a given course or unit of study. See also 'Delivery mode', 'Extended semester'.

**Doctorate**

A high-level postgraduate award. A doctorate course may involve research only or a mixture of research and coursework; the candidate submits a thesis that is an original contribution to the field of study. See also 'Course', 'PhD'.

**Domestic student**

A student who is not an international student. See also 'Local student'.

**Double degree**

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

**Downgrade**

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

**E****Elective**

A unit of study within a degree, usually an option within a course. Electives allow more detailed study of a particular subject.

**Embedded courses**

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

**Enrolled student**

A person enrolled in an award course of the University.

**Enrolment**

Refers to a period of time in a student's candidature. This period:

- (a) commences at the time the student has complied with all government and University requirements for enrolment
- (b) unless the student re-enrols, ceases at the date on which:
  - i. the University cancels, or the student withdraws from or discontinues enrolment; or
  - ii. the next new enrolment period commences.

A student enrolls in a course by registering with the supervising faculty in the units of study or program of research to be taken in the coming year, semester or session.

*Commencing*

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

*Continuing*

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

*Enrolment list*

A list of all currently enrolled students in a particular unit of study. See also 'Unit of study'.

**Enrolment variation**

Students may vary their enrolment at the start of each semester. Each faculty determines its deadlines for variations, but student-contribution liability depends on the Commonwealth census date. See also 'Commonwealth Supported Place'.

**Equivalent full-time student load (EFTSL)**

The equivalent full-time student load for a year. It represents the annual study load of a student undertaking a particular course of study on a full-time basis.

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

See 'Equivalent full-time student load'

**Examination**

A set of questions or exercises evaluating on a given subject given by a department or faculty. See also 'Assessment', 'Examination period'.

**Examination period**

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

**Examiner (Coursework)**

The person assessing a student or group of students, for example through oral or written examinations, coursework assignments, and presentations.

**Exchange student**

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

**Exclusion**

A faculty may ask a student whose academic progress is considered to be unsatisfactory to 'show good cause' why the student should be allowed to re-enrol. If the faculty deems the student's explanation unsatisfactory, or if the student does not provide an explanation, the student may be excluded either from a unit of study or from a course or faculty.

An excluded student may apply to the faculty for permission to re-enrol. Normally, at least two years must have elapsed before such an application would be considered. University policy relating to exclusions is set out in the *Calendar*. See also 'Appeals', 'Progression'.

**Exemption**

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

**Expulsion**

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

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

**Extended semester**

A distance-learning student may be allowed more time to complete a module or program if circumstances beyond the student's control, such as illness, affect the student's ability to complete the module or program in the specified time. See also 'Distance education'.

**External**

See 'Attendance mode or attendance pattern', 'Distance education'.

**External transcript**

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

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**F****Faculty**

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

**Faculty handbook**

An annual University publication for each faculty, that provides detailed information about the faculty, its courses and resolutions.

**FEE-HELP**

An interest-free loan facility available to fee-paying postgraduate students who are undertaking coursework programs.

**Fee-paying students**

Students who pay tuition fees to the University and are not liable for student contributions to a Commonwealth Supported Place. The Commonwealth does not contribute towards the cost of the education of fee-paying students. Annual fees vary between the faculties. Students pay a per-semester fee.

**Fellows of Senate**

Members of the governing body of the University who are either elected, appointed or ex-officio.

**Flexible learning**

See 'Delivery mode', 'Distance education'.

**Flexible start date**

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

**Flexible Student Information System (FlexSIS)**

The computer-based Flexible Student Information System at the University of Sydney. FlexSIS holds details of courses and units of study being offered by the University and the complete academic records of all students enrolled at the University.

**Formative assessment**

See also 'Assessment'.

**Full-time student**

See 'Attendance mode', 'Equivalent full-time student load'.

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**G****Grade**

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

**Graduand**

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

**Graduate**

A person who holds an award from a recognised tertiary institution. See also 'Graduand', 'Graduation'.

**Graduate certificate/graduate diploma**

See 'Course'.

