NOTICE OF MEETING

Meeting 2016/3 of the Academic Standards and Policy Committee will be held from 2:00pm – 4:00pm on Wednesday, 8 June 2016 in the Senate Room, Quadrangle. The Agenda for the meeting is below.

Matthew Charet
Acting Executive Officer to the Academic Board

AGENDA

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Respect is a core value of the Academic Board
5.2 Report of the Simplification of Examination Processes Working Group meeting of 23 May 2016

5.3 2015 Academic Dishonesty Reports reminder Chair verbal

6 OTHER BUSINESS

6.1 Any Other Business

Next meeting: 2:00pm – 4:00pm, Wednesday 20 July 2016
Senate Room, Quadrangle

Academic Standards and Policy Committee - Terms of Reference

Purpose
The Academic Standards and Policy Committee assists and advises the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, scholarship and research in the University of Sydney.

Terms of Reference
1. To play an active role in assuring the quality of teaching, scholarship and research in the University and coordinate and maintain an overview of the academic activities of all academic units.
2. To formulate and review policies, guidelines and procedures in relation to academic matters, particularly with respect to academic issues that have scope across the University, including equity and access initiatives.
3. To determine policy concerning the programs of study or examinations in any Faculty, college or Board of Studies.
4. To advise the Academic Board and Vice Chancellor on policies concerning the academic aspects of the conditions of appointment and employment of academic staff.
5. To play an active role in assuring the quality of teaching, scholarship and research in the University by ensuring the body of academic policies and degree resolutions are self-consistent, incorporate the best ideas and are aligned with the strategic goals of the University.
6. In pursuit of the above objectives,
   6.1. request reports from, or refer matters to academic units for consideration and action as required;
   6.2. consider and take action as required on reports or academic submissions from academic units;
   6.3. initiate and oversee, in collaboration with the Senior Executive Group, a formal and regular program of review of academic activities of all academic units.
7. To actively seek and evaluate opportunities to improve the University’s pursuit of high standards in all academic activities.
8. To ensure proper communication channels are established with other committees of the Academic Board and SEG to promote cross-referencing and discussion of matters pertaining to academic standards and policy.
9. To receive regular reports from, and provide advice to the Deputy Vice-Chancellors pursuant to maintaining the highest standards in teaching, scholarship and research.
10. To exercise all reasonable means to provide and receive advice from the Senior Executive Group and its relevant subcommittees.
11. To provide regular reports on its activities under its terms of reference to the Academic Board.
12. To consider and report on any matter referred to it by the Academic Board, the Vice Chancellor or the Deputy Vice-Chancellors.
ACADEMIC STANDARDS AND POLICY COMMITTEE

2:00 pm, Wednesday 20th April 2016
Senate Room, Quadrangle (A14)

Members Present: The Chair (Professor J Hanrahan), Mrs H Agus, Associate Professor T Allender, Dr Frances Di Lauro, Associate Professor A Elias, Associate Professor G Frost, Associate Professor T Gerzina, Associate Professor P Gibbens, Professor M Graeber, Mr T Greenwell, Ms K Henderson, Dr P Knight, Associate Professor T Masters, Associate Professor M Peat, Associate Professor J Rowley, Dr L Schwartz (for Professor P Pattison), Dr D Shirley, Ms C Smith, Professor G Tolhurst and Ms S Vimalarajah.

Attendees: Ms A Hush (SRC)

Apologies: Associate Professor T Bishop, Associate Professor R Gibson, Ms K Hartman-Warren, Associate Professor G Hill, Professor P Pattison (Dr L Schwartz attending in her stead).

MINUTES

1 WELCOME AND APOLOGIES
The Chair welcomed members, noting that Dr Schwartz was attending for Professor Pattison and Ms Hush was attending as an observer.

2 PROCEDURAL MATTERS
2.1 Minutes of Meeting 2016/1, 9 March 2016
Members confirmed the minutes of the last meeting held on 9 March 2016.

ASPC16/2-1
The Academic Standards and Policy Committee resolved that the minutes of meeting 2016/1, held on 19 March 2016, be confirmed as a true record.

2.2 Matters Arising
There were no matters arising from the previous meeting.

3 STANDING ITEMS
3.1 Report of the Chair
The Chair advised members that the proposed amendment to the Coursework Policy 2014 regarding simple extensions had been approved at the Academic Board’s last meeting. An email has gone to faculties and the issue was also included in this week’s staff and student news.

ASPC16/2-2
The Academic Standards and Policy Committee noted the report of the Chair.

3.2 Report of the Academic Board meeting held 30 March 2016
Associate Professor Masters advised that in addition to the news items on simple extensions, there is information on the Academic Board’s website with a brief FAQ section. The webpage advises that there are no procedures as yet for simple extensions, but these will be developed. In the interim, it is recommended that arrangements for simple extensions should be confirmed by email between the student and the unit of study co-ordinator, and the subject line for the email should include “simple extensions”, the student’s SID and the unit of study code.

