1 Purpose and application

(1) These procedures are to give effect to the Learning and Teaching Policy 2015 (“the policy”).

(2) These procedures apply to the learning and teaching in coursework award courses.

2 Commencement

These procedures commence on 25 July 2016.

3 Interpretation

(1) Words and phrases used in these procedures and not otherwise defined in this document have the meanings they have in the policy.

   Note: See clause 6 of the policy.

(2) In these procedures:

   CCPC means the University Executive Curriculum and Course Planning Committee.

   change in relation to an award course or unit of study, includes an amendment to, or deletion of, the award course or unit of study.

   faculty in relation to the Bachelor of Advanced Studies, a reference to a faculty includes a reference to the Board of Interdisciplinary Studies.

   Sydney Student means the University’s online student administration system.
Sydney Research Seminars means units of study involving a cross-disciplinary group of students and staff in exploration of an interdisciplinary issue, challenge or problem approved by the Board of Interdisciplinary Studies.

Unit of study master file means the central computerised repository of details of all units of study offered by the University in a given year, which is compiled and maintained by the office of the Deputy Vice-Chancellor (Registrar).

USS means Unit of Study Survey.

4 Process for approving new or changed courses

(1) No new or changed course may be advertised or offered until approval or preliminary approval has been obtained, as specified in this clause.

(a) It is the responsibility of the relevant Deans and faculty managers to ensure that necessary approvals are obtained in good time to meet any applicable external or internal deadlines. Meeting schedules are available on the relevant committee websites.

Note: Academic Board meeting dates; Academic Board committee dates; CCPC meeting dates; UE meeting dates.

(b) Key dates include:

(i) cut off dates for notifying Year 10 students of changes that may affect HSC subject selection;
(ii) cut-off date for the Universities Admissions Centre Guide for admissions in the subsequent calendar year;
(iii) deadline for publication of the faculty handbook for the subsequent year; and
(iv) finalisation date for the units of study master file for the subsequent year.

(2) The Academic Board may provide a preliminary approval for new or changed courses before the required endorsements are obtained if the new or changed course may affect students' subject choices for Year 11 and Year 12 (for example, the establishment of a pre-requisite).

(3) Faculties proposing new or changed courses must provide notice of the proposed change to any other faculty or school which might be affected by it before submitting an expression of interest or proposal (as appropriate).

(4) Faculties wishing to make a minor change to an existing course are not required to comply with subclauses 4(3) to 4(7) inclusive, but may instead:

(a) develop a full proposal as required by subclause 4(6);
(b) submit it to the relevant Academic Board committee; and then
(c) follow the remainder of the process set out in this clause.
(5) Faculties wishing to introduce a new course or to make a major change to an existing course must submit an expression of interest to the CCPC before work commences on developing the new or changed course.

(6) Expressions of interest must:
   (a) explain the strategic rationale for the course or changed course;
   (b) briefly outline the business case;
   (c) identify potential issues which may arise in the development process; and
   (d) be submitted in the form prescribed by the CCPC.

   **Note:** Expression of interest forms are available from the staff intranet.

(7) The CCPC will consider the expression of interest and determine whether to recommend it to the University Executive for endorsement.
   (a) The CCPC may request a faculty representative to attend at a meeting of the CCPC explain the case for the new or changed course.

(8) If the University Executive endorses the expression of interest, the faculty may then develop a full course proposal, using the template determined by the Academic Board for that purpose.

   **Note:** Course proposal forms are available from the staff intranet.

(9) Proposals for changed courses must include details of transitional arrangements to ensure that students already enrolled in the course are not disadvantaged.

(10) The full proposal must then be submitted for review and endorsement to:
   (a) the CCPC, and if endorsed
   (b) the Undergraduate or Graduate Studies Committee (as appropriate) of the Academic Board.

(11) Once the endorsement of the Undergraduate or Graduate Studies Committee has been obtained, the full proposal may be submitted to the Academic Board for approval.

(12) In considering proposals for new or amended courses, the chairs of committees whose endorsement is sought may form small working parties to consider proposals and report on them.