**Graduate-entry degree**

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

**Graduation**

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

**Graduation ceremony**

A ceremony where the Chancellor confers awards upon graduands.

**Group of Eight (Go8)**

The Group of Eight represents Australia's major research-intensive universities. Its membership comprises the vice-chancellors (presidents) of the Australian National University, Monash University, the University of Adelaide, the University of Melbourne, the University of New South Wales, the University of Queensland, the University of Sydney and the University of Western Australia. The Go8 works to ensure a consistent and sustainable policy environment which maximises the wide-ranging economic, social and cultural benefits to the Australian community of higher education and ensures Australian universities are recognised as among the best in the world.

**Group work**

A formally established project to be carried out by a number of students working together, resulting in a single piece (or assorted pieces) of assessment. See also 'Legitimate cooperation'.

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**H**
**Handbook**

See 'Faculty handbook'.

**Head of department/Head of school (HOD/HOS)**

The head of the academic unit that has responsibility for the relevant unit of study, or equivalent program leader.

**Higher Education Contribution Scheme (HECS)**

See 'HECS-HELP'.

**HECS-HELP**

An eligible student in a Commonwealth Supported Place can apply for assistance in paying their student contribution. This may take the form of a HECS-HELP loan to pay for all or some of the student's contribution, or a HECS-HELP discount if all (or at least \$500) of the student's contribution is paid by the census date.

**Honorary degrees**

A degree *honoris causa* is conferred on a person whom the University wishes to honour. It derives from the Latin translation of 'for the purpose of honouring'.

**Honours**

Some degrees may be completed 'with honours'. This may involve the completion of a separate honours year or additional work in the later years of the course. Honours are awarded in a class (Class I, Class II, which may have two divisions, or Class III).

**NSW Higher School Certificate (HSC)**

The NSW Higher School Certificate (HSC), which is normally completed at the end of year 12 of secondary school. The Australian Tertiary Admissions Rank (ATAR) is computed from a student's performance in the HSC and gives a maximum rank of 99.95.

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**I**
***In absentia***

Latin for 'in the absence of'. Awards are conferred *in absentia* when graduands do not, or cannot, attend the graduation ceremony scheduled for them. Those who have graduated *in absentia* may later request that they be presented to the Chancellor at a graduation ceremony. See also 'Graduation'.

**Instrumental supervisor/teacher**

All students at the Sydney Conservatorium of Music have an instrumental teacher appointed. See also 'Associate supervisor', 'Research supervisor', 'Supervision'.

**Internal mode**

See 'Attendance mode or attendance pattern'.

**Internal transcript**

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

**International student**

Any student who is not an Australian or New Zealand citizen or a permanent resident of Australia. An international student is required to hold a visa that allows study in Australia and may be liable for international tuition fees.

***Fee-paying***

A private international student who is liable to pay tuition fees for their studies with the University.

***Fee-paying – outgoing exchange***

An international fee-paying student undertaking short-term study at a recognised overseas institution with which the University has a student exchange agreement. Exchange study counts towards the

student's University of Sydney award, and students remain enrolled in their University of Sydney course during the period of exchange.

***International – non-award or cross-institutional***

An international fee-paying student undertaking non-award study at the University on a cross-institutional basis. They are liable to pay fees for the study they undertake at the University, but there is no compliance reporting requirement – this rests with their 'home' institution.

***International – sponsored***

A private international student who is fully sponsored for their tuition. Their sponsorship may also include overseas health cover and compulsory subscriptions.

***Offshore studies***

International offshore students undertake their program of study at one of the University's offshore campuses and do not enter Australia. Therefore they do not require a visa. They are distinct from international students who are on outbound exchange programs as they never enter Australia during their program of study.

***Short course***

An international fee-paying student undertaking a short course with the University of Sydney such as international development programs, executive training or study visits. The study undertaken by these students is non-award and generally a student visa is not required.

***Sponsored award***

An international student sponsored by the Australian Government, undertaking a program of study at the University. Currently, holders of Australian Development Scholarships funded by AusAID are the only students in this category. These students are fully sponsored for their tuition and other costs such as travel and health cover, and are paid a stipend.