ASPC16/2-3
The Academic Standards and Policy Committee noted the report of the Academic Board meeting held on 30 March 2016.

4 ITEMS FOR APPROVAL
4.1 Assessment types risk evaluation
The Chair advised that the matrix had been updated following discussions at the last meeting. There will be a policy change related to the matrix, but it will be presented with other amendments to the Academic Honesty Policy. Members endorsed the revised matrix.
The Academic Standards and Policy Committee recommends the Academic Board adopt the draft guidelines for assessment types risk evaluation.

4.2 Anonymous and De-Identified Marking

Dr Schwartz reminded members that this issue was raised by the SRC last year, and had been considered by the SEG Education Committee and this committee. This further paper looks at the differences between anonymous and de-identified marking, and sets out the changes that will be required to policy and procedures if such a process is introduced. Associate Professor Gibbens questioned the definitions of anonymous and de-identified marking in the paper, suggesting they were the wrong way around and that anonymous marking (where no name is used but the student is identified by their student number) is the system used at other universities. Dr Schwartz advised that she would check this point. The Chair advised members that the policy changes related to examinations referred to in this report should be coming to the Committee’s next meeting and will cover issues such as the processing of all examinations held in the exams period via the exams office, and a simplification of the different exam times and reading periods which will be used.

Associate Professor Peat pointed out that anonymous marking is unlikely to have much impact against unconscious bias in units such as his, where almost all the students are from mainland China, and the Chair agreed that the process would have different levels of impact in different disciplines. Ms Henderson pointed out that ethnicity is not the only dimension in which unconscious bias can operate, but can also cover gender identity, sexual orientation and other issues. Associate Professor Gerzina noted the process is aimed at written assignments and examinations, and asked if there would be any suggestion of using it for clinical examinations where it can be crucial to identify the student under examination. The Chair agreed it would not work in such circumstances, and Professor Gerzina suggested there be a statement that it would not apply in live performance and clinical settings. Ms Henderson and Associate Professor Elias pointed out that the report refers to only written examinations.

Ms Vimalarajah thanked the committee for discussing and supporting this policy change, but asked that students be advised why this change is being implemented and that it is to make the marking system fairer and to minimise unconscious bias. Professor Masters noted that the SRC had originally raised this issue and he thanked them for their work.

Professor Peat noted that the risk mitigation matrix refers to personal presentations as a way of ensuring academic honesty, but this report is endorsing anonymous marking, and he asked if there was a risk of the Academic Board sending mixed messages. The Chair advised that she had discussed this issue with Ms Rozenberg when they developed the matrix, and pointed out that the presentation could be a brief one which is not worthy many marks, or any at all, and is used as a post-audit process. Associate Professor Elias added that the Board should be stressing that anonymous marking is for fairness, but academic staff should also get to know their students. Members endorsed the proposal.

The Academic Standards and Policy Committee:
(1) endorsed anonymous marking (identification by SID only) for all assignments and examinations; and
(2) noted that consequent amendments to the Coursework Policy 2014 and Assessment Procedures 2011 will be submitted to the Academic Board for its approval.

4.3 Board of Interdisciplinary Studies – Terms of reference and governance issues

Dr Schwartz advised that this item is related to the curriculum framework report in item 5.1, with both focussing on the implementation of sections of the strategic plan. The Board of Interdisciplinary Studies already exists, but changes are proposed to its terms of reference to reflect both the strategic plan and the University’s continuing education strategy, which was approved by SEG last year. She noted that more work is required before the final terms of reference can be submitted to the Academic Board and Senate, but sought the committee’s comments and feedback.
Professor Peat noted the reference to interdisciplinary projects and asked if this included within faculties, as well as between faculties. Dr Schwartz clarified that this referred to cross-faculty projects only. Mrs Agus asked that the term interdisciplinary be used in a consistent fashion to avoid confusion, and suggested that “cross-faculty” might be a better term. Ms Henderson pointed out that the new University structure will include a number of units, referred to as schools, which were previously faculties but would no longer have the status of faculties, and this could make the term “cross-faculty” a difficult one to use. Dr Schwartz advised that units being offered in the Bachelor of Advanced Studies will be administered by the Board of Interdisciplinary Studies.

Mr Greenwell queried the change to student membership of the Board, and asked what criteria will be used by the Chair of the Academic Board when appointing students. Professor Masters advised that he will consult with SUPRA and the SRC to develop a protocol. Ms Henderson noted that there may be consequent amendments required to other Senate Rules or resolutions as a result of the proposed amendments to the terms of reference of the Board of Interdisciplinary Studies. Members noted the report.

**ASPC16/2-6**

The Academic Standards and Policy Committee noted the report on proposed amendments to the terms of reference for the Board of Interdisciplinary Studies.

## 5 ITEMS FOR NOTING

### 5.1 Curriculum Framework – Policy Amendments

The Chair advised members that this item and the two draft procedures documents would be coming back to the committee’s next meeting in June. Dr Schwartz advised that a number of working parties have been looking at issues related to the new curriculum framework. Some definitions and policy statements to underpin the new framework have been developed, and these will form the basis for the course proposals to be submitted later in the year.

