

**AGENDA ITEM 8**

**Review of Honours at the University of Sydney**

The Undergraduate Studies Committee presents the following white paper on the review of Honours at the University of Sydney.

The paper contains a number of recommendations, including recommended amendments to the existing Academic Board Policy on Award with Honours.

Members are advised that the Undergraduate Studies Committee is still considering the issue of awarding degrees with merit, and a further paper will be submitted on this matter in due course.

***Recommendation:***

*That the Academic Board:*

- (1) approve the recommendations arising from the review of honours at the University of Sydney; and*
- (2) approve the amendment of the Academic Board Policy on Award with Honours with effect from 1 January 2008, as set out in the report presented.*



# The University of Sydney

## Undergraduate Studies Committee (UGSC) of the Academic Board

### Discussion Paper on “Honours at the University of Sydney”

#### Objectives of the Policy

The policy changes suggested below are motivated by two overarching philosophies:

1. that the Honours degree at the University of Sydney, which is a research-intensive university, contains a significant, identifiable, quantifiable research component; and
2. that the standard of Honours entry and final grades are documented, consistent and equitable across all degree programs.

#### Summary of Recommendations

The Undergraduate Studies Committee of the Academic Board recommends:

- that an Honours degree at the University of Sydney include a minimum of 12 credit points of research. These minimum 12 credit points must be readily identifiable by a separate Unit of Study code.
- that entry to an Honours degree at the University of Sydney require a Weighted Average Mark of at least 65, averaged across at least 48 credit points of undergraduate Units of Study. These 48 credit points should not include Junior Units where the degree is available on a full time basis to students entering directly from high school.
- that Honours classes for an appended Honours year are based on marks awarded during the Honours year with the following mark ranges:
  - H1: WAM  $\geq$  80
  - H2.1: WAM  $\geq$  75
  - H2.2: WAM  $\geq$  70
  - H3: WAM  $\geq$  65

Honours will not be awarded for an average mark  $<65$ . Students with an Honours mark  $<65$  will be awarded a Pass degree.

- that Honours classes for an integrated Honours year are based on a Weighted Average Mark of:
  - H1: WAM  $\geq$  75
  - H2.1: WAM  $\geq$  70
  - H2.2: WAM  $\geq$  65

Honours will not be awarded for an average mark  $<65$ , and hence Honours 3 will not be awarded in integrated Honours degrees. Students who do not achieve H2.2 standard will be awarded a Pass degree. Junior Units of Study should not be included in the WAM calculation for degrees that are available on a full-time basis to high school leavers. The weighting of the research components of the WAM should be at least 2 times the weight of non-Honours components.

- that assessment for the research Units of Study in Honours be assessed, at least in part, by a dissertation.
- that the mark ranges for entry and Honours grades are a minimum standard. Faculties may set higher standards, but the reason should be clearly defined, and approved by the Board.

## Background

The Honours degree is one of the flagship degrees of the University of Sydney and represents the pinnacle of undergraduate achievement in a particular discipline. The Academic Board last reviewed the policy on “Awards with Honours” in 2003, with an amendment to include University Medals in 2004 (see Appendix 1). This policy clearly identifies *research* and *meritorious academic ability* as integral to the degree. Consequently, Honours degrees are aspired to by our undergraduate students, and Honours graduates are sought by potential employers.

In 2006, the Undergraduate Studies Committee was asked to define one aspect of current policy: “that all honours degrees shall have an identifiable discipline-specific individual research, scholarly or creative component” in the context of a new degree proposal. Specifically the request was to determine how many credit points constituted “an identifiable component”. There is no current policy that defines this. A Working Party was established in recognition of the need to better define some aspects of the current Academic Board Policy on Awards with Honours (Appendix 1).

Specific issues that arose from further consideration of the existing policy led to the following terms of reference for the Working Party:

- i) What is meant by “*identifiable discipline-specific individual research, scholarly or creative component.*”?
- ii) How much of an Honours degree needs to have this *identifiable discipline-specific individual research, scholarly or creative component*.
- iii) should there be different definitions or models of “research component” for integrated (i.e. within a four year degree) vs. appended (i.e. fourth year added to the three year pass degree) honours courses, or for different disciplines?
- iv) In relation to i) – iii), what is the status quo across all Faculties?
- v) In relation to i) – iii), what is the situation in the other Group of 8 universities?
- vi) In relation to i) – iii), and the likely variety of definitions across Faculties and disciplines, how is equity assured across and within Faculties, especially with regard to Honours entry and Honours grades?

