LEARNING AND TEACHING POLICY 2015

The Academic Board, as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 2 December 2015

Last amended: 20 January 2016 (administrative amendments only)

Signature:

Position: Chair, Academic Board

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PART 1 PRELIMINARY

1 Name of policy
This is the Learning and Teaching Policy 2015.

2 Commencement
This policy commences on 1 January 2016.

3 Policy is binding
Except to the extent that a contrary intention is expressed, this policy binds the University, staff, students and affiliates.

4 Statement of intent
This policy:
(a) describes the nature of education at the University;
(b) sets out the manner in which curricula are structured;
(c) provides for the effective management of learning and teaching; and
(d) establishes quality assurance processes for learning and teaching.

5 Application
Except to the extent that a contrary intention is expressed this policy applies to the learning and teaching of coursework award courses.

6 Definitions
(1) In this policy:

academic unit means a faculty, board of studies, school, department, centre or interdisciplinary committee of the University.

AQF means Australian Qualifications Framework, which is the national framework for recognition and endorsement of education qualifications.
**assessment** means the process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study.

**Associate Dean - Education** means:

- the Associate Dean of a faculty with responsibility for education at the relevant level; or
- the deputy chairperson of a board of studies; or
- a person appointed by the Dean to have responsibility within the faculty for education at the relevant level. This position may have any of a number of different titles, including Associate Dean - Education, Associate Dean - Teaching or Learning, Associate Dean - Undergraduate Students, Associate Dean - Postgraduate Coursework or equivalent. During 2016, the responsibilities of the Associate Dean - Education specified in this policy may be shared between more than one Associate Dean position.

**award course** means a course approved by the Academic Board and endorsed by the Senate, on the recommendation of the Academic Board that leads to the conferral of a degree or the award of a diploma or certificate.

**capstone experience** means a unit of study that provides students with an opportunity to draw together the learning that has taken place during the course, synthesise it with their own learning and experience, draw conclusions that form the basis for further investigation and intellectual and professional growth.

Note: Further discussion of capstone experience is contained in clause 18.

**combined degree course** means a combination of two degree programs leading to the attainment of two qualifications, structured to enable students to count a specified number of units of study towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately.

Note: Further discussion of combined degree course is contained in clause 18.

**core** means a set of units of study that develops required knowledge and skills for an award course.

**course** means a planned and structured sequence of learning and teaching primarily aimed at the acquisition of knowledge, skills and understanding.

**course resolutions** means the requirements for an award course approved by the Academic Board and set out in the faculty resolutions for the course.

Note: See clause 2.3 of the Coursework Rule 2014.

**coursework award** means a course approved by the Academic Board and
course endorsed by the Senate that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, and graduate certificates, graduate diplomas and those Masters degrees that comprise less than 66% research are coursework award courses.

curriculum means the flexible and coherent presentation of the academic content in a unit or program in a series of learning experiences and assessments.

Note: Further discussion of curriculum is contained in clauses 15 - 17.

Dean means the Dean of the relevant faculty.

department means an academic disciplinary grouping established within a school.

double degrees means programs of study resulting in the award of two qualifications in which course resolutions allow for the automatic transfer from one degree to another upon completion of a specified milestone.

faculty means a faculty or board of studies as established in each case by its constitution and in this policy refers to the faculty or faculties responsible for the relevant award course.

faculty board means a faculty board or board of studies, or a committee appointed by such a board, to carry out the functions referred to in this policy. In this policy a reference to a faculty board is a reference to the board of the faculty or faculties responsible for the relevant award course.

faculty office means the professional staff led by a faculty manager that support learning and teaching within a faculty.

graduate qualities means the outcomes of a University of Sydney education. It is synonymous with the term graduate attributes.

Group of Eight (Go8) means the coalition of eight research-intensive Universities, comprising The University of Melbourne, The Australian National University, The University of Sydney, The University of Queensland, The University of Western Australia, The University of Adelaide, Monash University and UNSW Australia.

Note: See https://go8.edu.au/

Head of Department means an academic leader within a department who represents the department in school or disciplinary fora. A Head of Department co-ordinates the provision of teaching and the development of curriculum within a department.

Head of School means the head of a school within a faculty with responsibility for approving arrangements for teaching, appointment of
casual staff within the school. This role may be fulfilled by a position with another title (e.g. Head of Discipline or the Chair of a board of studies or interdisciplinary committee.)

**LMS** means learning management system, which is the online learning system used by the University to host unit of study websites.

**learning outcomes** means statements of what students know, understand and are able to do on completion of a unit of study.

**major** means a defined sequence of units of study, which develops depth of expertise in a field of study.

**minor** means a defined set of units of study, which develops coherent knowledge and skills in a field of study.

**postgraduate award course** means an award course leading to the award of a Graduate Certificate, Graduate Diploma, Masters degree or a Doctorate. Normally a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.

**program** Means a combination of units of study that develops expertise in a multi-disciplinary domain or professional or specialist field and includes at least one recognised major in a field of study.

**Note:** Further discussion of program is contained in clause 18.

**program co-ordinator** means the designated person responsible, at a program, major or degree level, for managing the curriculum and providing co-ordination and advice to staff and students.

**stream** means an area of academic or vocational expertise in which students focus their studies within their degree.

**Note:** Further discussion of streams is contained in clause 18.

**student** means a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student.

**supervisor** means the member of the academic staff who is appointed to supervise a dissertation, treatise or long essay component of a coursework award program or an undergraduate honours program.

**teaching session** means, as appropriate, a semester or a summer or winter session.

**undergraduate award course** means a coursework award course leading to the award of an Associate Diploma, Diploma, Advanced Diploma, Bachelor degree or Bachelor (Honours) degree.

**unit of study** means the smallest stand-alone component of an award course that is recordable on a student’s transcript. Units of study have an integer credit point value, normally 6 credit points.
PART 2 THE NATURE OF EDUCATION AT THE UNIVERSITY

7 Graduate qualities and learning outcomes

(1) All award courses must be designed to develop and assess the acquisition of the graduate qualities that the University has agreed are necessary to contribute effectively to contemporary society. These are achieved through a structured program, including learning outcomes of specific relevance to the particular award or discipline.

(2) Graduate qualities consist of:

(a) depth of disciplinary expertise;

(b) broader skills:
   (i) critical thinking and problem solving;
   (ii) oral and written communication;
   (iii) information and digital literacy; and
   (iv) inventiveness;

(c) cultural competence;

(d) interdisciplinary effectiveness;

(e) an integrated professional, ethical and personal identity; and

(f) influence.

(3) These qualities should be embedded in the curriculum in a way that enables students to:

(a) excel at applying and continuing to develop disciplinary expertise;

(b) learn and respond effectively and creatively to novel problems;

(c) work productively, collaboratively and openly in diverse groups and across cultural boundaries;

(d) work effectively in interdisciplinary (including inter-professional) settings;

(e) build broader perspectives, innovative vision, and more contextualised and systemic forms of understanding;

(f) build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty; and

(g) be effective in exercising professional and social responsibility and making a positive contribution to society.