***Study Abroad***

An international student who is undertaking short-term study at the University under the Study Abroad scheme. Study Abroad students must have completed at least one year of study towards a degree at a recognised institution in their home country and must be continuing towards the degree of their home institution. See also 'Local student', 'Student type'.

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**L**
**Learning entitlement**

See 'Student learning entitlement'.

**Leave**

See 'Course leave'.

**Legitimate cooperation**

Any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through student interaction. See also 'Group work'.

**Load**

The sum of the weights of all the units of study in which a student is enrolled. The weight is determined by the proportion of a full year's work represented by the unit of study in the degree or diploma for which the student is a candidate. Student load is measured in terms of Equivalent Full-Time Student Load (EFTSL). See also 'Equivalent full-time student load'.

**Local student**

Local students are defined as an Australian or New Zealand citizen or an Australian permanent resident. See also 'Commonwealth Supported Place', 'Domestic student', 'International student'.

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**M****Major**

A field of study, chosen by a student to represent their principal interest. This is comprised of specified units of study from later stages of the award course. Students select and transfer between majors by virtue of their selection of units of study. One or more majors may be awarded upon the graduand's assessment of study. See also 'Course', 'Minor', 'Stream'.

**Major timetable clash**

The term used when a student attempts to enrol in units of study that have so much overlap in the teaching times that it is decided they may not enrol in the units simultaneously.

**Mark**

An integer (rounded if necessary) from 0 to 100 indicating a student's performance in a unit of study. See also 'Grade'.

**Master's degree**

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

**Mature-age student**

A student who is 21 years or older on 1 March of the year in which they commence studies, and who has not completed the high school qualifications normally needed to gain entry.

**Method of candidature**

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

**Mid-year intake**

Admission to degree programs for Semester Two.

**Minor**

Studies undertaken to support a major. Minor studies require smaller number of credit points than a major. Students select and transfer between minors (and majors) by virtue of their selection of units of study. One or more minors may be awarded upon the graduand's assessment of study. See also 'Course', 'Major', 'Stream'.

**Mixed mode**

See 'Attendance mode or attendance pattern'.

**MPhil**

The Master of Philosophy (MPhil) is a master's by research degree offered by some (but not all) of the University's faculties. See also 'Course', 'Master's degree'.

**Mutually exclusive units of study**

See 'Prohibited combinations of units of study'.

**MyUni**

The University of Sydney's student portal system. It provides access to email, library services, student self-administration, support services, e-learning software such as Blackboard and WebCT, as well as information about the University and its courses.

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**N****Non-award course**

See 'Course'.

**Non-standard session**

A teaching session other than the standard Semester One and Semester Two sessions – such as Sydney Summer School or Winter School, in which units of study are delivered and assessed in an intensive mode during January or July respectively. See also 'Semester', 'Session'.

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**O****Orientation Week**

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

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**P****Part-time student**

See also 'Attendance mode or attendance pattern', 'Equivalent full-time student load'.

**Permanent home address**

The address used for all official University correspondence with a student, both inside and outside of semester time (eg during semester breaks), unless the student provides a different address for use during the semester. See also 'Semester address'.

**PhD**

The Doctor of Philosophy (PhD) and other doctorate awards are the highest awards available at the University. A PhD course is normally purely research-based; the candidate submits a thesis that is an original contribution to the field of study. See also 'Course', 'Doctorate'.

**Plagiarism**

Presenting another person's ideas, findings or work as one's own by copying or reproducing them without acknowledging the source. See also 'Academic dishonesty'.

**Policy Online**

The website which provides access to the University's current policies, procedures and guidelines.

**Postgraduate**

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

**Postgraduate Education Loans Scheme (PELS)**

See 'FEE-HELP'.

**Potential graduand**

A student who has been identified as being eligible to graduate on the satisfactory completion of their current studies. See also 'Graduand', 'Graduation'.

**Pre-enrolment**

Pre-enrolment – also known as provisional re-enrolment – takes place in October, when students indicate their choice of unit of study enrolment for the following year. After results are approved, pre-enrolment students are regarded as enrolled in those units of study for which they are qualified. Their status is 'enrolled' and remains so provided they pay any money owing and comply with other requirements by the due date.