## Objectives of the Policy

The policy changes suggested below are motivated by two overarching philosophies:

1. that the Honours degree at the University of Sydney, which is a research-intensive university, contains a significant, identifiable, quantifiable research component; and
2. that the standard of Honours entry and final grades are documented, consistent and equitable across all degree programs.

## Survey of Honours Degrees at other Go8 Universities

Most Group of 8 universities do not have a university-wide policy on Honours, other than some generic statements of principle. The Australian National University and the University of Queensland have more significant university-wide Honours policies and a summary of ANU and UQ policies is available on the Undergraduate Studies Committee web site.

In summary, half of the Group of 8 universities use bands of Honours that are in accord with the University of Sydney existing policy for award of Honours grades for appended Honours. The remaining universities use a mark range of 70-80 for H2.1, 60-70 for H2.2, and 50-60 for H3.

Several universities stipulate a weighted average mark of approximately 65 for entry to Honours, but most leave this to Faculties, and many are not well-publicised (the information is down at the department level).

Only the University of Queensland stipulates the minimum amount of research that is required to graduate with Honours, which is an identifiable 25% of a year (12 credit points in the University of Sydney's nomenclature) in the degree.

### **Survey of Existing Honours Degrees at the University of Sydney**

There are two mechanisms by which Honours degrees operate at the University of Sydney, which have been traditionally called "WAM based" and "4<sup>th</sup> Year Honours", which are meant to represent degrees with Honours Units built in to the base degree (mostly professional degrees), and degrees where Honours is a separate year after the base degree (mostly generalist degrees). While the intent of these descriptions is clear, at least to those who have a broad understanding of Honours around the University, the nomenclature is actually misleading. There are already "4<sup>th</sup> year Honours" degrees where the extra year occurs in the 3<sup>rd</sup> year, and the 5<sup>th</sup> year. "WAM-based" Honours also vary from total academic WAM, to a subset of specified Units, to a hybrid of WAM and Honours mark. In this document we introduce the nomenclature and shall refer to:

*Integrated Honours degrees:* These are Honours degrees where the Honours material is incorporated into the base degree.

*Appended Honours degrees:* These are Honours degrees where a student may graduate with a base degree, or take an extra year to qualify for Honours.

The survey of existing Honours degrees at the University of Sydney examined a number of specific points:

1. The number of credit points that are associated with research.
2. The entry standard for admission into Honours.
3. The standard required for different classes of Honours.
4. The range of assessment types for Honours Units.

#### *1. The number of credit points that are associated with research.*

In appended Honours degrees the number of credit points (c.p.) associated with research varied from 12 c.p. to 48 c.p. The degrees that are ostensibly 100% research usually had coursework and research training built in, however only a single grade was awarded at the end of the year. Degrees with less apparent research typically reported coursework and research training as separate Units of Study. Therefore it is not clear that degrees with "48 c.p. of research" necessarily offered a larger research experience than those with <48 c.p. However, it is evident that all appended Honours degrees include a significant research experience.

In integrated Honours degrees, the number of credit points associated with research varies from 0 c.p. to 24 c.p. Again, this is not as clear cut as this seems because research or research training is sometimes incorporated into broader Units of Study, and in those cases it is difficult to quantify the research component.

#### *2. The entry standard for admission into Honours.*

The entry standard into Honours was relatively consistent across the Honours degrees, with a few outliers, and a few unusual features. The most common entry standard is a credit average (WAM  $\geq$  65) in some combination of Units of Study in lower years. The specific combinations varied enormously, including total WAM, Senior WAM, WAM in Major Units, WAM in non-Junior Units, etc.

Some degrees had higher standards for Honours entry, and typically these are based on resource limitations. Some degrees had lower Honours admission standards – the lowest of which was that all students are eligible for Honours.

Some of the unusual features in Honours entry include pre-selecting the maximum grade of Honours before Honours commences. For example, a specific WAM allows entry to Hons 1, a lower WAM allows entry into Hons 2.1, etc.

Another less common feature was the requirement to have completed a number of Honours qualifying Units of Study. Typically these are research training Units. These qualifying Units are most commonly Senior Units (the year before Honours), however in some cases the qualifying Units were offered in Junior years (2 years before Honours).