(4) The graduate qualities adopted by the University, and their purposes, are set out in the following table (Table 1):
Table 1

<table>
<thead>
<tr>
<th>Graduate qualities</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of disciplinary expertise</td>
<td>To excel at applying and continuing to develop disciplinary expertise.</td>
</tr>
<tr>
<td>Broader skills:</td>
<td>To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems.</td>
</tr>
<tr>
<td>− Critical thinking and problem solving</td>
<td></td>
</tr>
<tr>
<td>− Communication (oral and written)</td>
<td></td>
</tr>
<tr>
<td>− Information/ digital literacy</td>
<td></td>
</tr>
<tr>
<td>− Inventiveness.</td>
<td></td>
</tr>
<tr>
<td>Cultural competence</td>
<td>To work productively, collaboratively and openly in diverse groups and across cultural boundaries.</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness</td>
<td>To work effectively in interdisciplinary (including inter-professional) settings and to build broader perspective, innovative vision, and more contextualised and systemic forms of understanding.</td>
</tr>
<tr>
<td>An integrated professional, ethical and personal identity</td>
<td>To build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty.</td>
</tr>
<tr>
<td>Influence</td>
<td>To be effective in exercising professional and social responsibility and making a positive contribution to society.</td>
</tr>
</tbody>
</table>

Note: see also *Good Practice Guidelines for the Development of Students Academic and Professional Communication Skills* and *Implementation Guidelines*

8 Educational excellence

(1) All award courses must be designed towards the achievement of excellence in outcomes, experience and environment.

(2) Educational programs and the management of learning and teaching must be designed and managed to ensure excellence in:

(a) educational outcomes: at the conclusion of their educational experience, students will demonstrate the graduate qualities to a high standard;

(b) educational experience as shown through:

(i) the impact of teachers and their capacity to engage students productively in the teaching and learning process; and

(ii) students’ mastery of the meta-cognitive skills that form the basis for self-directed learning;

and

(c) educational environment, consisting of the physical learning spaces, virtual learning environment, and support, which:
(i) facilitates excellent outcomes and experience;
(ii) fosters innovation; and
(iii) seeks continuous improvement through systematic monitoring.

(3) To ensure excellent outcomes, faculties must design processes in which:
   (a) curricula provide continuous and well-co-ordinated sequences of learning experiences leading to well defined learning outcomes, involving expert guidance through well designed learning activities;
   (b) students:
      (i) are actively engaged in learning;
      (ii) are challenged, guided and supported to reach a high standard of learning; and
      (iii) become increasingly aware of, and responsible for, their learning;
   and
   (c) students and staff demonstrate a commitment to working together to achieve excellence in educational experience and outcomes.

(4) Learning environments must be accessible to students with disabilities, allow appropriate flexibility and use technology to minimise barriers to learning caused by time constraints, timetables and other artificial rigidities.

9 Engaged enquiry

(1) Learning programs must be designed to:
   (a) enable students to acquire and apply knowledge and skills through engaged enquiry;
   (b) challenge students with novel problems; and
   (c) enable students to demonstrate increasing awareness of, and responsibility for, their learning.

(2) Engaged enquiry is a design principle which is used to develop curricula, create learning experiences, and review courses and units of study.

(3) Engaged enquiry unites learning through the thinking and discovery processes used in research with experiential development of skills and knowledge through application.

(4) Research-enriched enquiry involves the formulation and critical testing of hypotheses on the basis of evidence and prior knowledge.

(5) Engagement arises from the further development of skills and knowledge through application in work, community and interdisciplinary settings.

(6) Research-enriched enquiry and engagement together form a core principle against which learning programs must be assessed.

10 Academic integrity

(1) Academic honesty by staff and students is an underlying ethos of all education.
Policy and procedures relating to academic honesty in coursework are set out in: the Academic Honesty in Coursework Policy 2015.

11 Collegial governance

(1) The purpose of collegial governance is to provide a vehicle for:
   (a) continuous improvement and innovation;
   (b) an effective framework to achieve educational excellence; and
   (c) the achievement of graduate qualities and learning outcomes to a high standard by each student.

(2) All award course programs must be overseen by a course committee or standing committee reporting to the relevant faculty board or board of studies.

   Note: A standing committee may have oversight of more than one award course, or of a category of award courses, for example, all undergraduate awards or all postgraduate coursework awards.

(3) All committees with responsibility for oversight of award course programs must include:
   (a) representatives of the academic disciplines responsible for teaching;
   (b) representatives of students enrolled in the award course program; and
   (c) the relevant Associate Dean - Education.

(4) Committees responsible for award courses may:
   (a) make recommendations to the faculty board, Heads of School and Dean on:
      (i) learning outcomes;
      (ii) curricula;
      (iii) units of study;
      (iv) assessment;
      (v) educational excellence;
      (vi) academic integrity; and
      (vii) program review;
   and
   (b) take such decisions on these and other matters related to learning and teaching within award courses as delegated by the faculty board, provided that the faculty board retains oversight and responsibility for the outcomes, quality and review of award courses.

(5) Faculty boards, or their relevant standing committees, may also establish such other program committees (including, if appropriate, unit of study committees) as are necessary for ensuring excellence in outcomes, experience and environment. Program committees must include:
   (a) representatives of teachers within the program; and
   (b) students enrolled in the program.

(6) Faculty boards, or their relevant standing committees, must ensure that award courses receive a comprehensive review including external referencing or other
benchmarking at least every seven years and must forward a report of the review to the Academic Board.

(7) Award course review committees must include:
(a) representatives of the academic disciplines responsible for teaching in the award course;
(b) students enrolled in, or recently graduated from the award course; and
(c) relevant stakeholders from professions or industry, as determined by the committee responsible for oversight of the award course.

(8) The faculty board and award course committees are responsible for obtaining approval of units of study, programs and award courses consistently with Part 4 of this policy.

(9) Learning programs must be developed and managed through a collegial process which must:
(a) be evidence based (using academic expertise, research, benchmarking, market appraisal); and
(b) build on consultation with stakeholders listed in subclause 11(7).

Note: See clause 23 for specific authorities, roles and responsibilities for the management of learning and teaching.

PART 3 CURRICULUM STRUCTURE

12 Statement of intent

This part:
(c) outlines the structure of the curriculum for award courses and units of study; and
(d) articulates the components of award courses and the broad structure of undergraduate, postgraduate and combined coursework awards.

13 Learning outcomes

(1) Learning outcomes articulate the specific achievements in skill, knowledge and application that must be demonstrated in order to demonstrate graduate qualities in a particular discipline. They must be aligned with graduate qualities and must be assessed as part of the curriculum.

(2) Learning outcomes should be specified for award courses and for each of their components, including as relevant units of study, minors, majors and specialisations.

(3) Learning outcomes specified for the components of an award course should be aligned with each other and with the learning outcomes of the award course.
14 Award courses

(1) An award course must enable students to demonstrate graduate qualities through defined learning outcomes.

(2) Titles for awards in the Australian Qualifications Framework (AQF) must be consistent with the AQF Issuance Policy.

(3) The title of an award course must include:
   (a) the qualification type; and
   (b) the discipline.

(4) The title of an award course may include one or more optional components, such as a stream.

(5) Award courses must follow an orderly and flexible program of learning experiences in a curriculum designed and approved consistently with this policy.

(6) Award courses must have defined outcomes which:
   (a) specify the qualities that graduates will demonstrate;
   (b) specify the learning outcomes that must be achieved to demonstrate those graduate qualities for a particular discipline; and
   (c) demonstrate achievement, at a minimum, of the learning outcomes specified for the qualifications type and level in the AQF.

(7) Award courses must follow a curriculum which:
   (a) takes a student-centred approach to the achievement and assessment of learning outcomes in a coherent fashion;
   (b) is regularly reviewed (at least every seven years) by faculties consistently with this policy, in the light of student outcomes and the student experience, the growth of knowledge, changes in the learning environment and stakeholder input; and
   (c) incorporates the components of the curriculum framework set out in clauses 15 - 20 of this policy.