The Chair advised that she and Professor Masters have identified some issues. She queried the reference to 5000 and 6000 level units of study, noting that many postgraduate courses only use 5000 level units, and asked if faculties will be required to recode some units. Dr Schwartz advised the reference was simply a reflection of how units are coded at the undergraduate level, and the Chair suggested the policy change refer to 5000 or 6000 level units. She also suggested that the definitions of majors and minors could be reworded and simplified. Professor Masters noted the reference to exceptions to the standard 6 credit point weighting for units of study, pointing out that exceptions already exist and that this reference should be reworded. He also queried the use of the word “program” which has a specific definition but is then used in other ways. Mrs Agus asked if the number of clause 84A inferred it was a subset of the previous clause, and Ms Henderson advised the numbering would be reviewed by her unit. Professor Masters also pointed out that the reference to AQF levels for undergraduate degrees should be 7, not 9. Members noted the report.

**ASPC16/2-7**

The Academic Standards and Policy Committee noted the report on policy amendments required to implement the curriculum framework outlined in the University’s Strategic Plan 2016-2020.

### 5.2 Learning and Teaching Procedures 2016

Dr Schwartz advised that these draft procedures were commenced in 2015 as part of the development of the Learning and Teaching Policy. The procedures have been further amended to reflect proposed changes to the course approval process related to the Board of Interdisciplinary Studies. The Chair advised she had some suggested amendments to the procedures, and Ms Henderson added that she would need to review these. She suggested the final version of the procedures be considered in the context of any amendments to the Learning and Teaching Policy. Members noted the draft procedures.

**ASPC16/2-8**

The Academic Standards and Policy Committee noted the proposed Learning and Teaching Procedures 2016.
5.3 Review of Policies in 2016
The Chair noted that this item outlines those Academic Board policies which have not yet been reviewed and provides suggestions on what should be done with each of them. She noted that the main policies still requiring review relate to scholarships and that a meeting will be organised with the Head of Fees and Scholarships to discuss how this will be done. Dr Schwartz advised that Student Support Services is currently looking at the Student Code of Conduct and will be making recommendations to the Student Consultative Committee. Members noted the report.

ASPC16/2-9
The Academic Standards and Policy Committee noted the report on the review of policies in 2016.

5.4 2015 Annual Reports on Cases of Academic Dishonesty
The Chair advised members that a template was circulated prior to the meeting and the aim is to have faculties respond by 30 June 2016. It was agreed the template would also be circulated to faculty managers.

ASPC16/2-10
The Academic Standards and Policy Committee noted the report on the processes to be used for reporting on 2015 cases of academic dishonesty.

5.5 Academic Honesty Procedures 2016
The Chair noted that this item was also for discussion only. Dr Schwartz added that this had been developed from the recommendations of the Taskforce on Academic Misconduct and Plagiarism. The previous University policy had been a mix of policy and procedures and it was agreed that the new policy would have a set of complementary procedures. The Taskforce had also recommended the procedures cover HDR students, noting that information on how to deal with academic misconduct by this group of students is currently outlined in the research code of conduct. Ms Henderson advised that some consequent amendment to the research code of conduct and the Thesis and Examination of Higher Degrees by Research policy would be needed. Members noted the draft procedures.

ASPC16/2-11
The Academic Standards and Policy Committee considered the draft Academic Honesty Procedures 2016.

6 OTHER BUSINESS
6.1 Any Other Business
There was no other business raised.

6.2 Next meeting 8th June 2016

Remaining Meeting Dates for 2016
2:00 pm Wednesday, 8th June 2016
2:00 pm Wednesday, 20th July 2016
2:00 pm Wednesday, 24th August 2016
2:00 pm Wednesday, 12th October 2016
2:00 pm Wednesday, 9th November 2016

A full copy of the Academic Standards and Policy Committee papers is available at:
http://sydney.edu.au/ab/committees/ac_stands/ac_stands_agendas.shtml
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<td>Associate Professor Tony Masters, Chair of the Academic Board</td>
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<td>Purpose</td>
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RECOMMENDATION

That the Academic Standards and Policy Committee note the report of the Academic Board meeting held on 18 May 2016.

REPORT OF ACADEMIC BOARD MEETING

Items related to the Academic Standards and Policy Committee

The Academic Board:
- noted that the Academic Standards and Policy Committee endorses anonymous marking (identification by SID only) for all assignments and examinations, and note that related policy amendments will be submitted for approval to a later meeting;
- noted that the Academic Standards and Policy Committee had received draft reports on a range of policy matters arising from the 2016-2020 Strategic Plan on educational matters, including the draft Learning and Teaching Procedures, draft amendments to the Coursework Policy 2014 and Learning and Teaching Policy 2015; and
- adopted the draft guidelines for assessment types risk evaluation, noting that these guidelines will be included in the draft Academic Honesty Procedures to be submitted for approval to a later meeting.