Students who do not successfully pre-enrol in their units of study for the next regular session are required to attend the University on set dates during the January/February enrolment period. See also 'Enrolment'.

**Prerequisite**

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

**Prizes**

Awarded in recognition of outstanding performance, academic achievement or service to the community or University.

**Probationary candidature**

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

**Professional practice**

Some students undertake placement in a professional practice as part of their course requirements. This may require University-approved supervision. Professional placements are located in a wide range of professional practice environments, and may not require additional criteria to be fulfilled.

**Program**

Each degree is composed of various units of study. The way the units are put together for a degree is referred to as a student's 'program'.

**Progression**

Satisfactory progression is satisfying all course and faculty rules (normally assessed on an annual basis) to enable the completion of the chosen award within the (maximum) completion time allowed. See also 'Exclusion'.

**Prohibited combinations of units of study**

When two or more units of study contain a sufficient overlap of content, enrolment in any one such unit prohibits enrolment in any other identified unit. See also 'Unit of study'.

**Provisional re-enrolment**

See 'Pre-enrolment'.

**Q****Qualification**

An academic attainment recognised by the University.

**Qualifier**

A mandatory (compulsory) prerequisite unit of study which must have a grade of pass or better. See also 'Assumed knowledge', 'Corequisite', 'Prerequisite', 'Waiver'.

**R****Recycling**

The submission for assessment of one's own work, or of work which is substantially the same, that has previously been counted towards the satisfactory completion of another unit of study, and credited towards a university degree, and where the examiner has not been informed that the student has already received credit for that work.

**Registration**

In addition to enrolling with the faculty in units of study, students must register with the department responsible for teaching each unit. This is normally done during Orientation Week. Note that unlike enrolment, registration is not a formal record of units attempted by the student.

**Research course**

See 'Course (Research)'.

**Research supervisor**

A supervisor is appointed to each student undertaking a research postgraduate degree. The supervisor will be a full-time member of the academic staff or a person external to the University recognised for their association with the clinical teaching or the research work of the University. See also 'Associate supervisor', 'Instrumental supervisor/teacher', 'Supervision'.

**Research Training Scheme (RTS)**

The RTS provides Commonwealth-funded higher degree by research (HDR) students with an 'entitlement' to a HECS exemption for the duration of an accredited HDR course, up to a maximum period of four years full-time equivalent study for a doctorate by research and two years full-time equivalent study for a master's by research.

**Result**

The official statement of a student's performance in each unit of study attempted as recorded on the academic transcript, usually expressed as a mark and grade. See also 'Grade', 'Mark'.

**Result processing**

Refers to the processing of assessment results for units of study. For each unit of study, departments/schools tabulate results for all assessment activities and assign preliminary results. See also 'Assessment', 'Examination period', 'Formative assessment'.

**Result processing schedule**

The result processing schedule will be determined for each academic cycle. All schools and faculties are expected to comply with this schedule. See also 'Assessment', 'Examination period'.

**S****Scholarships**

Financial or other form of support made available to enable students to further their studies. See also 'Bursaries'.

**School**

A school or academic unit that encourages and facilitates teaching, scholarship and research, and coordinates the teaching and examining duties of members of staff in their subjects or courses of study.

**Semester**

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

**Semester address**

The address to which all official University correspondence is sent during semester time, if different to the permanent address.

**Senate**

The governing body of the University. See the *University Calendar* ([www.usyd.edu.au/calendar](http://www.usyd.edu.au/calendar)) for more details of its charter and powers.

**Session**

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

**Session address**

See 'Semester address'.

**Short course**

A fee-paying student undertaking a short course with the University of Sydney such as professional development or executive training. The study undertaken by these students is a non-award course.

**Show cause**

See 'Exclusion', 'Progression'.

**Special consideration**

Candidates who suffer serious illness or misadventure which may affect performance in any assessment may request that they be given special consideration in relation to the determination of their results.

**Special Studies Program (SSP)**

A period of release from normal duties to allow academic staff to undertake a planned program of academic activity and development.