15 Curricula generally

(1) Curricula must enable students to achieve the graduate qualities and learning outcomes of an award course or component of an award course. A curriculum sets out, in a progressive and cumulative manner:
   (a) specified knowledge and skills, expressed as learning outcomes;
   (b) the learning experiences and inquiry processes by which they are acquired;
   (c) how they are applied; and
   (d) an orderly and methodical assessment process through which they are demonstrated to a high standard.
Curricula should be designed to enable a combination of disciplinary depth and breadth of learning appropriate to the aims of the award course.

(a) Disciplinary depth enables students to achieve command and understanding of a discipline area and can be achieved through focussed study in a major, through the completion of core components, or through the completion of a specialisation.

(b) Disciplinary breadth enables students to contextualise their learning in the context of related studies and other disciplines, apply it to new contexts and augment it according to their learning needs and interests. Disciplinary breadth is achieved through electives, minors, additional majors, studies in other disciplines and interdisciplinary projects.

A curriculum framework is a broad structure for the constituent educational experiences offered by each degree. It comprises core components that are essential for every student to reach an agreed standard, and enrichment opportunities that enable students to extend learning according to individual needs and interests, but are not required or relevant for every student.

16 Curriculum framework for undergraduate education

The curriculum framework for new and revised undergraduate awards must include the following core components:

(a) a major or stream in at least one field of study;
(b) a structured approach to the development of knowledge and skills;
(c) collaborative and group-based learning activities and assessments;
(d) interdisciplinary and inter-professional learning experiences;
(e) authentic problems and assessments;
(f) an open learning environment for the extension of knowledge and skills; and
(g) project based learning.

If an undergraduate degree is offered exclusively as part of combined or double degree courses, the core components may be in either award course and need not be in both individually.

The following table (Table 2) sets out the graduate qualities associated with each of these core components.

Note: The curricula for award courses developed prior to 1 January 2016 must include these components when reviewed in line with clause 11 (6)

<table>
<thead>
<tr>
<th>Core component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A major or specialisation in at least one field of study</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A structured approach to the development of knowledge and skills</td>
<td>Depth of disciplinary expertise, Broader skills, Cultural competence, Integrated identity</td>
</tr>
</tbody>
</table>
### Core component vs Graduate qualities

<table>
<thead>
<tr>
<th>Core component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative and group-based learning activities</td>
<td>- Broader skills</td>
</tr>
<tr>
<td>and assessments</td>
<td>- Cultural competence</td>
</tr>
<tr>
<td></td>
<td>- Integrated identity</td>
</tr>
<tr>
<td></td>
<td>- Influence</td>
</tr>
<tr>
<td>Interdisciplinary and inter-professional learning</td>
<td>- Broader skills</td>
</tr>
<tr>
<td>experiences</td>
<td>- Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>- Influence</td>
</tr>
<tr>
<td>Authentic problems and assessments</td>
<td>- Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>- Broader skills</td>
</tr>
<tr>
<td></td>
<td>- Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>- Integrated identity</td>
</tr>
<tr>
<td></td>
<td>- Influence</td>
</tr>
<tr>
<td>An open learning environment for extension of</td>
<td>- Broader skills</td>
</tr>
<tr>
<td>knowledge and skills</td>
<td>- Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>- Integrated identity</td>
</tr>
<tr>
<td></td>
<td>- Influence</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>- Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>- Broader skills</td>
</tr>
<tr>
<td></td>
<td>- Integrated identity</td>
</tr>
<tr>
<td></td>
<td>- Influence</td>
</tr>
</tbody>
</table>

### 17 Curriculum framework for postgraduate coursework education

1. The curriculum framework for postgraduate coursework awards must include:
   - advanced specialisation in a field of knowledge;
   - research skills;
   - a structured approach to the development of knowledge and skills;
   - a capstone experience in research, scholarship or professional project.

2. The curriculum framework for postgraduate coursework units may include one or more of the following:
   - a major;
   - a minor;
   - interdisciplinary study;
   - exchange and work based projects;
   - professional or industry experience;
   - authentic problems and assessments;
   - elective units; and
   - project-based learning.
(3) The following table (Table 3) sets out the graduate qualities associated with each of the above core components of a postgraduate coursework award.

Table 3

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialisation in a discipline area</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A capstone experience</td>
<td></td>
</tr>
<tr>
<td>A major</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary study</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>Broader skills</td>
</tr>
<tr>
<td></td>
<td>Cultural competence</td>
</tr>
<tr>
<td></td>
<td>Integrated identity</td>
</tr>
<tr>
<td>Exchange and work based projects</td>
<td>Broader skills</td>
</tr>
<tr>
<td></td>
<td>Cultural competence</td>
</tr>
<tr>
<td>Interdisciplinary and inter-professional</td>
<td>Broader skills</td>
</tr>
<tr>
<td>learning experiences</td>
<td>Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>Influence</td>
</tr>
<tr>
<td>Professional or industry experience</td>
<td>Broader skills</td>
</tr>
<tr>
<td></td>
<td>Cultural competence</td>
</tr>
<tr>
<td>Authentic problems and assessments</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>Broader skills</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>Integrated identity</td>
</tr>
<tr>
<td></td>
<td>Influence</td>
</tr>
<tr>
<td>Research</td>
<td>Broader skills</td>
</tr>
<tr>
<td>Project-based learning</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>Broader skills</td>
</tr>
<tr>
<td></td>
<td>Integrated identity</td>
</tr>
<tr>
<td></td>
<td>Influence</td>
</tr>
</tbody>
</table>

Note: See Part 17 of the Coursework Policy 2014 for the requirements for different postgraduate qualification types.

18 Components of award courses

(1) A **stream** consists of a program of related units of study which are structured to provide the student with a depth of specialist knowledge of a discipline or field.

(2) **Streams**:  
   (a) are identified by the name of the stream of the award;  
   (b) are recorded on the testamur upon graduation;  
   (c) apply to both senior and junior levels; and  
   (d) are not restricted to a specific number of credit points.

(3) Streams can be conceptualised as separate pathways for admission purposes but are linked to a set of other streams through shared nomenclature. Examples of
specialist award courses include: Civil Engineering; Physiotherapy; Music Performance; and Oral Health.

(4) A program must develop expertise in a multi-disciplinary domain or a professional field and include at least one major in a field of study.

(5) **Majors:**
   
   a) comprise a defined number of units in a field of study including, for undergraduate award courses, at a minimum 36 credit points at 2000 and 3000 level; and
   
   b) are recorded on the student transcript upon graduation.

(6) **Minors:**
   
   a) comprise a defined number of units of study in a field of study; and
   
   b) are recorded on the student transcript at the completion of the award course.

(7) **A capstone experience** should be integrative, foster student autonomy and, where appropriate, include a cross-disciplinary perspective.

   **Note:** See [Coursework Policy 2014](#).

(8) **Combined degrees and double degrees** must meet the learning outcomes of both component award courses.

(9) Award courses may achieve depth and breadth of learning by the specification of core units and elective units.
   
   a) Units of study may be specified as core units if the faculty determines them to be essential to achieve the learning outcomes of the award course, major or specialisation. Core units must be completed by all students enrolled in the award course, relevant major or specialisation.
   
   b) Elective units are units chosen by students in order to extend their degree requirements according to their need or interests and contribute to graduate qualities. Electives are chosen from a list defined by the faculty and approved by the Academic Board.