## 5 Matters to be considered in relation to proposals for new or changed courses

(1) Decision makers must take the following matters into consideration before endorsing or approving a new award course or changes to an existing award course:
   (a) the academic need for, and merit of, the proposed course or change;
   (b) the aims of the course, including how it will meet faculty and University goals;
   (c) whether, and how, the proposed course or change will maximise internal collaborations;
   (d) the learning outcomes, and the effectiveness of plans for their development and assessment;
(e) alignment of the learning outcomes with the graduate qualities, and the effectiveness of plans for developing and assessing achievement of the graduate qualities;

(f) the extent and effectiveness of consultation undertaken with relevant faculties and schools, and where appropriate, external accreditation bodies;

(g) consistency with University policies and procedures, and any applicable external requirements;

(h) potential resource impacts, including:
   (i) workload implications;
   (ii) financial sustainability;
   (iii) impact on University libraries;
   (iv) impact on information and communications technology;
   (v) impact on physical spaces and learning environments; and
   (vi) impact on resources of other faculties, schools and departments;

(i) the availability and appropriateness of mechanisms for evaluating and, if necessary improving:
   (i) quality;
   (ii) delivery; and
   (iii) academic outcomes.

6 Process for approving new or changed units of study

(1) No new or changed unit of study may be advertised or offered until approval has been obtained, as specified in this clause.

(a) It is the responsibility of the relevant Deans and faculty managers to ensure that necessary approvals are obtained in good time to meet any applicable external or internal deadlines. Meeting schedules are available on the relevant committee websites.

Note:  Academic Board meeting dates;
       Academic Board committee dates; -
       CCPC meeting dates;
       UE meeting dates.

(b) Key dates include:
   (i) deadline for the publication of the faculty handbook for the subsequent year;
   (ii) finalisation date for the units of study master file for the subsequent year; and
   (iii) deadlines set by faculties for the approval of units of study.
(2) Faculties, or where relevant the Deputy Vice-Chancellor (Education), proposing new or changed units of study must:
   (a) provide advance notice of the proposed change to any faculty or school which might be affected, particularly those offering award courses in which the unit of study is listed in the unit of study table, before seeking approval; and
   (b) submit proposals for approval in the relevant faculty-approved template.

(3) Proposals for new or changed units of study which are, or are proposed to be, under the faculty’s academic direction in a degree of the faculty must be:
   (a) approved by the faculty; and
   (b) where the changes result in a change to award course requirements or the table of units of study for an award course, approved by the Academic Board.

(4) Proposals for new or changed units of study which are, or are proposed to be, under the faculty’s academic direction in the shared pool of units of study available across all Liberal Studies Bachelor Degrees must be:
   (a) endorsed by the unit of study co-ordinator, or in the case of new units of study, the relevant head of school;
   (b) approved in terms of rationale, curriculum, assessment and learning outcomes by the faculty; and
   (c) approved for inclusion in the shared pool by the Board of Interdisciplinary Studies.

(5) Proposals for new or changed units of study which are not, or are proposed not to be, under a faculty's academic direction but will be included in the shared pool of units of study available across all Liberal Studies Bachelor Degrees must be:
   (a) endorsed by the Deputy Vice-Chancellor (Education); and
   (b) approved by the Board of Interdisciplinary Studies.

(6) Units of study which are, or are proposed to be, included in the open learning environment, Sydney Research Seminars, or interdisciplinary units of study available across all Liberal Studies Bachelor Degrees, or offered to all students as specified in the degree resolutions, must be:
   (a) endorsed by the Deputy Vice-Chancellor (Education) or the faculty; and
   (b) approved by the Board of Interdisciplinary Studies.

(7) Faculties and the Board of Interdisciplinary Studies (as appropriate) must report approved new or changed units of study to the Undergraduate or Graduate Studies Committee of the Academic Board (as appropriate) at least annually.