**Sponsorship**

Financial support of a student by a company or government body.

**Stage**

A normal full-time course of study taken in a year. See also 'Course rules', 'Equivalent full-time student load', 'Progression'.

**Strategic Directions**

See also 'University Strategic Directions'.

**Stream**

A defined award course, which requires the completion of set units of study as specified by the course rules for the particular stream, in addition to the core program specified by the course rules. A stream will appear with the award course name on testamurs, eg Bachelor of Engineering in Civil Engineering (Construction Management). See also 'Course', 'Major', 'Minor'.

**Student**

A person enrolled as a candidate for an award course or unit of study.

**Student Appeals Body**

Any student may appeal to the Student Appeals Body against an academic decision on the ground that due academic process has not been observed by the relevant faculty in relation to the academic decision. Refer to the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006* for more details. See also 'Appeals'.

**Student Disciplinary Appeals Committee**

Any student may appeal to the Student Disciplinary Appeals Committee against a misconduct determination by the Vice-Chancellor or a Student Proctorial Board. See also 'Appeals'.

**Student identifier (SID)**

A nine-digit number that uniquely identifies a student at the University.

**Student ID Card**

All full-time or part-time students who successfully enrol at the University of Sydney will receive a Student Card. New students will have their card issued in person at the time of enrolment. Successful re-enrolling students will receive their card by mail.

The Student Card includes the student's name, student identification number (SID), a digitised photo and the library borrower's number and barcode. Where applicable, it will also display a travel concession logo from the Ministry of Transport (if student eligibility requirements are met).

The card has a number of interoperable uses, such as the ability to purchase printing and photocopying services at the University's libraries and gain access to certain secure buildings. The card identifies the student as eligible to attend classes and must be displayed at formal examinations. It must also be presented to secure student concessions and to borrow books from all sections of the University Library.

For more information about Student ID Cards please visit the Card Centre (or see the website: [www.usyd.edu.au/card\\_centre](http://www.usyd.edu.au/card_centre)).

**Student learning entitlement**

All Australian citizens, New Zealand citizens and holders of a permanent visa are allocated a Student Learning Entitlement (SLE) of up to seven years equivalent full-time study. This is measured in equivalent full-time student load (EFTSL), which is the proportion of a full-time load that a unit of study represents. The University sets an EFTSL value for each unit of study it offers. To be Commonwealth-supported for a unit, a student must have enough SLE to cover the EFTSL value of that unit.

**Student progress rate (SPR)**

A calculation that measures the rate at which the load undertaken is passed annually in each award program.

**Student type**

Student type identifies whether a student is local or international and the type of study the student is undertaking. See also 'Domestic student', 'Exchange student', 'International student'.

**Study Abroad program**

A scheme administered by the International Office that allows international students who are not part of an exchange program to take units of study at the University of Sydney, but not towards an award program. In most cases the units of study taken here are credited towards an award at the student's 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, for example the unit of study 'History of Momoyama and Edo Art' may count towards the requirements for the subject areas 'Art History and Theory' and 'Asian Studies'.

**Summative assessment**

See 'Assessment'.

**Summer School**

See 'Sydney Summer School'.

**Supervising faculty**

The faculty which has the responsibility for managing the academic administration of a particular course, such as the interpretation and administration of course rules, approving students' enrolments and variations to enrolments.

Normally the supervising faculty is the faculty offering the course. However, in the case of combined courses, one of the two faculties involved will usually be designated the supervising faculty. In the case where one course is jointly offered by two or more faculties (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.

**Supervision**

Refers to a one-to-one relationship between a student and a nominated member of the academic staff or a person specifically appointed to the role. See also 'Associate supervisor', 'Instrumental supervisor/teacher', 'Research supervisor'.

**Suspension of candidature**

See also 'Course leave'.

**Suppression of results**

Results for a particular student can be suppressed by the University when the student has an outstanding debt to the University (this particularly applies to international students who have not paid their tuition fees), or when the student is facing disciplinary action. A student may also request a suppression for personal reasons.