(10) **Units of study**
   
   a) Units of study follow a programmed set of coherent learning experiences that lead progressively to the achievement of the learning outcomes for the unit.
   
   b) Units of study must be completed over one or two teaching sessions.
   
   c) Faculties must define learning outcomes for each unit of study which are aligned with those of the award courses in which the unit of study is offered and those of other components of award courses of which it is a part.
   
   d) Except in the case of ‘shell’ units, used for students undertaking study at another institution and other purposes, the learning outcomes, requirements and assessment of a unit of study must be the same for all students taking that unit of study, regardless of the award course in which they are enrolled.
   
   e) Student transcripts and student record files must record a single result and a single credit point value for each unit of study attempted by a student.

(11) **Credit points and student workload**
   
   a) Credit points measure the relative quantitative contribution of a unit of study to an award course.
(b) The full time credit point load for undergraduate and postgraduate coursework award courses is 24 credit points per semester, or 12 credit points for summer session and six credit points for the winter session. A full time credit point load for a year is 48 credit points equating to a student workload of 1500 - 1800 hours per year including class time, private study and assessment preparation.

(c) The normal credit point load for a unit of study is six credit points.

(d) Units of study shared across different award courses and between different faculties must have the same credit point value in every course.

(e) Where units of study are core units in more than one award course, faculties must design units of study to meet the learning needs of students in all award courses in which the unit is a core unit.

(f) The relationship between the level of student effort in a unit of study and the credit point value of that unit must take account of all courses sharing that unit of study.

(g) Faculties must consider overall student workload in assigning credit point value as follows:
   (i) 24 credit points equates to the effort expected of a full-time student, studying 36 – 48 hours per week or pro-rata for part-time students.
   (ii) A single credit point should therefore equate notionally to a minimum expectation of 1.5 – 2 hours of student effort per week for units of study offered over a semester.
   (iii) Flexibility between different units may be exercised in the allocation of credit point value to accommodate any tensions between the duration of core learning experiences and their perceived importance in achieving learning outcomes for the award course.

(h) Faculties introducing new units of study with a credit point value other than six must inform the Academic Board, explaining the rationale for deviating from the standard and addressing issues of compatibility.

(12) On academic grounds, a faculty may propose to the Undergraduate or Graduate Studies Committee of the Academic Board units of study with 0, 1 or 2 credit points.

(13) Teaching sessions
   (a) Teaching and learning in award courses must take place in standard teaching sessions or in special teaching sessions determined by faculties in a faculty calendar and approved by the Academic Board.
   (b) The standard teachings sessions are first semester, second semester summer session and winter session.
   (c) A semester comprises 13 weeks of programmed learning, one study week and 1 - 2 weeks for examination and assignment preparation.
   (d) University semester dates, and dates for summer and winter sessions and teaching blocks must be approved by the Academic Board.
   (e) A faculty may offer teaching in sessions that vary from those specified in the University Calendar, subject to the approval of the Academic Board.
19 Assessment framework

(1) Assessment is the means by which students demonstrate graduate qualities and learning outcomes in a unit of study and in an award course.

(2) Learning outcomes for units of study must be assessed either within the unit of study or within an assessment framework for the award course or a component of an award course.

(3) The assessment framework of award courses and units of study must promote student learning and engaged enquiry, and be designed to ensure that key milestones in the achievement of learning outcomes are met to a standard sufficient to allow progression.

(4) Faculties must design the assessment framework of an award course to ensure that all students who successfully complete the award course demonstrate the graduate qualities and specified learning outcomes for the award.

(5) Unit of study co-ordinators must design the assessment framework of a unit of study to ensure that all students who successfully complete the unit of study demonstrate the qualities and learning outcomes of the unit of study and are assessed to the same standard.

(6) The University’s policy and procedures on assessment are set out in Part 14 of the Coursework Policy 2014 and in the Assessment Procedures 2011.

20 Academic integrity in the design of curricula

(1) Learning experiences, programs and curricula must be designed to educate students early in the first year about academic integrity, appropriate acknowledgement, academic honesty and avoiding plagiarism.

   (a) This education must include an online module endorsed by the Office of Educational Integrity and should also include tutorials work and scaffolding writing tasks as appropriate.

(2) The assessment framework of award courses and the assessment matrix within each unit of study must be designed and reviewed each time the unit is offered to ensure academic integrity.

PART 4 MANAGEMENT OF LEARNING AND TEACHING

21 Statement of intent

(1) The purpose of this part of the policy is to set out the framework, and specific responsibilities, for the management and evaluation of learning and teaching at unit of study, degree and University level. This includes governance authorities, roles and responsibilities, and quality assurance processes.

22 Governance

(1) This clause sets out the governance for learning and teaching at the University.
Note: Authorities set out in this policy are also defined in the Delegations of Authority – Academic Functions and the Supplementary Delegations of Authority – Academic Functions

(2) The Academic Board

(a) Subject to endorsement by the Senate, the Academic Board approves the award course level curriculum and approves requirements and other elements of award courses as determined in the Coursework Policy 2014 and set out in award course resolutions and tables of units of study.

(b) The Academic Board determines the procedures for the consideration, and deadline for submission of, proposals for new and amended award programs and courses.

(c) The Academic Board also determines periods of instruction and commencement and conclusion dates of the academic year.

(3) Faculty boards

(a) Faculty boards or their standing committees develop, and recommend to the Academic Board, the curriculum of award courses, and implement and monitor those curricula.

(b) Faculty Boards or their standing committees approve the curricula of units of study recommended by unit of study coordinators.

23 Roles and responsibilities

(1) Delegations of authority for the management of learning and teaching are set out in:

(a) Delegations of Authority – Academic Functions;

(b) Supplementary Delegations of Authority – Academic Functions; and

(c) University of Sydney (Delegations of Authority – Administrative Functions) Rule 2010 (as amended).

(2) The Academic Board

(a) subject to endorsement by Senate, approves the award course level curriculum which is developed, implemented and monitored by the faculty board;

(b) approves requirements and other elements of award courses as set out in the Coursework Policy 2014, award course resolutions and tables of units of study;

(c) approves the curriculum of streams within an award course;

(d) approves the addition and deletion of majors and minors;

(e) determines procedures for considering, and deadlines for submitting, proposals for new and amended award programs and courses;

(f) determines teaching periods and commencement and conclusion dates of the academic year and, if appropriate, variations from standard teaching sessions requested by faculties;

(g) is responsible for:
(i) aligning the range of the University’s academic programs so that all graduates demonstrate graduate qualities set out in Part 2 to a high standard;

(ii) reviewing education programs within faculties in a five year cycle;

(iii) monitoring program outcomes and reports of review committees and accrediting bodies to promote educational excellence as set out in Part 2 of this policy;

(iv) monitoring processes within faculties to support the academic integrity of the University’s programs and assessment;

(v) monitoring and acting on any breaches of academic integrity and reviewing process accordingly;

(vi) considering and, if appropriate, approving the name and abbreviation used for each award course; and

(vii) developing and maintaining quality and educational excellence as set out in Part 5 of this policy.

(3) The Deputy Vice-Chancellor (Education) is responsible for strategic leadership of educational excellence and innovation throughout the University. The Deputy Vice-Chancellor (Education) must:

(a) develop and maintain institutional systems and strategy to achieve excellence in outcomes, experience and environment. This includes curriculum frameworks, online learning, and the student experience; and

(b) develop and maintain quality and educational excellence as set out in Part 5 of this policy.

(4) The Deputy Vice-Chancellor (Registrar) is responsible for the institutional systems and processes that support educational excellence. The Deputy Vice-Chancellor (Registrar) must develop and maintain institutional systems and strategy in order to achieve excellence in admission, student recruitment, and administration processes.