The Academic Board also considered the proposal to revise the membership and constitution of the Board of Interdisciplinary Studies and made the following further amendments:
- clauses 5(c) and 6(a) will include the phrase “as defined by the Academic Board and on the advice of the relevant faculty”; and
- the relevant clause on student membership was amended to read “not more than two students enrolled in those cross-faculty degrees, diplomas and certificates administered by the Board, appointed by the Academic Board on the nomination of the Chair of the Academic Board in consultation with the student members of the Academic Board and the relevant student organisations”.

Other matters

The Academic Board also:
- noted a presentation by the Director, Educational Innovation and the Director, Graduate Research;
- recommended that Senate accept the Academic Board’s report on its activities for 2015;
- noted administrative amendments to the Coursework Policy 2014;
- noted a report from Dr Saleeba on the Equity and Diversity working group on inclusive language, inclusive units of study and classes, physical environments and mandatory consent training;
- noted the report of the student members of the Academic Board on Bullying and Safety; the Federal Budget; the University Restructure; Restructure at the SCA; Indigenous Student Engagement with West Papua; and International Student Travel Concessions;
- noted the report of the Provost and Deputy Vice-Chancellor on the 2016-2017 federal budget and 2016 federal election and their impact on the higher education sector; members also discussed recent media reports regarding the residential colleges located on campus;
- expressed its confidence in the university’s research integrity processes;
- endorsed the proposal from the Faculty of Arts and Social Sciences to amend the faculty constitution, and recommended that Senate approve the amendment of the Resolutions of Senate related to the Constitution of the Faculty of Arts and Social Sciences, with effect from 1 July 2016;
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- approved a proposal from the Faculty of Science to amend the English language requirements for admission to the Master of Clinical Psychology (MCP) and the Master of Clinical Psychology / Doctor of Philosophy (MCP/PhD);
- endorsed the submission of the University’s response to the Public Consultation on Transparency in Higher Education Admissions discussion paper from the Higher Education Standards Panel (HESP);
- approved a proposal from the Faculty of Nursing and Midwifery to amend the Bachelor of Nursing (Honours);
- approved a proposal from the Faculty of Education and Social Work to amend the Bachelor of Education (Early Childhood);
- approved a proposal from the Faculty of Medicine to amend the Bachelor of Medicine and Bachelor of Surgery;
- approved a proposal from the Faculty of Pharmacy to amend the Master of Pharmacy;
- approved proposals from the Faculty of Engineering and Information Technologies to amend the Master of Engineering, Master of Professional Engineering, Master of Information Technology and the Master of Information Technology/Master of Information Technology Management;
- approved a proposal from the Faculty of Dentistry to amend the Doctor of Dental Medicine; and
- approved a proposal from the Faculty of Medicine to amend the Doctor of Medicine and the introduction of new postgraduate elective units of study.
RECOMMENDATION

That the Academic Standards and Policy Committee recommend to the Academic Board approval of the attached amendments to the Coursework Policy and the Learning and Teaching Policy embedding the curriculum framework of the Strategic Plan 2016-2020.

EXECUTIVE SUMMARY

The ASPC first saw this proposal for consultation on 20 April. As flagged at that meeting the discussion paper “Towards a distinctive undergraduate education” (June 2015) canvassed 5 proposals on undergraduate education which, following consultation were further refined in the follow-up paper A Distinctive Undergraduate Education: Next Steps. These proposals were:

- The adoption of a common set of Graduate Qualities
- The development of a common set of definitions for course components and course rules for liberal studies degrees
- A proposed curriculum framework for bachelor degrees
- A four-year combined-degree model for liberal studied education
- Development of vertical double degree pathways

Proposals 1 and parts of proposal 3 were adopted by the Academic Board in December 2015, in the Learning and Teaching Policy 2015. This paper recommends the adoption of common definitions of course components and course rules (proposal 2) and of a four-year combined degree model (proposal 4). Proposal 5 on vertical double degrees is contingent of wider consultation with government and will be the subject of a later paper.

The proposals have since been considered and amended by SEG Education (three times), the Undergraduate Studies Committee of the Academic Board, and the Generalist Undergraduate Degree working party of SEG. Changes have included improvements in wording, modification of definitions of the two undergraduate degree types (Liberal Studies and Professional/Specialist), clarification that stated learning outcomes are not required for minors but are required for programs and (as previously in the Learning and Teaching Policy) for majors, clarification on the maximum volume of work for programs, and clarification that, in the case of Professional / Specialist degrees, the capacity to undertake a combined degree with the Bachelor of Advanced Studies (BAS) will be as stated in the award course resolutions (all Liberal Studies Bachelor degrees can be taken as a combined degree with the BAS).