7 Award course resolutions

(1) Award course resolutions 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 and mandatory units of study;
(e) streams available in the award course;
(f) programs available in the award course;
(g) majors available in the award course;
(h) minors available in the award course;
(i) requirements for streams, programs, majors, minors and, where appropriate, the degree core;
(j) progression rules;
(k) restrictions on enrolment;
(l) time limits, if different from those specified in the faculty resolutions or the University of Sydney (Coursework) Rule 2014;

Note: Course resolutions may not extend the maximum time for completion of a coursework degree, which is provided in the University of Sydney (Coursework) Rule 2014

(m) cross institutional study and exchange, if not as specified in the faculty resolutions;
(n) requirements for admission to, and for the award of honours, if available;
(o) award of the degree including grades of the degree or grades of honours that may be awarded; and
(p) any transitional arrangements relating to the resolutions.

8 Faculty resolutions

(1) Faculty resolutions may include resolutions about:
(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 and 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 and weighted average marks used in addition to the provisions of the Coursework Policy 2014; and
(e) transitional arrangements.

9 Faculty handbooks

(1) Faculty handbooks must specify:
(a) a description of the faculty structure, including schools, disciplines and departments;
(b) the faculty teaching calendar for the year;
(c) any local provisions in the faculty;
(d) in relation to each award course offered by the faculty:
   (i) the award course resolutions;
   (ii) any applicable faculty resolutions;
   (iii) the intended learning outcomes and graduate qualities;
   (iv) the approved minimum learning commitments;
   (v) the approved learning experiences;
   (vi) the assessment process and standards; and
   (vii) expected prior learning;
(e) in relation to each unit of study offered by the faculty:
   (i) a brief description;
   (ii) assessment summary;
   (iii) pre- and co-requisites; and
   (iv) the relationship of the unit of study to the overall learning outcomes and experience for the award course.

10 Unit of study outlines

(1) Unit of study outlines must contain:
   (a) a concise statement of the learning outcomes;
   (b) a list of objectives, expressed in terms of how that knowledge will be assessed;
   (c) a concise statement of the links between the learning outcomes and the graduate qualities;
   (d) a brief description of the contribution of the unit to the different award courses in which the students may be enrolled;
   (e) information about academic integrity and the checking of written assignments through similarity detection software;
   (f) links to compulsory modules relating to academic honesty;
   (g) advice on:
      (i) attendance and class requirements;
      (ii) the methods of assessment to be used; and
      (iii) the weighting of each assessment;
   (h) names and contact details of relevant teaching and administrative staff.

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

(3) The Deputy Vice-Chancellor (Education) may prescribe a template for unit of study outlines, in which case the template must be used for all unit of study outlines.
11 Learning management systems

(1) An LMS website must contain:
   (a) an introduction and rationale for the unit of study;
   (b) the aims and learning outcomes;
   (c) the contribution that the aims and learning outcomes of the unit make to learning outcomes and graduate qualities for the award course;
   (d) 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 or other);
   (e) minimum learning commitments and attendance requirements for learning activities, and guidelines on time to be allowed for private study and assessment preparation;
   (f) 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;
   (g) any relevant expectations relating to group work, professionalism in work-integrated learning situations and other matters;
   (h) any penalties that apply for poor attendance or late submission;
   (i) 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.
   
   (j) reference and links to relevant University policies, including, as a minimum the Academic Honesty in Coursework Policy 2015 and the requirements for special consideration in the Coursework Policy 2014 and Assessment Procedures 2011;
   
   (k) a notification to students indicating that participation in the unit of study permits de-identified information about their learning experience and interaction with learning resources to be used for the purpose of improving the student experience of learning;
   
   (l) information, where relevant, about the recording of lectures delivered and automatically captured in University-owned lecture theatres;
   
   (m) the use of the text-matching tool on the University’s LMS for student text-based assignments;
   
   (n) details of changes made to the unit as a result of student feedback and student experience from the previous time the unit was offered.

(2) Each LMS must be designed to include the capacity for:
   (a) submitting written assignments online; and
   
   (b) for text-based assignments, checking submitted work with similarity detection software.