(5) Faculty boards

(a) Faculty boards, and their committees, are responsible for standards, assessment and quality throughout the faculty. Faculty boards must:

(i) establish a standing committee or committees with responsibility for excellence in outcomes and experience in award courses;

(ii) consider and, if appropriate, approve curriculum and assessment for all units of study, minors and majors in an award course;

(iii) determine integration between units of study to meet award course learning outcomes;

(iv) develop and maintain alignment of curricula and the quality of learning and teaching to achieve award course outcomes to a high standard;

(v) where appropriate, monitor alignment with standards set by professional and accrediting bodies;

(vi) advise the Academic Board of any changes to degree level curricula. This will include creation, variation and deletion of courses and changes to tables of units of study;

Note: Course proposal and amendment requirements can be found on the Academic Board website at: http://sydney.edu.au/ab/committees/courses.shtml
(vii) ratify assessment results; and
(viii) monitor and maintain standards, including academic honesty and the quality of assessment practices;

Note: See part 14 of the Coursework Policy 2014 and the Assessment Procedures 2011.

(ix) review and act on educational quality data each semester as set out in Part 5 of this policy;
(x) develop and maintain academic integrity within the assessment framework of each award course at each stage of the program;
(xi) monitor breaches of academic integrity within the faculty;
(xii) review the assessment framework to eliminate or minimise the possibility of such breaches;
(xiii) report breaches of academic integrity to the Academic Board as required by the Academic Honesty in Coursework Policy 2015; and
(xiv) monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs as set out in Part 5 of this policy.

Note: See clause 11. Responsibilities for standards and operational matters in connection with programs may be undertaken by relevant committees.

(6) Deans

(a) Deans have overarching responsibility for standards, quality, strategic leadership and resource allocation to achieve educational excellence within faculties. Deans must:

(i) exercise strategic oversight of faculty boards and their committees, the Associate Dean - Education and Heads of School to develop and maintain alignment with faculty strategy and operations;
(ii) consistently with the Coursework Policy 2014, set operational parameters for teaching and curricula, including teaching workloads, staff profile, fees and student numbers;
(iii) make appropriate arrangements for quality assurance of teaching and learning within the faculty as set out in Part 5 of this policy;
(iv) direct the appropriate allocation of resources for educational excellence;
(v) direct that student representatives be elected or appointed as members of education, undergraduate, postgraduate studies committees and program committees;
(vi) direct faculty or school offices to keep current and available relevant documentation relating to the faculty’s academic programs, including documentation for units of study; and
(vii) appoint an Academic Integrity Coordinator and, if appropriate, additional nominated academics to act as decision makers in alleged breaches of academic integrity in line with the Academic Honesty in Coursework Policy 2015.

(7) Associate Deans - Education
(a) Associate Deans - Education lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty and, on behalf of the Dean, monitor the effectiveness of processes for achieving graduate outcomes through engaged enquiry. Associate Deans – Education must:

(i) co-ordinate teaching across the faculty to ensure excellence in educational outcomes and experience;

(ii) review and act on data on educational quality;

(iii) monitor and direct alignment of educational standards and quality in the faculty with University policy and strategy;

(iv) implement collegial governance in the creation and review of educational programs within the faculty; and

Note: See clause 11.

(v) Support quality of teaching and learning across the faculty as set out in Part 5 of this policy.

(8) Supervisors

(a) Supervisors provide leadership, guidance and mentorship to students undertaking research projects, and provide academic advice to students on reporting of research findings. Supervisors must:

(i) support the student in the research project, including providing timely feedback and advice;

(ii) monitor progress within the context of the overall research project;

(iii) develop in the student the necessary skills to complete the project; and

(iv) educate students about the University’s policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.

(9) Heads of School

(a) Heads of School lead strategies and allocate resources for educational excellence within the school. Heads of School must:

(i) appoint a unit of study co-ordinator for each unit of study within the school;

(ii) assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school; and

(iii) review reports and data on educational quality in consultation with unit of study co-ordinators and program committees; and

(iv) act in relation to staff performance and effective allocation of quality resources.

Note: In faculties without a school structure, the roles and responsibilities of a Head of School may be taken by the Associate Dean - Education.

(10) Unit of study co-ordinators

(a) Each unit of study must have a named unit of study co-ordinator, appointed by the Head of School or Associate Dean - Education.

(b) The unit of study co-ordinator must:
(i) develop, implement and monitor unit of study curricula, learning activities and assessment, subject to approval by the faculty board;

(ii) align learning outcomes between a unit of study and an award course, and implement, at the unit study level, strategies and policies for educational excellence;

(iii) review unit of study curriculum design, including learning outcomes, teaching and learning activities and assessment, and, where appropriate, align with program learning goals and graduate qualities;

(iv) document and communicate the unit of study curriculum as a unit of study outline in the LMS, and make a unit description, including pre-requisites, co-requisites and assessment, available for inclusion in the faculty handbook;

(v) review assessment tasks and standards in relation to policy and report to the faculty board and the program committee;

(vi) review the academic integrity of each assessment task and the assessment matrix of the unit of study each time it is offered to eliminate or minimise the possibility of breaches of academic integrity;

(vii) design the assessment framework for the unit of study to ensure the academic integrity of each assessment in the unit as set out in the Academic Honesty in Coursework Policy 2015;

(viii) report incidents of potential academic dishonesty or plagiarism in line with university policy;

(ix) gather, review and act on data on educational quality, in consultation with the unit of study team and the Head of School;

(x) administer surveys of educational experience and provide reports to students and the faculty on the quality of the student experience as set out in Part 5 of this policy; and

(xi) make recommendations to the faculty board, or a relevant committee of the faculty board, about changes to learning outcomes, curriculum, or assessment for a unit of study.

(11) Individual teachers

(a) Educational excellence exists when teachers engage students in their learning. To this end individual teachers should:

(i) support and lead student learning of the curriculum, as specified and to the agreed standards;

(ii) prepare the educational content of units of study;

(iii) design and prepare assessment tasks as specified in the curriculum, and consistently with relevant policy;

(iv) monitor and act to support academic standards and academic integrity; and

(v) where there is more than one teacher in a unit, participate as part of the unit of study team to support the unit of study co-ordinator in his or her role and responsibilities.

(12) Students

(a) An essential component of educational excellence is that students gain increasing understanding of, and take responsibility for, their learning. To this end, students must:
(i) be familiar with the degree resolutions, relevant policies and other requirements for the course as set out in the faculty handbook, unit of study outline and other published guidelines; and

(ii) satisfy attendance and assessment requirements.

(b) In addition, students should participate in any evaluations of their experience, to ensure that educational excellence is monitored and improved.

24 Documentation and communication

(1) This part of the policy states appropriate standards for communicating with students and staff, managing the development of units of study, curricula and award courses, and the standards for institutional record keeping.

(2) Unit of study co-ordinators together with the faculty must provide a unit of study website on the LMS which contains, at a minimum, the unit of study outline and relevant curriculum resources.

(a) Unit of study outlines and the LMS website must be available to students enrolled in the unit no later than one week prior to the commencement of the teaching session in which the unit is offered.

(b) The LMS website must contain:

(i) an introduction and rationale for the unit;

(ii) the aims and learning outcomes;

(iii) the contribution that the aims and learning outcomes of the unit make to learning outcomes and graduate qualities for the award course;

(iv) an outline of the curriculum for the unit and a schedule of learning activities (lectures, seminars, tutorials, workshops, practicals, laboratories, online learning, field trips, work placement, independent study, other);

(v) minimum learning commitments and attendance requirements for learning activities, and guidelines on time to be allowed for private study and assessment preparation;

(vi) the assessment process, standards and criteria, including a detailed breakdown of each assessment task, its contribution to the final mark, deadlines and closing dates for submission of work;

(vii) any relevant expectations relating to group work, professionalism in work-integrated learning situations and other matters;

(viii) any penalties that apply for poor attendance, late submission;

(ix) mandatory or recommended prior learning;

Note: This information should also be provided to prospective students as early as possible, through the University’s “Find a Course” website.