### 3. *The standard required for different classes of Honours.*

Every appended Honours degree uses the Honours standards in Academic Board policy:

- H1: mark  $\geq 80$
- H2.1: mark  $\geq 75$  and  $< 80$
- H2.2: mark  $\geq 70$  and  $< 75$
- H3: mark  $\geq 65$  and  $< 70$

All integrated Honours degrees use a formula based on WAM to award Honours. The specific Units included in the WAM vary as widely as the WAM-based entry to Honours above. The WAM required for different Honours classes also varied, but not as much. More than half of the integrated Honours degrees use the following standard:

- H1: WAM  $\geq 75$
- H2.1: WAM  $\geq 70$  and  $< 75$
- (H2.2: WAM  $\geq 65$  and  $< 70$ )

The parentheses reflect that several integrated Honours degrees do not offer H2.2. H3 is not awarded in any integrated degree. Students who do not qualify for Honours are awarded a Pass degree.

There are other unusual Honours grade standards. Some require a higher standard (the highest is the same as the AB Policy for appended Honours), while a few have lower standards.

### 4. *The range of assessment types for Honours Units.*

All Units of Study that were identified as “Research” were assessed, at least in part, by a dissertation. All degrees had additional assessment items including: seminar, research proposal, performance, and portfolio.

## **Summary, Issues, and Recommendations arising from the Survey of Existing Honours Degrees**

In summary, the Honours experience at the University of Sydney is an enormously varied feast. Most students get research experience, but not all. The entry standards are inconsistent and the standards for the awards of degrees are likewise inconsistent, although there are clear commonalities across many degrees.

A variety of experiences at the University of Sydney is to be encouraged. However, the grade of Honours is enormously important to students. It is foremost a recognition of the student’s performance. An argument might be made that such recognition should only pertain to the degree program in which a student is enrolled. However, grades of Honours are readily compared across different degrees and we should resist any possibility of Hons is Degree X being perceived to be of a lesser standard than degree Y. Also, the grade of Honours is used as an indicator of suitability for higher degree research and higher Honours grades enhance employability. Finally, the Honours grade is used in part for allocation of

APA scholarships across the whole University. Therefore the University should ensure, within reasonable bounds, that Honours standards are consistent and equitable across the suite of degrees being offered.

*1. The number of credit points that are associated with research.*

The existing Honours policy of the Academic Board is that Honours is a *research* degree. The issue is in defining or quantifying just how much research should be included in an Honours degree.

By a very large margin, Honours degrees at the University of Sydney, whether appended or integrated, have 12 or more c.p. of research, including in some very intensive professional degrees. There are only a small number of degrees that have less than 12 c.p. and an even smaller number that have none. 12 c.p. therefore seems to be a sustainable amount of research, even in very intensive professional degrees.

***The recommendation of the Undergraduate Studies Committee is that an Honours degree at the University of Sydney include a minimum of 12 credit points of research. These minimum 12 credit points must be readily identifiable by a separate Unit of Study code.***

*Discussion:* The primary intent here is to ensure that an Honours degree is a research degree. A secondary, but intentional part of this is that the 12 c.p. of research must be readily identifiable by use of separate Unit of Study codes. In appended Honours degrees this means that the actual research component must be specified in the Honours year. In integrated Honours degrees the research may be carried out over several semesters, or even years. However, the research should be skewed towards the end of the degree to allow recognition of able research students. The research components must be still be clearly identified.

12 c.p. is also consistent with the only other Go8 universities that has stipulated the amount of research in an Honour degree. (The University of Queensland insists on 12 c.p. of research in Honours as a matter of policy.)

*2. The entry standard for admission into Honours.*

Current AB policy does not refer to entry standards for Honours. Given that there is a common AB policy on assessment across all degree programs, it makes sense that there can be a common entry standard for Honours degree. There is already a high degree of consistency across many degree programs, which requires a WAM > 65 in some suite of Units for admission to Honours.

***The recommendation of the Undergraduate Studies Committee is that entry to an Honours degree at the University of Sydney require a Weighted Average Mark of at least 65, averaged across at least 48 credit points of undergraduate Units of Study. These 48 credit points should not include Junior Units where the degree is available on a full time basis to students entering directly from high school.***

*Discussion:* The intent here is to set a standard (WAM>65), averaged across a sufficiently large number of c.p. that the entry quality of the student is assured. The intent is not to dictate which Units of Study be included. One example might be to count the most recent 48 c.p. Another example might include only c.p. in a particular discipline of study, for example, a Major.