(3) Read-only access to the LMS site for a unit of study must be provided to:
   (a) students;
   
   (b) unit of study co-ordinators;
   
   (c) all teachers and tutors in the award course;
(d) relevant library staff, for the purpose of facilitating availability of relevant library resources;

(e) relevant educational integrity co-ordinators, for the purposes of conducting an investigation into suspected academic dishonesty;

(f) relevant staff of the Disability Support Office, for the purposes of recommending adjustments for students registered with that office; and

(g) any other member of staff to whom the Deputy Vice-Chancellor (Education) directs that such access should be provided.

(4) Editing access to the LMS site for a unit of study must be provided to the unit of study co-ordinator and any other person nominated by the unit of study co-ordinator.

12 Academic records on graduation

(1) An Australian Higher Education Graduation Statement, must contain information about:

(a) the graduate;

(b) the award, including any industry or professional accreditation for which graduates are eligible;

(c) the University of Sydney;

(d) the graduate’s academic achievements in the form of an academic transcript and/or other achievement;

(e) the Australian Higher Education System.

(2) An academic transcript is a complete record of the student’s studies at the University and must state:

(a) the graduate’s name;

(b) the award course;

(c) any specialisation, stream, major or minor achieved;

(d) each unit of study attempted with:
   (i) the semester and year of the attempt;
   (ii) the credit point value;
   (iii) the mark; and
   (iv) the grade.

(3) A certificate of graduate status must list the degree name and the graduation date but not the units of study.

(4) A degree statement (testamur), is the legal statement of the student’s attainment of the degree, and must state:

(a) the degree awarded;

(b) the authority under which it is awarded;

(c) the title of the award;

(d) the name of the student to whom it is awarded;

(e) the date of conferral;
(f) any stream, program or major; and
(g) where relevant, the grade of the degree or honours awarded.

13 Quality assurance and evaluation

(1) Excellence of the student experience is evaluated through surveys of the student experience at two levels:
   (a) the degree or program level; and
   (b) the unit of study level.

(2) Degree or program level feedback is captured from both current students and recent graduates through external surveys. Educational data analytics from these surveys are reported by the Education Portfolio Quality and Analytics Team to the wider university community, including, but not limited to:
   (a) University Executive Education and Research Education Committees;
   (b) Academic Board;
   (c) Graduate Studies Committee of Academic Board;
   (d) Undergraduate Studies Committee of Academic Board;
   (e) Faculty Deans, Associate Deans and appropriate faculty boards and committees.

(3) Unit of study level feedback is captured through the Unit of Study Survey (USS).
   (a) The USS is administered online, using Sydney Student data to generate the list of units of study to be surveyed each teaching session, and to access the contact details of students enrolled in them.
   (b) The USS includes six common quantitative items, and two common qualitative items and up to four faculty specific quantitative items and one qualitative item.
   (c) For each unit of study, a faculty administrator is responsible for:
      (i) checking that the unit of study co-ordinator details are correct;
      (ii) setting appropriate open and close dates for the survey; and
      (iii) indicating which faculty specific variant of the USS is to be used.
   (d) Unit of study co-ordinators must check the details of the survey (sent as a pre-notification email two weeks prior to the survey open date). Changes should be requested through the faculty administrator.
   (e) Students are emailed an invitation to participate in the USS on the survey open date. A reminder email will be emailed to all students who have not already completed the survey one week after the survey opens.
   (f) Teachers may allow time in class for students to complete the survey on their smartphone, tablet or laptop.
   (g) Unit of study co-ordinators will receive an email notification on the survey open date, and then an update one week later.
   (h) Results are made available to the unit of study co-ordinators, the Dean, the Associate Dean, Education and other nominees of the Dean via the USS results portal.
(i) Results are made available to students (quantitative results only) via an email notification containing a link to their personalised survey portal. Coordinators can write a comment in response to the ratings and comments given by their students before results are released to students.

(j) Changes made to the unit of study as a result of student feedback and student experience from the previous time the unit of study was offered must be included in the LMS website for the unit of study.