**Sydney Summer School**

A program of accelerated, intensive study running for approximately six weeks during January and February each year. Both undergraduate and postgraduate units are offered. Sydney Summer School provides an opportunity for students at Sydney and other universities to catch up on required units of study, to accelerate completion of a course or to undertake a unit that is outside their award course. All units attract full fees, but some scholarships are available.

**Sydney Winter School**

An intensive session offered by the University in July during the mid-year break. See 'Sydney Summer School'.

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**T**
**Teaching department**

See 'School'.

**Teaching end date**

Official finish date of formal timetabled classes.

**Teaching start date**

Official commencement date of formal timetabled classes.

**Terminated**

Term used when a student's candidature has been officially closed because they are not able to complete the course requirements. See also 'Candidature'.

**Testamur**

A certificate of award provided to a graduand, usually at a graduation ceremony. The University award conferred is displayed along with other appropriate details.

**Thesis**

A major work that is the product of an extended period of supervised independent research. See also 'Course (Research)'.

**Timetable**

The schedule of lectures, tutorials, laboratories and other academic activities that a student must attend.

**Transcript**

See 'Academic transcript'.

**Transfer**

See 'Course transfer'.

**Tuition fees**

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

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**U**
**Universities Admissions Centre (UAC)**

The UAC receives and processes applications for admission to undergraduate courses at recognised universities in NSW and the ACT. Most local undergraduate students at the University of Sydney apply through the UAC.

**Universities Admission Index (UAI)**

A measure of overall academic achievement in the HSC that helps universities rank applicants for university selection. The UAI is a rank of any student's performance relative to other students. It is calculated from the aggregate of scaled marks in 10 units of the HSC (two best English units plus eight other units, including only two category B units) and is presented as a number between 0.00 and 99.95 with increments of 0.05.

In June 2009 the UAI was replaced by the Australian Tertiary Admissions Rank (ATAR). See 'Australian Tertiary Admissions Rank'.

**Under examination**

Indicates that a research student has submitted their written work (thesis) for assessment, and is awaiting the finalisation of the examiners' outcome and recommendation.

**Undergraduate**

A term used to describe both a course leading to a diploma or bachelor's degree and a student enrolled in such a course.

**Unit of study**

Unit of study or unit means a stand-alone component of an award course. Each unit of study is the responsibility of a department. See also 'Prohibited combinations of unit of study'.

**Unit of study enrolment status**

This indicates whether the student is still actively attending the unit of study (currently enrolled) or is no longer enrolled. See also 'Cancellation of enrolment', 'Discontinuation'.

**Unit of study level**

Units of study are divided into junior, intermediate, senior, honours, Year 5, and Year 6. Most majors consist of 32 senior credit points in a subject area (either 3000 level units of study or a mix of 2000 and 3000 level units of study).

**University**

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

**University Calendar**

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

**University Medal**

A faculty may recommend the award of a University Medal to a student qualified for the award of an undergraduate honours degree whose academic performance is judged to be outstanding.

**University Strategic Directions**

This refers to the University of Sydney *Strategic Plan 2007–2010*. A new plan is currently in development.

**Upgrade**

Where a student enrolled in a master's by research course is undertaking research at such a standard that either the University recommends that the student upgrade their degree to a PhD, or the student seeks to upgrade to a PhD and this is supported by the University.

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**V**
**Variation of enrolment**

See 'Enrolment variation'.

**Vice-Chancellor and Principal**

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

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**W**
**Waiver**

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

**WAM weight**

A weight assigned to each unit of study to assist in the calculation of WAMs.

**Weighted average mark (WAM)**

This mark uses the unit of study credit point value in conjunction with an agreed 'weight'. The formula for this calculation is:

$$WAM = \frac{\sum (W_c \times M_c)}{\sum (W_c)}$$

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

The mark is the actual mark obtained by the student for the unit of study, or in the case of a failing grade with no mark – 0. Pass/Fail assessed subjects and credit transfer subjects (from another institution) are excluded from these calculations. However, the marks from all attempts at a unit of study are included. (Effective from 1 January 2004.)