The intent of the Junior Units exclusion is in consideration of transition from high school to university. Degrees that have pre-requisite qualifications (e.g. Medicine), or have co-

requisite qualification (e.g. Law) have the transition requirements catered for in the pre- or co-requisite degree.

The policy specifies a *minimum* WAM, because there may be circumstances where Faculties need to use a higher or additional entry standards for Honours, for example because of resource limitations, or because of further requirements (e.g. performance or portfolio). The entry standard(s) however, should be made clear, including any further constraints or criteria.

3. *The standard required for different classes of Honours.*

The standard of Honours grades for appended degrees is already consistent across all appended Honours degrees offer in the University. There is no further recommendation made by the UGSC in this regard.

The standard of Honours degrees in integrated Honours degrees is more varied, however, there is a clear majority in one set of standards. These standards are precisely 5 points lower than the AB policy for appended Honours, which use only final year (Honours) marks to determine Honours grades. Given the improved average performance of students as they progress to higher years, this 5 point difference would seem to be an appropriate and fair reflection of this difference. H3 is not offered in integrated degrees, and a majority do not offer H2.2.

***The recommendation of the Undergraduate Studies Committee is that integrated Honours classes are based on a minimum Weighted Average Mark of:***

***H1: WAM  $\geq$  75***

***H2.1: WAM  $\geq$  70***

***H2.2: WAM  $\geq$  65***

***Honours will not be awarded for an average mark  $<65$ , and hence Honours 3 will not be awarded in integrated Honours degrees. Students who do not achieve H2.2 standard will be awarded a Pass degree. Junior Units of Study should not be included in the WAM calculation for degrees that are available on a full-time basis to high school leavers. The weighting of the research components of the WAM should be at least 2 times the weight of non-Honours components.***

*Discussion:* The rationale for not awarding H3 is that a WAM  $< 65$  means that the student is actually performing worse in Honours than in the earlier stages of the degree (remember a WAM of 65 is minimum entry requirement). If a WAM  $>65$  is required to *enter* Honours then it is logical that a WAM  $> 65$  be required to *receive* Honours.

The condition on Junior Units of Study is the same as for entry standards above.

The condition on double counting the weight of assessment for Honours (research) Units of Study is that the award of Honours should be demonstrably weighted by research performance. It would not be appropriate to award Honours based only on 12 c.p. of research. On the other hand, treating the Honours Units the same as general coursework Units does not emphasise the research nature of the degree. Double weighting the research Units compared to other Units is a compromise.

Again, the policy does not dictate which Units of Study should be included in the Honours calculations (other than the Junior exclusion above). Faculties may tailor this equation to suit their needs.

The grades are also specified as a minimum standard. Faculties are encouraged to use these standards and grade to this standard. However, it is recognised that there may be other factors for which a higher standard is more appropriate, for example, if the research

(Honours) component is very large, then standards similar to the appended Honours grades might be more appropriate. The standards should be stated clearly.

*4. The range of assessment types for Honours Units.*

All Honours degrees already include a dissertation as part of the assessment. Other, varied forms of assessment are also commonplace. This was considered to be an essential part of the Honours experience. Although this is already the norm, the WP considered that it should be part of the policy.

***The recommendation of the Undergraduate Studies Committee is that assessment for the research Units of Study in Honours be assessed, at least in part, by a dissertation.***

The Working Party also considered a minimum and/or maximum word limit on such a dissertation but considered it to be inappropriate given the variety of Honours degrees.

## Draft Policy



# The University of Sydney

## Academic Board Policy on Awards with Honours

**Approved by:** Academic Board on 13 August 2003

**Date of effect:** 14 August 2003

**Amended by:** Academic Board on ~~28 April 2004~~ to insert section on University Medals  
[date]

**Effective from:** 1 January 2008

### **Other Policy Documents**

This policy should be read in conjunction with the *University of Sydney (Coursework) Rule 2000 (as amended)* and the Academic Board Policy on Assessment and Examination of Coursework.

### **Principles**

1. Honours degrees are offered to provide research training opportunities to students demonstrating special proficiency, and the ability for further study and research within a discipline.
2. Honours courses exist to attract and stimulate students of high ability in a discipline.
3. Honours courses may be graded to reward and recognise outstanding academic ability within a discipline.
4. The requirements and criteria for entering, undertaking and achieving an award with honours, and the criteria for awarding honours at various levels must be available to students in clear statements and in a timely fashion so as to enable any student with the necessary motivation and ability to aspire to complete their award with honours.