(x) reference to relevant University policies, including, as a minimum procedures for Special Consideration in the Coursework Policy 2014, Assessment Procedures 2011, and Academic Honesty in Coursework Policy 2015.
(xi) a notification to students indicating that participation in the unit of study permits their learning analytics to be used for the purpose of improving their experience of learning;

(xii) information, where relevant, about the recording of lectures delivered and automatically captured in University-owned lecture theatres;

(xiii) the use of the text-matching tool on the University's LMS for student text-based assignments;

(xiv) changes made to the unit as a result of student feedback and student experience from the previous time the unit was offered.

(c) Unit of study outlines may also contain, where appropriate, assignment questions and assessment tasks.

(d) Changes may only be made to the nature, weighting or due date of assessment tasks after the publication of the unit of study outline in exceptional circumstances.

(e) Read-only access to LMS sites for units of study must be given to:

(i) students;

(ii) unit of study co-ordinators;

(iii) all teachers and tutors in the course; and

(iv) any others specified by the Deputy Vice-Chancellor (Education).

(f) Editing access to LMS sites for units of study must be provided to those specified by the unit of study co-ordinator.

(3) The faculty office must:

(a) communicate the unit of study curriculum as documented in the unit of study outline to relevant colleagues;

(b) communicate the unit of study curriculum to prospective students through a handbook statement that contains:

(i) a brief description,

(ii) assessment,

(iii) pre- and co-requisites.

Note: See also clause 63 of the Coursework Policy 2014 and 6(1) of the Assessment Procedures 2011 on communicating with students.

(4) The Academic Board may make course resolutions which must specify, as a minimum;

(a) the course code;

(b) attendance patterns;

(c) requirements for admission to candidature;

(d) requirements for the award course including credit point values, units of study that may be taken for credit, mandatory units of study;

(e) streams available in the award course;

(f) majors available in the award course;

(g) minors available in the award course;

(h) requirements for streams, majors and minors;
(i) progression rules;
(j) restrictions on enrolment;
(k) time limits, if different from those specified in the *The University of Sydney (Coursework) Rule 2014* or the Faculty resolutions;
(l) cross institutional study and exchange, if not as specified in the Faculty resolutions;
(m) requirements for admission to, and for the award of honours, if available;
(n) award of the degree including grades of the degree or grades of honours that may be awarded; and
(o) any transitional arrangements relating to the resolutions.

(5) Subject to Academic Board approval, faculties may make resolutions applying to all degrees within a certain category awarded by the faculty. These may include resolutions on:
(a) course enrolment, including enrolment restrictions, time limits, suspension, discontinuation and lapse of candidature and recognition of prior learning;
(b) unit of study enrolment, including cross-institutional study, international exchange;
(c) study and assessment, including attendance and participation, late submission, and arrangements, if any, for re-assessment;
(d) progression and award including satisfactory progress, awards, award and grades of honours, medals, weighted average marks used in addition to the provisions of the *Coursework Policy 2014*; and
(e) transitional arrangements.

(6) The graduation statement (Australian Higher Education Graduation Statement) must contain, at a minimum a description of the award, any industry or professional accreditation and other relevant outcomes.

(7) The faculty must provide a degree outline for inclusion in the faculty handbook which contains at a minimum:
(a) the degree’s intended learning outcomes;
(b) the approved minimum learning commitments;
(c) the approved learning experiences;
(d) the assessment process and standards for the degree; and
(e) expected prior learning.

(8) The University will publish at least annually:
(a) a University Calendar, which will include Rules made by Senate and Resolutions of Senate relating to faculties and award courses;
(b) faculty handbooks which must contain, at a minimum;
   (i) the faculty teaching calendar for the year;
   (ii) a description, learning outcomes, curriculum, requirements for each award course offered by the faculty;
   (iii) award course resolutions approved by the Academic Board for each award course offered by the faculty;
(iv) faculty resolutions approved by the Academic Board for each award course offered by the faculty;
(v) any local provisions in the faculty relating to University policy and procedures;
(vi) a brief description, assessment and pre-and co-requisites for each unit of study offered by the faculty; and
(vii) a description of the faculty structure, including schools, disciplines and departments.

(c) The University Calendar must publish at a minimum;
(i) Rules of Senate; and
(ii) Resolutions of Senate relating to faculties and award courses.

(9) The University will maintain and publish a register of all current university policies and procedures.

Note: See the Policy Register, and the University of Sydney (Policies Development and Review) Rule 2011.

(10) Upon each student's graduation the University will provide each of the following documents, which will provide the information required by the procedures associated with this policy:
(a) an Australian Higher Education Graduation Statement;
(b) a student transcript; and
(c) a testamur.

PART 5 QUALITY ASSURANCE

25 Quality assurance processes

(1) Quality assurance ensures that learning outcomes at the required standards are demonstrated by students in appropriate tasks and assures that, for each learning activity, a quality learning environment exists. Quality assurance processes must be:
(a) standards driven;
(b) evidence based; and
(c) institutionally aligned.

(2) Quality is measured in terms of excellence in:
(a) educational outcomes;
(b) educational experience;
(c) educational environment.

Note: See Part 2 of this policy.

(3) Excellence in educational outcomes is measured through systematic assessment which ensures that students are achieving course learning outcomes at a high standard, and though the assessment of graduate qualities.
(a) Associate Deans - Education and faculty boards must ensure that assessments are subject to peer feedback and periodic benchmarking.

(4) Excellence in educational experience is measured through students’ reports of their experience. Feedback should be formal and informal and captured at unit of study, major, program or degree level. University, national and international surveys should be used to collect formal feedback.

(a) Unit of study co-ordinators and Associate Deans - Education must administer surveys of educational experience each time a unit of study is offered.

(b) The Deputy Vice-Chancellor (Education) must implement surveys of students’ experience of their learning at a University-wide level at least annually.

(5) Excellence in educational environment is measured through students’ responses to University, national and international surveys, and targeted ad hoc assessments of learning spaces.

(a) The Deputy Vice-Chancellor (Education) must implement surveys of educational environment at a University-wide level at least annually.

(6) At unit of study level

(a) Standards for educational outcomes must be determined by the faculty with reference to the discipline.

(i) These standards must be easily visible at faculty level, generated by results data, and align with awards.

(ii) The unit of study co-ordinator must assess whether educational outcomes are meeting agreed standards, including those for academic integrity.

(b) Standards for educational experience include the student experience of learning and teaching, information about which is obtained through relevant student surveys, and peer observation of teaching where appropriate.

(i) The unit of study co-ordinator must provide annual reports on students’ experience in a unit of study and feedback from surveys to students and the faculty.

(c) Educational environment is measured in the provision of formal, informal and virtual learning spaces. Physical learning spaces are measured against:

(i) accepted learning space standards; and

(ii) student and teacher evaluations, including the effective use of existing resources for teaching units of study.

(7) At the curriculum level.

(a) Educational outcomes must:

(i) contribute to student qualifications;

(ii) meet accreditation requirements; and

(iii) be aligned with institutional, industry, professional and community expectations.

(b) Standards and outcomes must be determined by the faculty and managed by the faculty board or its relevant committee.

(i) Student survey results must be used to set standards and targets.
(ii) Benchmarking and aligning with standards across the faculty, and other comparable institutions, and with professional disciplinary and industry expectations, must be used to measure excellence.