In addition, faculties may adopt other average mark formulae for specific progression or entry requirements. If such a formula is not specified in the faculty resolutions, the formula outlined above is used. See also 'WAM weight'.

**Winter School**

See 'Sydney Winter School'.

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**Y**

**Year of first enrolment (YFE)**

The year in which a student first enrolls at the University. See also 'Commencement date'.

**Youth allowance**

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

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**The  
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# 2010 handbook maps

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**[www.usyd.edu.au/maps](http://www.usyd.edu.au/maps)**

Campuses

Bicycle map

Precincts

Disability access

Parking layout

Set a course for Handbooks online: [www.usyd.edu.au/handbooks](http://www.usyd.edu.au/handbooks)



Map Code: 0102\_MAIN

# Camperdown and Darlington Campuses



- Information
  - Post Office
  - Eateries
  - ATM
  - STA Bus Stop
  - University Bus Stop
  - Telephone
  - Carpark
  - Security Security only, 0151 3333  
Enquiries 0151 3487
  - Emergency Telephone For further assistance phone the  
Information Centre on 0151 3100
- Campus Infrastructure Services - January 2009

# Directory

## University buildings

O6	Aeronautical Engineering Building	L4	Law School
J4	Anderson Stuart Building	F1	Mackie Building
G3	Badham Building	H3	MacLaurin Hall
H3	Bank Building	H2	Macleay Building
L2	Baxter's Lodge	G1	Margaret Telfer Building
L8	Biochemistry and Microbiology Building	J6	Madsen Building
E6	Blackburn Building	H4	Manning House
E7	Bosch Building 1A	H4	Manning Squash Courts
E7	Bosch Building 1B	D3	McMaster Annex
H3	Brennan MacCallum Building	D3	McMaster Building
E6	Bruce Williams Pavilion	O6	Mechanical Engineering Building
L6	Carlaw Building	A2	Mechanical Foundation Building
F4	Chaplaincy	K8	Merewether Building
M8	Chemical Engineering Building	L4	New Law Building
J5	Chemistry Building	E1	No. 1-3 Ross Street
N8	Civil Engineering Building	M7	Old School Building
N9	Civil Engineering Workshop	F4	Old Teachers' College
K10	Clark Building	H3	Pharmacy Building
J9	Darlington Centre	H6	Physics Annex
J10	Darlington House	G5	Physics Building
K9	Darlington Road Terraces	N8	PNR Building
L10	Demountable Village	E6	Queen Elizabeth II Research Institute
K5	Eastern Avenue Auditorium & Lecture Theatre Complex	H5	RC Mills Building
L9	Economics and Business Building	F2	RD Watt Building
H2	Edgeworth David Geology Building	D4	RMC Gunn Building
G4	Education Building	M9	Raglan Street Building
H4	Education Building Annex	N7	Rose Street Building
H5	Edward Ford Building	E2	Ross Street Building
N7	Electrical Engineering Building	G2	Science Road Cottage
N7	Engineering Link Building	E1	Selle House
C3	Evelyn Williams Building	M10	Services Building
K3	Fisher Library	N6	Seymour Centre
K4	Fisher Library Stack	K10	Shepherd Centre
G2	Footbridge Theatre	O6	Shepherd Street Carpark
C3	Gatekeeper's Lodge	K9	Storie Dixon Wing
J7	Gatekeeper's Lodge (City Road)	L4	Sydney Law School
M8	Gordon Yu-Hoi Chui Building	K5	Teaching Building
J2	Great Hall	F5	The Arena Sports Centre
G3	Griffith Taylor Building	J3	The Quadrangle
D4	HK Ward Gymnasium	J5	Transient Building
F2	Heydon-Laurence Building	L10	University Computing Centre
G2	Holme Building	M9	University Sports & Aquatic Centre
N5	Information Technologies	D3	Veterinary Science Conference Centre
K8	Institute Building	E6	Victor Coppleston Building
N5	International House	F3	Wallace Theatre
J10	IXL Building	K7	Wentworth Building
D3	JD Stewart Building	E7	Western Avenue Carpark
F2	JRA McMillan Building	M6	WH Mase Building
L7	Jane Foss Russell Building	M6	Wilkinson Building
F3	John Woolley Building		