### **Definitions**

*Integrated Honours degrees:* These are Honours degrees where the Honours material is incorporated into the base degree.

*Appended Honours degrees:* These are Honours degrees where a student may graduate with a base degree, or take an extra year to qualify for Honours.

### **Policy**

- ~~1. Faculties may admit students to degrees with honours according to principles set out in the faculty resolutions for the degree.~~
1. Entry to an Honours degree at the University of Sydney requires a Weighted Average Mark of at least 65, averaged across at least 48 credit points of undergraduate units of study. These 48 credit points should not include Junior Units where the degree is available on a full time basis to high school graduates.
2. All honours degrees shall provide the foundations of research training within the discipline concerned and shall have an identifiable discipline-specific individual

- research, scholarly or creative component, with a minimum of 12 credit points of research. These 12 credit points must be readily identifiable by either a separate unit of study code, or as a quantified component of a unit or units of study.
3. The award of a degree with honours and the grade of honours awarded shall be assessed and calculated according to one of two mechanisms: by an honours Mark for appended Honours or by a Weighted Average Mark for integrated Honours.
  4. In appended Honours degrees ~~where honours grades are assessed and calculated according to an honours Mark~~, the grades for the award of honours, where appropriate, shall be:
    - First Class 80-100
    - Second Class/Division 1 75-79
    - Second Class/Division 2 70-74
    - Third Class 65 – 69
    - honours not awarded: below 65.
  5. In integrated Honours degrees ~~where honours grades are assessed and calculated according to Weighted Average Mark, junior level or level 1000 units of study should not count for more than 20%. the grades for the award of honours, where appropriate, shall be~~
    - First Class WAM > 75
    - Second Class/Division 1 WAM > 70
    - Second Class/Division 2 WAM > 65

Third Class honours shall not awarded in integrated Honours degrees. Students who do not achieve Second Class/Division 2 standard should be award a Pass degree. Junior Units of Study should not be included in the WAM calculation for degrees that are available on a full-time basis students entering directly from high school. The weighting of the research components of the WAM should be at least twice the weighting for non-Honours components.
  6. Faculties shall publish annually a clear statement in the faculty handbook describing:
    - a. the honours component in degrees in which the award of honours is made
    - b. the requirements and criteria for entry into honours courses;
    - c. the requirements for completion of an award with honours
    - d. the means by which the final award of honours is determined including, where appropriate, the method by which the honours mark is calculated, the classes of honours available, including, where appropriate the availability of university medals, the marks necessary for the award of various classes and the criteria for assessment.

The assessment of research units of study in Honours shall be assessed, at least in part, by a dissertation.
  7. Each calendar year, faculties shall submit a report to the Academic Board setting out the number and percentages of the various classes of honours and pass students in each award for the year, a comment on how these percentages compare with those of previous years identifying significant trends, a comment on issues arising from the figures and the faculties plans for addressing those issues, and a comment on action taken pursuant to any previous such reports.

## University Medals

1. A faculty may signal outstanding achievement in a Bachelor course by the award of a University Medal to one or more students who have satisfied the requirements of an Honours degree.
2. Faculties should discuss and agree on the normal minimum levels of academic performance required for the award of a Medal, preferably using broadly comparable University-wide criteria based on the conditions for the award of First Class Honours. In those cases where departments submit results and recommendations to more than one faculty, the award of both Medals and First Class Honours in all of the faculties should be consistent overall with the departmental order of merit.
3. The merits of each candidate for a Medal should be debated by each faculty honours board. The award of a Medal should not be based solely on a numerical mark/faculty formula (i.e. a minimum criterion should be regarded as a necessary but not sufficient condition for the award of a Medal).
4. A distinction should be made between the requirements for the award of First Class Honours and of Medals. For example, in courses in which an Honours Fourth Year is prescribed the Honours awards could be based solely on final year marks. On the other hand, Medals should be awarded taking account of students' academic performance throughout their university studies in that course. Recipients of Medals would be expected to have not only outstanding performances in the Honours year, but also meritorious undergraduate performances (particularly in their major subjects), especially after first year. Faculties should allow consideration of students who exhibit ever-improving academic performance.
5. Faculty honours boards should consider candidates for Medals within the context of the whole field of candidates for First Class Honours within the course in question. Members of honours boards should have before them the complete academic records of students recommended by departments for the award of First Class.
6. Honours students entering the University with advanced standing should be assessed for Medals in the same way as students undertaking their entire studies within the University.