(c) Educational experience is provided through a thematically coherent program. Evaluation methods include student surveys, benchmarking reports, reports from accrediting bodies, and Go8 Standards Verification reports.

(i) The Associate Dean - Education must provide annual reports on students' educational experience to the faculty board.

(ii) Faculty boards must provide copies of formal benchmarking reports to the Academic Board.

(iii) Deans must provide copies of accreditation reports from external organisations to the Academic Board on receipt.

(iv) The Deputy Vice Chancellor Education must provide Go8 Standards Verification reports to the Academic Board on receipt.

(d) The quality of the educational environment is measured by the provision of formal and informal learning spaces, where students belong to a community of scholars within discipline and degree programs. Physical learning spaces are measured against:

(i) accepted learning space standards; and

(ii) student and teacher evaluations, including the effective use of existing resources.

(8) **At the University level.**

(a) Educational outcomes prepare the student for learning, life and work experiences, including success in accessing further study opportunities, rewarding career paths, and contribution to the community.

(b) Educational experience is acquired through engagement and enquiry which challenges students with novel problems and issues at every stage of the educational process.

(c) Educational environment is measured in terms of the provision of physical spaces and equipment, and virtual learning environments. The environment will support working together to achieve excellence.

(d) The University must evaluate the quality of outcomes, experience and environment using methods which include:

(i) using study survey results to set targets and benchmarks at faculty and University level;

(ii) accreditation reports;

(iii) meeting Group of Eight (Go8), AQF, Higher Education Standards, and professional regulatory body requirements; and

(iv) Academic Board and SEG faculty reviews.

(e) The Deputy Vice-Chancellor (Education) must monitor evaluations of the standards of educational experience and education environments and provide reports to the Senior Executive Group and the Academic Board.

(f) The Academic Board must monitor educational excellence and, where appropriate, provide advice to the Deputy Vice Chancellor Education, the Vice Chancellor and the Senate.
(g) The Academic Board and the SEG must provide reports of faculty reviews to the Senate.

(9) Quality assurance processes at all levels are summarised in the table set out in Schedule Two.

26 Rescissions and replacements

This document replaces the following, which are rescinded as from the date of commencement of this document:

(1) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001

(2) Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001

(3) Academic Board Policy on Consultation with Students which commenced in 2008

(4) Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney which commenced in 1997

(5) Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy

(6) Flexible Student-Centred Learning in the University of Sydney Policy which commenced in 1999

(7) Improved Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy which commenced in 2005

(8) Principles for First Year Orientation and Transition Policy which commenced in 2001

(9) Quality Assurance and Learning Management Systems Policy which commenced in 2005

(10) Research-Enhanced Learning and Teaching Policy which commenced in 2007

(11) Written and Oral Communication Skills of Students Policy which commenced in 2002

(12) Parallel Teaching of Postgraduate and Undergraduate Students Policy which commenced in 2004
### SCHEDULE ONE

**Roles and responsibilities for curriculum standards and operational aspects**

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
</table>
| **Students**        | Be familiar with legislative and other requirements of the course as set out in the faculty handbook, unit of study outline, and other published guidelines.  
                      | Satisfy attendance and assessment requirements.                                                                                                                                                                                     | Participate in evaluations of their experience, to ensure that educational excellence is achieved.  
                      |                                                                                      | Encouraged to participate in the development and review of courses and units of study.                                                                                     |
| **Individual teachers** | Support and lead student learning of the curriculum as specified, and to the agreed standard.  
                      | Design and prepare assessment tasks as specified in the curriculum and in accordance with the standards in the relevant policy.  
                      | Monitor and act to ensure academic standards are met.  
<pre><code>                  | Educate students on academic integrity and report any breaches of academic integrity.                                                                                               | Participate as part of the unit of study team (if appropriate) to support the roles and responsibilities of the unit of study co-ordinator. |
</code></pre>
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
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</table>
| Unit of study co-ordinators | Review the design of the curriculum of the unit of study, including learning outcomes, learning and teaching activities, and assessment, to ensure ongoing alignment against program learning goals and graduate qualities.  
Document and communicate the unit of study curriculum as a unit of study outline in the LMS, and ensure its availability in the faculty handbook.  
Review assessment tasks and standards in relation to policy and report to the faculty board and program committee.  
Review the academic integrity of each assessment task and the assessment matrix of the unit to eliminate or minimise the possibility of breaches of academic integrity. Unit of study co-ordinators must ensure that assessment framework in the unit of study is designed to ensure the academic integrity of each assessment in the unit as set out in the *Academic Honesty in Coursework Policy 2015*.  
Act on breaches of academic integrity within a unit of study, and review the assessment framework each time the unit of study is offered to eliminate or minimise the possibility of such breaches.  
Recommend student assessment tasks to the faculty board and program committee.  
In consultation with the unit of study team and the Head of School, gather, review and act on data on educational quality. | Lead and co-ordinate the unit of study team to ensure quality of teaching and assessment, including reviewing, communicating and acting on data on educational quality in the unit of study.                                                                                                                                                                                                                       |
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<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
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<tbody>
<tr>
<td>Supervisors</td>
<td>Provide leadership, guidance and mentorship to students undertaking research projects.</td>
<td>Support the student in the research project, including providing timely feedback and advice.</td>
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<td></td>
<td>Provide academic advice to students on the reporting of research findings in a dissertation, treatise or long essay.</td>
<td>Monitor progress within the context of the overall research plan.</td>
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<td>Ensure that students are educated on, and the project is compliant with, the University’s policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.</td>
<td>Ensure the student has the necessary skills to complete the project.</td>
</tr>
<tr>
<td>Heads of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Dean - Education</td>
<td>Lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty.</td>
<td>Co-ordinate teaching across the faculty to ensure excellence in educational outcomes and experience.</td>
</tr>
<tr>
<td></td>
<td>On behalf of the Dean, ensure that processes for achieving graduate outcomes through engaged enquiry are effective.</td>
<td>Review and act on data on educational quality.</td>
</tr>
<tr>
<td></td>
<td>Ensure alignment of educational standards and quality within the faculty with the University policy and strategy.</td>
<td>Ensure collegial governance, as set out in Clause 11 of this policy, in the creation and review of educational programs within the faculty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure quality of learning and teaching across the faculty as set out in Part 5 of this policy.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
<td>------------</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dean</td>
<td>Have strategic oversight of faculty boards, the Associate Dean - Education and heads of school to ensure alignment with faculty strategy and operations (resources).</td>
<td>Review and act on data relating to educational quality. Consistent with the Coursework Policy 2014, set operational parameters for teaching and curriculum (e.g. teaching workloads, staff profile, fees, student numbers.) Ensure that arrangements exist for quality assurance of teaching and learning within the faculty as set out in Part 5 of this policy. Include, where appropriate, student representatives on standard governance committees and provide them with same information as other committee members to enable effective participation. Ensure that faculty offices maintain and update all documentation for policy and procedures relating to the faculty's academic programs, including documentation for units of study.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
</tr>
<tr>
<td>------------------------------</td>
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</tr>
</tbody>
</table>
| Faculty boards               | Plan and implement reviews of degree curriculum design, including degree learning outcomes, degree learning experiences, and degree level assessment. This will ensure ongoing internal alignment and mapping coverage in relation to program goals, coherence, relevance and strategic fit.  
Advise the Academic Board of any changes to degree level curricula. This may include creation, variation or deletion of courses and changes to tables of units of study.  
Ratify assessment results with degrees and monitor and act to ensure quality of standards and quality of assessment practices.  
(See the [Coursework Policy 2014](#) and the [Assessment Procedures 2011](#).  
Review and act on data on educational quality and ensure educational excellence.  
Ensure academic integrity within the assessment framework of each award course at each stage of the program.  
Monitor breaches of academic integrity within the faculty, review the assessment framework to eliminate or minimise the possibility of such breaches, and report breaches of academic integrity each year to the Academic Board as set out in the [Academic Honesty in Coursework Policy 2015](#). | Monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs.  
May devolve their responsibilities for standards and operational matters to degree, major and program committees and to degree co-ordinators. |
| Deputy Vice Chancellor Education | Ensures institutional systems and strategy to support effectively the educational mission in order to achieve excellence in outcomes, experience and environment (e.g. infrastructure, IT, curriculum frameworks, student experience).  
Ensure quality as set out in Part 5 of this policy. |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Vice Chancellor</td>
<td></td>
<td>Ensures institutional systems and strategy to support effectively the education mission in relation to admission, recruitment, and administration processes.</td>
</tr>
<tr>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>Through faculty boards, the Academic Board and the Senior Executive Group (SEG) Education Committee, reviews and acts on:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reports of program committees, including curriculum review and assessment standards;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• data on educational quality; and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• academic integrity.</td>
<td></td>
</tr>
</tbody>
</table>
## SCHEDULE TWO