## Childcare centres

K11	Boundary Lane
F9	Carlton Avenue
N9	KU Union
H1	Laurel Tree House

## Colleges & residential accommodation

J10	Darlington House
K9	Darlington Road Terraces
N5	International House
L10	Mandelbaum House
A4	Sancta Sophia College
C8	St Andrew's College
B5	St John's College
L6	St Michael's College
B6	St Paul's College
G7	Selle House
E1	Sydney University Village
D10	Wesley College
F7	Wesley College
G8	Women's College

## Computer Access Centres

H3	Brennan
G4	Education
K3	Fisher
N7	Link
L6	McGrath (Carlaw)
H3	Pharmacy

## Cultural venues

H2	Macleay Museum
J3	Nidholson Museum
N6	Seymour Centre
K7	Sir Hermann Black Gallery
M6	Tin Sheds Gallery
J2	University Art Gallery

## Faculties (offices)

F2	Agriculture, Food and Natural Resources
M6	Architecture
H3	Arts
K8	Economics & Business
G4	Education and Social Work
N7	Engineering
L4	Law
H5	Medicine
H3	Pharmacy
L6	Science
D3	Veterinary Science

## Libraries

G3	Badham
H5	Burkitt-Ford
K3	Fisher
L4	Freehills Law Library
E7	Medical
H5	Schaeffer Fine Arts
L7	SciTech

## Retail

H3	Australia Post Office
J9	Darlington Centre
G2	Hoime Building
L7	Jane Foss Russell Building
H4	Manning House
F5	The Arena Sports Centre
M9	University Copy Centre
K7	University Health Service
M9	University Sports & Aquatic Centre
M9	University Co-op Bookshop
C3	Valentine Charlton Cat Centre
C3	Veterinary Hospital & Clinic
K7	Wentworth Building

## Security

M10	Emergency Services
M10	Lost Property
M10	Traffic & Parking

## Sports & recreational venues

K2	Fisher Tennis Courts
D4	HK Ward Gymnasium
H5	Lawn Tennis Courts
H4	Manning Squash Courts
F5	The Arena Sports Centre
G5	The Square
E5	University Oval No. 1
E3	University Oval No. 2
M9	University Sports & Aquatic Centre

## Unions & associations (offices)

K7	Students' Representative Council (SRC)
M9	Sydney University Postgraduate Representative Association (SUPRA)
M9	Sydney Uni Sport & Fitness
G2	University of Sydney Union

## University administration, centres & services

L7	Accommodation Service
H3	Alumni Relations Office
L7	Careers Centre
L7	Cashier
D10	Centre for Continuing Education
K7	Centre for English Teaching
H3	Chancellor
L7	Counselling Service
L7	Disability Services
L7	Equity Support Services
H2	Executive Offices
L7	Financial Assistance Office
G1	Financial Services
J3	Information Centre
L10	Information and Communications Technology Services
L7	International Office
L7	International Student Support Unit
G4	Learning Centre
L6	Mathematics Learning Centre
H2	Media Office
G1	Office of General Counsel
L7	Research Office
L7	Scholarships and Prizes Office
L7	Student Centre
L7	Student Support Services
K8	Summer School
K8	Support Sydney
M10	SydneyPeople – HR Service Centre
D9	SydneyPeople – Learning Solutions
E1	SydneyPeople – Unistaff
L7	Sydney Talent
O5	Sydnovate
F3	United States Studies Centre
G2	University of Sydney Venue Collection
C3	Veterinary Hospital & Clinic
H2	Vice-Chancellor

# Course planner

Year	Semester	Unit of study 1 & credit points		Unit of study 2 & credit points		Unit of study 3 & credit points		Unit of study 4 & credit points		Total credit points
1	1									
	2									
2	summer									
	1									
	winter									
	2									
3	summer									
	1									
	winter									
	2									
4	summer									
	1									
	winter									
	2									
5	summer									
	1									
	winter									
	2									
<b>Total credit points</b>										