# The University of Sydney

## Academic Board Policy on Awards with Honours

**Approved by:** Academic Board on 13 August 2003

**Date of effect:** 14 August 2003

**Amended by:** Academic Board on 28 April 2004 to insert section on University Medals

### **Other Policy Documents**

This policy should be read in conjunction with The University of Sydney (Coursework) Rule 2000 (as amended) and the Academic Board Policy on Assessment and Examination of Coursework.

### **Principles**

1. Honours degrees are offered to provide research training opportunities to students demonstrating special proficiency, and the ability for further study and research within a discipline.
2. Honours courses exist to attract and stimulate students of high ability in a discipline.
3. Honours courses may be graded to reward and recognise outstanding academic ability within a discipline.
4. The requirements and criteria for entering, undertaking and achieving an award with honours, and the criteria for awarding honours at various levels must be available to students in clear statements and in a timely fashion so as to enable any student with the necessary motivation and ability to aspire to complete their award with honours.

### **Policy**

1. Faculties may admit students to degrees with honours according to principles set out in the faculty resolutions for the degree.
2. All honours degrees shall provide the foundations of research training within the discipline concerned and shall have an identifiable discipline-specific individual research, scholarly or creative component.
3. The award of a degree with honours and the grade of honours awarded shall be assessed and calculated according to one of two mechanisms: by an honours Mark or by a Weighted Average Mark.
4. In degrees where honours grades are assessed and calculated according to an honours Mark, the grades for the award of honours, where appropriate, shall be:

First Class 80-100  
Second Class/Division 1 75-79  
Second Class/Division 2 70-74  
Third Class 65 – 69  
honours not awarded: below 65.

5. In degrees where honours grades are assessed and calculated according to Weighted Average Mark, junior level or level 1000 units of study should not count for more than 20%.
6. Faculties shall publish annually a clear statement in the faculty handbook describing:
  - a. the honours component in degrees in which the award of honours is made
  - b. the requirements and criteria for entry into honours courses;
  - c. the requirements for completion of an award with honours
  - d. the means by which the final award of honours is determined including, where appropriate, the method by which the honours mark is calculated, the classes of honours available, including, where appropriate the availability of university medals, the marks necessary for the award of various classes and the criteria for assessment.
7. Each calendar year, faculties shall submit a report to the Academic Board setting out the number and percentages of the various classes of honours and pass students in each award for the year, a comment on how these percentages compare with those of previous years identifying significant trends, a comment on issues arising from the figures and the faculties plans for addressing those issues, and a comment on action taken pursuant to any previous such reports.
8. Where faculties wish to reward and recognise outstanding performance without research training or without a discipline specific research component, the category of award with Merit should be used. In cases where a degree or diploma is awarded with Merit, faculties will publish a plain English statement in the handbook each year, setting out the criteria and conditions for award with Merit.

### **University Medals**

1. A faculty may signal outstanding achievement in a Bachelor course by the award of a University Medal to one or more students who have satisfied the requirements of an Honours degree.
2. Faculties should discuss and agree on the normal minimum levels of academic performance required for the award of a Medal, preferably using broadly comparable University-wide criteria based on the conditions for the award of First Class Honours. In those cases where departments submit results and recommendations to more than one faculty, the award of both Medals and First Class Honours in all of the faculties should be consistent overall with the departmental order of merit.
3. The merits of each candidate for a Medal should be debated by each faculty honours board. The award of a Medal should not be based solely on a numerical mark/faculty formula (i.e. a minimum criterion should be regarded as a necessary but not sufficient condition for the award of a Medal).
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other hand, Medals should be awarded taking account of students' academic performance throughout their university studies in that course. Recipients of Medals would be expected to have not only outstanding performances in the Honours year, but also meritorious undergraduate performances (particularly in their major subjects), especially after first year. Faculties should allow consideration of students who exhibit ever-improving academic performance.

5. Faculty honours boards should consider candidates for Medals within the context of the whole field of candidates for First Class Honours within the course in question. Members of honours boards should have before them the complete academic records of students recommended by departments for the award of First Class.
6. Honours students entering the University with advanced standing should be assessed for Medals in the same way as students undertaking their entire studies within the University.