BACKGROUND / CONTEXT

In December 2015, the Academic Board approved the Learning and Teaching Policy 2015, incorporating the graduate qualities and some elements of the curriculum framework enunciated in the discussion paper “Towards a distinctive undergraduate education” (June 2015) and in the follow-up paper A Distinctive Undergraduate Education: Next Steps. The curriculum framework was discussed and it was noted that further
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details of the curriculum framework were the subject of ongoing development and would be brought back for further discussion and approval in the first half of 2016. Those elements have been developed further in the Generalist Undergraduate Degree Working Party and the Specialist and Professional Undergraduate Degree Working Party established by the SEG in 2015 after the release of the first discussion paper. As a result of those consultation amendments to the Coursework Policy and the Learning and Teaching Policy were proposed to meetings of the SEG Education Committee (11 April and 9 May), ASPC and Undergraduate Studies in order to adopt a common set of definitions (proposal 2) and a four-year combined degree model (proposal 4). Those elements are contained in the attached amendments to the Coursework Policy and the Learning and Teaching Policy as set out below and have now been modified in the light of feedback from the SEG Education Committee, the Academic Standards and Policy Committee and the Undergraduate Studies Committee of the Academic Board.

| The categorisation of bachelor degrees into two broad categories: Liberal Studies, and Specialist/Professional | Towards a Distinctive Undergraduate Education proposed a degree architecture based on Liberal Studies and Specialist/Professional degrees. While both degree would achieve the Graduate Qualities, the different educational demands necessitated a different curriculum framework. The Coursework Policy currently contains requirements for different types of Masters by Coursework (Advanced Learning and Professional). This proposal adopts a comparable framework for Bachelor degrees. |
| Combined degrees with the Bachelor of Advanced Studies | Towards a Distinctive Undergraduate Education proposed a combined degree model. Incorporating a common framework for the four-year combined degree model flexibility to students and allows efficiency and responsiveness in the creation of new programs, tailored to student needs. |
| Curriculum components (Stream, Program, Major, Minor, Degree Core) | Towards a Distinctive Undergraduate Education proposed the adoption of common definitions for curriculum components which were developed further in A Distinctive Undergraduate Education: next steps and in consultation with the Generalist Undergraduate Degree working group of SEG. |
|  | Coursework Policy. Definitions now include Bachelor of Advanced Studies |
|  | Specify two types of Bachelor Degree Part 17. Clause 84 (p. 62) gives requirements for both types |
|  | Coursework Policy Clause 84 specifies that Liberal Studies and Professional/Specialist degrees may be combined with the Bachelor of Advanced Studies |
|  | Learning and Teaching Policy Definitions of both types of undergraduate degree in Coursework Policy included in Learning and Teaching Policy Part 18 of the Policy gives detailed definitions of the components. |

CONSULTATION

This is the third presentation of these proposal to ASPC and incorporates changes made on the basis of previous consultation with the SEG Education Committee (April and May) and subsequently by the Academic and Undergraduate Studies Committee (April).

Previously, there was university-wide and widespread stakeholder consultation and market research following release of the discussion paper, Towards a Distinctive Undergraduate Education. The Academic Board gave in-principle support to the curriculum framework including the development of common components and four-year combined degree model in December 2015, noting that further proposals would come back for approval in the first half of 2016. These elements have now been developed further by the Generalist Undergraduate
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Degree and Specialist/Professional Undergraduate Degree working parties established by SEG in 2015 and the results of this consultation are presented for discussion and approval.

IMPLEMENTATION

Following discussion at SEG Education, the SEG, and ASPC, this proposal will be forwarded to the Undergraduate Studies Committee and Academic Board for approval. The Education Portfolio is consulting with faculties, to provide resources for the development of revised and new degree resolutions reflecting the graduate qualities, common curriculum components and four-year combined degree model. These will be brought to CCPC, SEG Education, SEG, the Undergraduate Studies Committee and the Academic Board in August 2016 for approval by the end of the year, with the intention to introduce the new degrees in 2018. This recommendation provides the policy framework for the development of those programs.

COMMUNICATION

The new curriculum framework will be discussed at the Academic Board and in ongoing consultation between the Education Portfolio and faculties in revision of existing programs, creation of the Bachelor of Advanced Studies, writing of revised and new Degree Resolutions, and the embedding and assessment of the Graduate Qualities.

ATTACHMENTS

Attachment 1 – Updated amendments to the Coursework Policy
Attachment 2 – Updated amendments to the Learning and Teaching Policy
COURSEWORK POLICY 2014

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

Dated: 3 December 2014

Last amended: 3 May 2016 (administrative amendment)

[INSERT DATE – CURRICULUM AMENDMENTS]

Signature: ____________________________________________________________________________

Position: Chair, Academic Board

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PART 1 PRELIMINARY

1 Name of policy

This is the Coursework Policy 2014.

2 Commencement

This Policy commences on the day after the day on which it is registered.

3 Statement of intent

This Policy governs all coursework award courses leading to the following qualifications:

(a) Diplomas;
(b) Advanced Diplomas;
(c) Bachelor Degrees;
(d) Bachelor Honours Degrees;
(e) Graduate Certificates;
(f) Graduate Diplomas; and
4 Application

(1) Except to the extent that a contrary intention is expressed:

(a) this policy applies to:

(i) staff, affiliates, students and applicants for coursework award courses; and

(ii) non-award students, exchange students and study abroad students enrolled in a unit of study at the University;

(b) it is a condition of each student’s admission to candidature that the student complies with his or her obligations under this policy.