(4) Quality assurance processes at all levels are summarised in Schedule One.

(5) Reviews of faculties and academic units will be jointly overseen by the Academic Board and University Executive, and will include a focus on teaching and learning, including curriculum development and research training.

(6) The review process will consist of the following stages:

(a) initiation of the review;
(b) appointment of a review panel;
(c) review visit preparation;
(d) submission of faculty self-evaluation report;
(e) review panel meetings:
   (i) preliminary;
   (ii) consensus;
   (iii) review;
(f) preparation of review panel report by the office of the Provost, in consultation with the review panel;
(g) development of implementation plan.

Note: Further information about faculty review visits is available from the Academic Board website.

(7) The terms of reference for review panels are set out in Schedule Two.

14 Educational environments

Note: Standards (for learning environments) are monitored by the DVC (Education) Portfolio and are set by CIS in conjunction with ICT. The Learning Space Design Standard is available here.

The quality of educational environments will be measured through student and teacher evaluations of learning spaces.

NOTES

Learning and Teaching Procedures 2016

Date adopted: 29 June 2016
Date registered: 20 July 2016
Date commenced: 26 July 2016
Date amended: 27 October 2016  
Administrator: Director, Educational Strategy  
Review date: 29 June 2021  
Related documents:  
- University of Sydney (Coursework) Rule 2014  
- University of Sydney (Policies Development and Review) Rule 2011  
- Learning and Teaching Policy 2015  
- Academic Honesty in Coursework Policy 2015  
- Code of Conduct for Students  
- Coursework Policy 2014  
- Academic Honesty Procedures 2016  

**AMENDMENT HISTORY**

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<tr>
<th>Provision</th>
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<tr>
<td>Various</td>
<td>Renumbering of clauses 6 – 12</td>
<td>26 July 2016</td>
</tr>
<tr>
<td>4(7); 4(8); Schedule One</td>
<td>References to Senior Executive Group (SEG) changed to University Executive (UE)</td>
<td>27 October 2016</td>
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<td>13(2)(a)</td>
<td>Reference to Senior Executive Group (SEG) Research Training Committee changed to University Executive (UE) Research Education Committee</td>
<td>27 October 2016</td>
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<tr>
<td>Various</td>
<td>Typographical errors amended; administrative amendment only</td>
<td>27 October 2010</td>
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<tr>
<td>4(1)(a); 6(1)(a); 13(6)(g)</td>
<td>Hyperlinks amended; administrative amendment only</td>
<td>27 October 2016</td>
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# SCHEDULE ONE