### Standards and methods for evaluating educational excellence

<table>
<thead>
<tr>
<th>Level</th>
<th>Standards</th>
<th>Responsibility</th>
<th>Evaluation method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit of study</strong></td>
<td><strong>Educational outcomes</strong></td>
<td><strong>Educational outcomes</strong></td>
<td><strong>Educational outcomes</strong></td>
</tr>
<tr>
<td></td>
<td>- Simple data</td>
<td>- Unit of study co-ordinator assesses that outcomes are meeting requirements, including academic integrity</td>
<td>- Student surveys</td>
</tr>
<tr>
<td></td>
<td>- Easy visibility at faculty level</td>
<td>- Faculty determines standards with reference to the discipline level</td>
<td>- University rubric to measure against graduate qualities</td>
</tr>
<tr>
<td></td>
<td>- Generated by results data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Determined by faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Alignment with award/ standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Graduate qualities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Educational experience</strong></td>
<td><strong>Educational experience</strong></td>
<td><strong>Educational experience</strong></td>
<td><strong>Educational experience</strong></td>
</tr>
<tr>
<td></td>
<td>- Student experience of learning and teaching</td>
<td>- University sets agreed standards and targets</td>
<td>- Student surveys</td>
</tr>
<tr>
<td></td>
<td>- Peer observation of teaching</td>
<td>- Unit of study co-ordinators are responsible for providing students with feedback through the closing the loop process</td>
<td>- Results are included in report to students/ faculty</td>
</tr>
<tr>
<td><strong>Educational environment</strong></td>
<td><strong>Educational environment</strong></td>
<td></td>
<td><strong>Educational environment</strong></td>
</tr>
<tr>
<td></td>
<td>- Learning space</td>
<td></td>
<td>- Standards for physical learning space</td>
</tr>
<tr>
<td></td>
<td>- Virtual environment</td>
<td></td>
<td>- Evaluation of learning spaces</td>
</tr>
<tr>
<td></td>
<td>- Formal and informal</td>
<td></td>
<td>- Effective use of existing resources (to teach units of study)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Standards</td>
<td>Responsibility</td>
<td>Evaluation method</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Curriculum/qualification</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
</tr>
</tbody>
</table>
|                          | − Qualifications                   | − Standards and outcomes are determined by the faculty and managed by the Academic Board | − Student survey results are averaged over faculty-administered units of study and used to set agreed standards and targets  
<p>|                          | − Meet accreditation requirements  |                                                     | − Benchmarking and alignment with standards across the faculty, and other comparable institutions, and with professional, disciplinary and industry expectations. |
|                          | − Alignment with institutional, industry, professional and community expectations |                                                     |                                                                                   |
| Educational experience   | − Thematically coherent program     |                                                     | Educational experience                                                             |
|                          |                                    |                                                     | − Student surveys                                                                 |
|                          |                                    |                                                     | − Reported to faculty board; reports made public                                   |
| Educational environment  | − Formal and informal              |                                                     | Educational environment                                                             |
|                          | − Community of scholars within discipline/ degree program |                                                     | − Standards for physical learning space                                             |
|                          |                                    |                                                     | − Evaluation of learning spaces                                                    |
|                          |                                    |                                                     | − Effective use of existing resources                                              |</p>
<table>
<thead>
<tr>
<th>Level</th>
<th>Standards</th>
<th>Responsibility</th>
<th>Evaluation method</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>Educational outcomes</td>
<td></td>
<td>Educational outcomes, experience and environment</td>
</tr>
<tr>
<td></td>
<td>– Graduate qualities</td>
<td></td>
<td>– Student survey results used to set targets and benchmark at faculty and University level</td>
</tr>
<tr>
<td></td>
<td>– Prepared for learning, life and work experiences</td>
<td></td>
<td>– Meets requirements for accreditation at discipline/ professional level</td>
</tr>
<tr>
<td></td>
<td>– Success in accessing further study opportunities</td>
<td></td>
<td>– Meets requirements for Australian Qualifications Framework</td>
</tr>
<tr>
<td></td>
<td>– Rewarding career paths</td>
<td></td>
<td>– Meets requirements for Higher Education Standards</td>
</tr>
<tr>
<td></td>
<td>– Contributing to the community</td>
<td></td>
<td>– Meets requirements for professional regulatory bodies e.g. Australian Health Practitioners Regulatory Authority</td>
</tr>
<tr>
<td></td>
<td>Educational experience</td>
<td></td>
<td>Cycle of Academic Board/ SEG faculty reviews, including learning and teaching processes and practices</td>
</tr>
<tr>
<td></td>
<td>– Engagement and enquiry to challenge students with novel problems and issues at every stage of the educational process</td>
<td></td>
<td>– Meets standards set by Group of Eight (Go8) universities</td>
</tr>
<tr>
<td></td>
<td>Educational environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Physical spaces and equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Virtual learning environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>– Supports working together</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOTES

Learning and Teaching Policy 2015

Date registered: 10 December 2015
Date commenced: 1 January 2016
Administrator: Deputy Vice-Chancellor (Education)
Review date: 2 December 2020

Rescinded documents:

(1) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001
(2) Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001
(3) Academic Board Policy on Consultation with Students which commenced in 2008
(4) Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney which commenced in 1997
(5) Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy
(6) Flexible Student-Centred Learning in the University of Sydney Policy which commenced in 1999
(7) Improved Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy which commenced in 2005
(8) Principles for First Year Orientation and Transition Policy which commenced in 2001
(9) Quality Assurance and Learning Management Systems Policy which commenced in 2005
(10) Research-Enhanced Learning and Teaching Policy which commenced in 2007
(11) Written and Oral Communication Skills of Students Policy which commenced in 2002
(12) Parallel Teaching of Postgraduate and Undergraduate Students Policy which commenced in 2004

Related documents:

University of Sydney (Coursework) Rule 2014
University of Sydney (Policies Development and Review) Rule 2011
Academic Honesty and Plagiarism in Coursework Policy 2015
Code of Conduct for Students
Coursework Policy 2014
Research Code of Conduct 2013
Academic Honesty and Plagiarism in Coursework Procedures 2012
Assessment Procedures

## AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
<td>Correction of typographical errors and updating of hyperlinks (administrative amendments only)</td>
<td>20 January 2016</td>
</tr>
</tbody>
</table>