(2) Authorities and responsibilities set out in this policy are also defined in the Delegations of Authority – Academic Functions.

5 Definitions

(1) In this policy:

academic adviser means an academic employee nominated by the Dean of a faculty to provide advice on student progression matters.

academic progression register means the record of all students whose academic progression is being monitored by a faculty in accordance with this policy.

academic progression requirements means the requirements for academic progression in an award course, set out in faculty resolutions, course resolutions or this policy.

academic transcript means a written statement setting out a student’s academic record at the University.

admission means admission to candidature in a coursework award course at the University.

advanced standing means acknowledgement by the University of relevant prior academic achievement or relevant experience, usually in the form of a reduced volume of learning, or credit points that count towards the requirements of an award course.

appended honours course means a course that leads to an award of a degree with honours where the honours component is undertaken after the student has met the course requirements for the degree (without
honours).

**applicant** means an applicant for admission to a coursework award course at the University.

**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** means the Associate Dean of a faculty with responsibility for coursework award courses at the relevant level, or the deputy chairperson of a board of studies or a person appointed by the Dean to have responsibility for coursework award courses at the relevant level.

**ATAR or Australian Tertiary Admissions Rank** for an applicant, means:
- the applicant's rank in relation to the applicant's secondary cohort, as provided to the University by UAC; or
- the applicant's results in a school leaving examination in another State, Territory or country, converted to an ATAR equivalent, as provided to the University by UAC.

**ATAR cut off** for a course, means the ATAR fixed by the relevant faculty as the minimum ATAR that an applicant must achieve to be eligible for admission to the course, unless the applicant is eligible for admission to the course through an educational access scheme.

**Australian citizen** has the meaning it has under the *Australian Citizenship Act 2007* (Cth).

**AQF or Australian Qualifications Framework** means the national framework for recognition and endorsement of education qualifications.

**authentic assessment** means assessment tasks that relate the application of knowledge to problems, skills and performances that are found in general or disciplinary practices or professional contexts. It includes but is not limited to projects, investigations and report writing.

**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.

**award course resolutions** means the resolutions setting out the requirements for the award approved by the Academic Board and tabled at a meeting of the Senate.

**Bachelor of Advanced Studies** means the Bachelor degree available as a combined degree with every Liberal Studies and specified Specialist or Professional Bachelor degree, as set out in the applicable award course resolutions. The Bachelor of Advanced Studies is
a Liberal Studies Bachelor Degree.

Note: See clause 83D.

**Bachelor degree** means an undergraduate award course that:

- achieves at least the outcome specified for level seven of the AQF;
- is a program of liberal, specialist or professional learning and education; and
- builds on prior secondary or tertiary study.

Note: See clause 83A.

**Barrier unit of study** means a unit of study that the faculty has determined must be passed before a student is permitted to progress.

**By-law** means the *University of Sydney By-Law 1999 (NSW)* (as amended)

Note 3: A copy of the By-law can be found in the University Policy Register.

**Candidature** means the period during which a student is eligible to enrol in units of study in a coursework award course at the University.

**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, and draw conclusions that form the basis for further investigation, and intellectual and professional growth. A capstone experience should be integrative, foster student autonomy and, where appropriate, a trans-disciplinary perspective.

**Census date** means the date on which a student’s enrolment in a unit of study becomes final.

**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 credit points towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately. See also double degree course.

**Commonwealth supported place** means a place in an award course in respect of which the student and the Commonwealth government both contribute towards the cost of the student’s education.

**Compulsory unit of study** means a unit of study that must be completed before the award of a degree, but which does not constitute a barrier unit of study.

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

| **Course requirements** | means the requirements for an award course set out in any relevant faculty resolutions and the award course resolutions. |
| **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 4**: See clause 2.3 of the Coursework Rule.

| **Coursework award course** | means a course approved by the Academic Board and 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. |

**Coursework Rule** | means the University of Sydney (Coursework) Rule 2014. |
| **credit** | means advanced standing based on previous attainment in another award course at the University or at another institution, or in a non-award course approved by the Academic Board. The advanced standing is expressed as credit points granted towards the award course. Credit may be granted as specific credit or non-specific credit. |

| **Credit point** | means a measure of value indicating the contribution that each unit of study provides towards meeting award course completion requirements, stated as a total credit point value. |
| **Criteria** | means statements that identify the key characteristics or attributes of student performance in an assessment task. |

| **Cross-credited unit of study** | means a unit of study that, on completion, is credited towards the requirements of two awards, or two component parts of a combined award. |
| **Cross-institutional study** | means enrolment by a student in a unit or units of study at another university or institution. |

**Dean** | means the Dean of the relevant faculty |
| **delegate** | means an officer, employee or committee of the University to whom Senate has made a delegation of power. |