## Standards and methods for evaluating educational excellence

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<th>Responsibility</th>
<th>Evaluation method</th>
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<td>Unit of study</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
</tr>
<tr>
<td></td>
<td>• Simple data</td>
<td>• Unit of study co-ordinator assesses that outcomes are</td>
<td>• Student surveys</td>
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<td></td>
<td>• Easy visibility at faculty level</td>
<td>meeting requirements, including academic integrity</td>
<td>• University rubric to measure against graduate qualities</td>
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<td></td>
<td>• Generated by results data</td>
<td>• Faculty determines standards with reference to the</td>
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<td></td>
<td>• Determined by faculty</td>
<td>discipline level</td>
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<td></td>
<td>• Alignment with award/ standard</td>
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<td></td>
<td>• Graduate qualities</td>
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<td></td>
<td>Educational experience</td>
<td>Educational experience</td>
<td>Educational experience</td>
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<td></td>
<td>• Student experience of learning and teaching</td>
<td>• University sets agreed standards and targets</td>
<td>• Student surveys</td>
</tr>
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<td></td>
<td>• Peer observation of teaching</td>
<td>• Unit of study co-ordinators are responsible for</td>
<td>• Results are included in report to students/ faculty</td>
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<td>providing students with feedback through the closing</td>
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<td>loop process</td>
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<td></td>
<td>• Formal and informal</td>
<td>• Effective use of existing resources (to teach units of study)</td>
<td>• Effective use of existing resources (to teach units of study)</td>
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<td>Level</td>
<td>Standards</td>
<td>Responsibility</td>
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<tr>
<td>Curriculum/ qualification</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
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</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
<pre><code>                                                                                                                                                                                             |
</code></pre>
<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    | Educational outcomes                          | Educational experience                                                        | Educational experience                                                                                                                                                                                                 |
|                            | • Thematically coherent program               | • Student surveys                                                               | • Student surveys                                                                                                                                                                                                     |
|                            |                                                | • Reported to faculty board; reports made public                              |                                                                                                                                                                                                                      |
| Educational environment    | Educational outcomes                          | Educational environment                                                        | Educational environment                                                                                                                                                                                                 |
|                            | • Formal and informal                          | • Standards for physical learning space                                       | • Standards for physical learning space                                                                                                                                                                               |
|                            | • Community of scholars within discipline/ degree program | • Evaluation of learning spaces                                               | • Evaluation of learning spaces                                                                                                                                                                                       |
|                            |                                                | • Effective use of existing resources                                          | • Effective use of existing resources                                                                                                                                                                                 |</p>
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<tr>
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<td>• Graduate qualities</td>
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<td>• Student survey results used to set targets and benchmark at faculty and University level</td>
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<td></td>
<td>• Prepared for learning, life and work experiences</td>
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<td>• Meets requirements for accreditation at discipline/professional level</td>
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<td>• Success in accessing further study opportunities</td>
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<td>• Meets requirements for Australian Qualifications Framework</td>
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<td></td>
<td>• Rewarding career paths</td>
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<td>• Meets requirements for Higher Education Standards</td>
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<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>
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<tr>
<td></td>
<td>Educational experience</td>
<td></td>
<td>Cycle of Academic Board/ UE faculty reviews, including learning and teaching processes and practices</td>
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<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>
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<tr>
<td></td>
<td>Educational environment</td>
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<td></td>
<td>• Physical spaces and equipment</td>
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<tr>
<td></td>
<td>• Virtual learning environment</td>
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<tr>
<td></td>
<td>• Supports working together</td>
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</table>
SCHEDULE TWO

TERMS OF REFERENCE FOR ACADEMIC UNIT REVIEW PANELS

OBJECTIVES

Reviews of academic units aim to ensure their capacity to deliver teaching and learning, research and the best outcomes for society at the highest possible standard, and in a manner that is academically and financially sustainable and aligned with the University’s strategic goals.

ROLE OF PANEL

To achieve the objectives, the panel will:

(a) review and report on the academic unit’s goals, strategy and achievements in relation to:
   (i) teaching and learning, including curriculum development and research training;
   (ii) research and development;
   (iii) external relations;
   (iv) equity issues; and
   (v) internationalisation;

(b) assess and report on the alignment of the unit’s goals with the University’s strategic plan;

(c) assess and report on the allocation resources within the unit, and its strategies for managing and improving its financial performance in relation to:
   (i) teaching;
   (ii) research;
   (iii) other sources of income; and
   (iv) controls on expenditure;

(d) assess and report on the effectiveness of the unit’s organisational structure in delivery its strategy and achieving its goals;

(e) make recommendations for optimising teaching, research and benefit to society, in relation to the unit’s goals, strategy, resource allocation and sustainability;

(f) assess and make recommendations for the unit's course profile, in terms of academic excellence, demand, quality and sustainability.

MEMBERSHIP OF PANEL

(1) Panel members are appointed jointly by the Provost and the Chair of the Academic Board, each of whom may choose to sit on a review committee or nominate a representative to do so.

(2) Review panels will consist of five members, plus a chair. If appropriate, an additional two members may be appointed.
(3) Review panels will be comprised of at least:

(a) three senior academics with disciplinary or management knowledge relevant to the unit under review, and at least two of whom should be external to the University;

(b) a senior academic from within the unit under review, who is neither a dean or associate dean; and

(c) a member of the Academic Board nominated by the Chair of the Academic Board.