
TERMS OF REFERENCE

Purpose

The Undergraduate Studies Committee assists the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, learning and scholarship at the University of Sydney. It advises the Academic Board about resolutions, policy and procedures relating to undergraduate study at the University and determines undergraduate matters, including the approval of new and amended courses, in accordance with the [University of Sydney \(Delegations of Authority – Academic Functions\) Rule 2016](#).

Terms of Reference

1. To advise the Academic Board on resolutions, policy and procedures relating to all undergraduate studies in the University, including the pattern of undergraduate award courses.
2. To make recommendations to the Academic Board about proposals to introduce new undergraduate award courses and amendments to existing undergraduate award courses.
3. To make recommendations to the Academic Board about requirements to be satisfied by candidates for the award of a degree, diploma or certificate.
4. To determine procedures for the consideration, and deadline for submission of proposals for new and amended undergraduate award programs and courses in consultation with the University Executive Curriculum and Course Planning Committee.
5. To provide academic oversight in relation to domains 1.4.1; 1.4.2, 3.1.1, 3.1.2, 3.1.3; 3.1.4; 3.1.5; 5.1.2; 5.1.3, 5.4.2 and 6.3.2(c) of the [Higher Education Standards Framework \(Threshold Standards\) 2015](#).
6. To ensure undergraduate education is compliant with appropriate rules, policies and procedures, including, but not limited to the:
 - [University of Sydney \(Coursework\) Rule 2014](#)
 - [Coursework Policy 2014](#)
 - [Assessment Procedures 2011](#)
 - [Learning and Teaching Policy 2015](#)
 - [Learning and Teaching Procedures 2016](#)
 - [Academic Honesty in Coursework Policy 2015](#)
 - [Academic Honesty Procedures 2016](#).
7. To contribute to the development of the University's strategic objectives in relation to undergraduate study and to formulate, recommend to the Academic Board, and regularly review resolutions, policy and procedures supporting those strategic objectives.
8. To receive reports from, and provide advice to, the Deputy Vice-Chancellor (Education) and, where appropriate the Pro-Vice-Chancellor (Global Engagement) on quality assurance and other matters relating to undergraduate study.
9. To obtain information or reports from any Faculty, University School, Board of Studies, school or department, the Library or other academic unit on academic matters relating to undergraduate studies.
10. To ensure proper communication channels are established with other committees of the Academic Board and the University Executive to promote cross-referencing and discussion of matters concerning undergraduate students.
11. To determine the terms and conditions of undergraduate awards, scholarships and prizes established within the University.

12. To receive annual reports on the awarding of Honours and the University Medal from Faculties, University Schools and Boards of Studies.
13. To provide regular reports on its activities to the Academic Board.
14. To consider and report on any matter referred to it by the Academic Board, or its committees, the University Executive or the Vice-Chancellor.

Constitution

***Ex Officio* Members**

the Chair of the Committee

the Chair of the Academic Board, or nominee

the Chair of the Admissions Subcommittee, if not already a member

the Director, Educational Innovation, or nominee

the Deputy Registrar, or nominee

the President of the Students' Representative Council, or nominee

Appointed members

The Academic Board shall appoint to the committee, on nomination by members of the Board:

- one academic staff member from each faculty and University School; and
- at least one undergraduate student member.

The Academic Board shall, on the recommendation of the Chair of the Board, appoint as its representatives three elected staff members of the Academic Board. On the recommendation of any two of these members, an item before the Committee will be referred to the Academic Board as a starred item for consideration.

Deputy Chair

The Committee may, on the nomination of its Chair, appoint one member to act as Deputy Chair.

Co-opted members

The Committee may co-opt additional members. Co-opted members may be selected from the members of the Academic Board or the wider University community or may express interest directly to the Chair of the Committee, but must have an interest or experience in issues considered by the Committee. The term of office of members co-opted by the Committee shall be specified at the time of co-option and such members shall have all rights and privileges of other members.

Assessors and Reviewers

The Committee may invite and appoint assessors and reviewers to assist it with its functions including, as appropriate, from outside the University.

Observers

Staff or students of the University may attend meetings as observers and may, with the permission of the Chair of the Committee, address the meeting on issues being considered by it.



Frequency of Meetings

The Committee shall meet at least five times a year.

Voting Rights

Voting is restricted to *ex-officio* members, appointed members and co-opted members.

Quorum

A quorum for a meeting of the Committee shall be seven members.

HESF Domains

The [Higher Education Standards Framework \(Threshold Standards\) 2015](#) domains relevant to this committee include:

1 Student Participation and Attainment

1.4 Learning Outcomes and Assessment

1. The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.
2. The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:
 - a. specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved
 - b. generic skills and their application in the context of the field(s) of education or disciplines involved
 - c. knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and
 - d. skills in independent and critical thinking suitable for life-long learning.

3 Teaching

3.1 Course Design

1. The design for each course of study is specified and the specification includes:
 - a. the qualification(s) to be awarded on completion
 - b. structure, duration and modes of delivery
 - c. the units of study (or equivalent) that comprise the course of study
 - d. entry requirements and pathways
 - e. expected learning outcomes, methods of assessment and indicative student workload
 - f. compulsory requirements for completion
 - g. exit pathways, articulation arrangements, pathways to further learning, and
 - h. for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.
2. The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:
 - a. current knowledge and scholarship in relevant academic disciplines
 - b. study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and
 - c. emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.
3. Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.

4. Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.
5. Where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.

5 Institutional Quality Assurance

5.1 Course Approval and Accreditation

2. Course approval and self-accreditation processes are overseen by peak institutional academic governance processes and they are applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.
3. A course of study is approved or accredited, or re-approved or re-accredited, only when:
 - a. the course of study meets, and continues to meet, the applicable Standards of the *Higher Education Standards Framework*
 - b. the decision to (re-)approve or (re-)accredit a course of study is informed by overarching academic scrutiny of the course of study that is competent to assess the design, delivery and assessment of the course of study independently of the staff directly involved in those aspects of the course, and
 - c. the resources required to deliver the course as approved or accredited will be available when needed.

5.4 Delivery with Other Parties

2. When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the *Higher Education Standards Framework* that relate to the specific arrangement.

6 Governance and Accountability

6.3 Academic Governance

2. Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:
 - c. critically scrutinising, approving and, if authority to self-accredit is held, accrediting or advising on approving and accrediting, courses of study and their associated qualifications