**Department** | means a disciplinary grouping established by a faculty or, if the faculty does not have an internal departmental structure, a faculty itself. |

**Disability** | has the meaning prescribed in Section 4 of the Disability Discrimination Act 1992 (Cth). |
**Note 5:** At the date of this policy the definition is:

disability, in relation to a person, means:

(a) total or partial loss of the person’s bodily or mental functions; or
(b) total or partial loss of a part of the body; or
(c) the presence in the body of organisms causing disease or illness; or
(d) the presence in the body of organisms capable of causing disease or illness; or
(e) the malfunction, malformation or disfigurement of a part of the person’s body; or
(f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
(g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

(h) presently exists; or
(i) previously existed but no longer exists; or
(j) may exist in the future (including because of a genetic predisposition to that disability); or
(k) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

**Domestic applicant** means an applicant who is:

- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

**Domestic student** means a student who is:

- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

**Double degree course** means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications. A single testamur or separate testamurs may be issued.

**Educational access scheme** means an entry scheme approved by the Academic Board in accordance Part 7 of this policy.

**Embedded program** means a sequence of linked courses in closely related academic or professional areas that:

- allows for consequential and incrementally higher levels of academic achievement;
- specifies in the award course resolutions conditions for
transfer from one linked award to a higher linked award; and

- allows credit points for a unit of study to count towards more than one of the linked awards.

**Enrolment** means enrolment in a coursework award course at the University. A person is not enrolled until the person has completed, to the satisfaction of the University, all requirements for enrolment or re-enrolment in the award course concerned.

**Exchange student** means a person who is:

- not an Australian citizen;
- not admitted to an award course at the University;
- admitted to a formally approved program of study at an overseas institution with which the University has an exchange agreement; and
- enrolled in one or more units of study at the University.

**Exemption** means an exemption given by a faculty to a student from the requirement to complete parts of the prescribed work for a particular unit of study within a course, including attendance at prescribed lectures, seminars, tutorials and practical work.

**Faculty** means a faculty or a 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.

**Feedback** means information provided to students on the quality of their learning in relation to an assessment activity, which forms the basis of improved student learning.

**Flexible entry scheme** means an entry scheme for Australian recent school leavers, approved by the Academic Board in accordance with clause 26 of this Policy.

**Graduate attributes** means the outcomes of a University of Sydney education.

Note 6: See [Learning and Teaching Policy 2015](#)

**Graduate Certificate** means an advanced program of study that builds on prior undergraduate study or, where approved by the faculty, prior experience that is considered by the faculty to demonstrate the required knowledge and aptitude.

**Graduate Diploma** means an advanced program of study that builds on either or both of prior undergraduate or postgraduate study.

**Group work** means a formally established project to be carried out by a number of students working together that results in a single piece of assessment or a number of associated pieces of assessment.

**HSC or Higher School Certificate** means a Higher School Certificate granted by the NSW Board of Studies under the *Education Act 1990*.

**IELTS** means the test jointly administered by British Council, IDP
International English Language Testing System

**Integrated honours course** means a course that leads to the award of a degree with honours that is not an appended honours course. The honours component of the course is integrated within the overall course without extending the time for completion of the course.

**International applicant** means an applicant who is **not**:
- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

**International Baccalaureate** means the diploma awarded to a person who successfully completes the International Baccalaureate program, developed and administered by the International Baccalaureate Organisation.

**International student** means a student who is **not**:
- an Australian citizen;
- a permanent resident of Australia; or
- a New Zealand citizen.

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

**Liberal Studies Bachelor Degree**

means a degree program of study at Bachelor level of three years duration (or part-time equivalent) that provides students with a broad multi-disciplinary education that develops disciplinary expertise and the Graduate Qualitiesbroader skills.

 NOTE: See clause 83B.

**major**

means a defined sequence of units program of study taken by a student which develops depth of expertise in a field of study and generally comprising specified units of study from the later stages of an award course which meets the relevant requirements specified in the Learning and Teaching Policy2015 [INSERT HYPERLINK].

 NOTE: See Part 3 of the Learning and Teaching Policy 2015. [INSERT HYPERLINK]
**Masters degree by coursework** means a program of advanced learning and professional training that builds on undergraduate study, achieves at least the learning outcomes specified for level 9 of the AQF and normally leads to a capstone experience. The University offers three types of Masters degree by coursework:

- **Advanced Learning Masters**: a minimum one year full-time advanced study course that builds on prior undergraduate study in the same discipline or in a relevant discipline;

- **Professional Masters degree**: a Masters degree that prepares the student for accreditation or recognition in a specific profession, building either on prior undergraduate study in the discipline or on undergraduate study in another appropriate discipline.

- **Masters Degree (Extended)**: a Professional Masters Degree of extended duration, typically three or four years full-time. The degree of Doctor of Dental Medicine, Juris Doctor, Doctor of Medicine and Doctor of Veterinary Medicine are referred to in the AQF as ‘Masters Degree (Extended)’.

**minor** means a defined set sequence of units of study taken by a student which develops coherent coherent knowledge and skillexpertise s in a field of study and which meets the relevant requirements specified in the Learning and Teaching Policy2015.

**Note:** See Part 3 of the Learning and Teaching Policy 2015.

**misadventure** means an unforeseen accident, mishap or personal misfortune.

**mModeration** means the process by which the validity and reliability of assessment marks are verified.

**nNon-award student** means a person who is not admitted to an award course at the University, and who is not an exchange student or study abroad student, but is enrolled in a unit of study at the University.

**nNon-specific credit** means a ‘block credit’ for a specified number of credit points at a particular level. These credit points may be in a particular subject area but are not linked to a specific unit of study.

**NZQF or New Zealand Qualifications framework** means the New Zealand national framework for recognition and endorsement of education qualifications.

**open learning environment** means a commonshared pool of units of study which are:

- of zero, two or six credit points value;
- approved by the Board of Interdisciplinary Studies; and
- available to all [coursework? Undergraduate coursework?] students according to the degreeaward course resolutions.
applicable to the award course in which they are enrolled.

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.

principal examiner means the designated person responsible for the assignment of final marks and grades in a unit of study.

Professional/Specialist Bachelor Degree Means a degree that develops Graduate Qualities alongside disciplinary or professional expertise for a specific profession or career specialisation.

program each award course is composed of various units of study. The way the units are put together for an award course is referred to as a student’s ‘program’. means a combination of units of study that develops expertise in a multi-disciplinary domain or a specialist or professional field and includes at least one recognised major.

Note: See Part 3 of the Learning and Teaching Policy 2015.

program co-ordinator means the designated person responsible for assessment at the program, major or degree level.

progression profile means the record of all relevant documentation relating to a student’s academic progression, including correspondence and interview records.

progression rate means the rate at which a student accrues credit in their award course over a defined period, measured as a credit point progression rate and a unit of study progression rate.

progression requirements means the requirements for academic progression set out in the faculty resolutions, award course resolutions and this Policy.

recent school leaver means a person who completed the HSC or equivalent in the year immediately prior to admission or proposed admission to an award course, or who completed their HSC in the year immediately prior to that if the person has not undertaken any tertiary study.

semester average mark means the average mark obtained by a student for all units of study attempted in a semester, weighted according to credit point value.

simple extension means an informal arrangement between a student and a unit of study co-ordinator to permit late submission of work, as provided in clause 66A of this policy.

special admission means a flexible entry scheme or an educational access scheme approved by the Academic Board and listed in Part 7 of
program

Specialist or Professional Bachelor Degree means a program of study at Bachelor level which develops disciplinary or professional expertise for a specific professional or career specialisation and broader skills the Graduate Qualities.

Note: See clause 83C.

specific credit means the recognition of previously completed studies as directly equivalent to specific units of study.

Staying on Track information session means an information session held intensively, for a full week in each semester, to assist students who are failing to meet academic progression requirements.

Staying on Track survey means a self-reflective survey designed to assist students to identify why they are having difficulties meeting academic progression requirements.

stream

a version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules. In degree nomenclature, streams may be indicated in parentheses following the name of the main degree.

means a defined program of study within an award course, which requires the completion of a program of study specified by the course resolutions for the particular stream, in addition to the core program specified by the course resolutions.

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.

study abroad student means a person who is:

- not an Australian citizen;
- not admitted to an award course at the University;
- admitted to a formally approved program of study at an overseas institution with which the University does not have an exchange agreement; and
- enrolled in units of study at the University.

Summer School means the intensive teaching period (split into three separate sessions) between December and January of each year, in which students may elect to undertake one or more units of study.

TAFE or Technical and Further Education college means a college operated by TAFE NSW.
testamur means a certificate or award provided to a graduate, usually at a graduation ceremony.

TOEFL or Test of English as a Foreign Language means the test administered by Educational Testing Service or its licensees.

UAC or Universities Admission Centre means the Universities Admissions Centre (NSW & ACT) Pty Limited, which processes applications for admission to most undergraduate courses at the University of Sydney and other participating institutions.

university means a body that is established as a university or recognised as a university, by or under a law of the Commonwealth or a State or Territory, and meets nationally agreed criteria for a university.

University means the University of Sydney, established under the University of Sydney Act 1989.

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

undergraduate degree means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcomes specified for level 7 of the AQF. The University offers two types of Bachelor degrees.

- Liberal Studies Degrees: degrees that provide students with a broad multi-disciplinary education that develop disciplinary expertise and Graduate Qualities. Degrees that aim to provide students with a broad multidisciplinary education underpinned by the integration of a strong disciplinary knowledge with wider graduate qualities.

- Professional/Specialist Degrees: Degrees that develop Graduate Qualities alongside disciplinary or professional expertise for a specific profession or career specialisation focus on the development of expertise that links knowledge and professional capabilities within the context of a defined profession.

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 (except for some in the open learning environment) where otherwise approved by the Academic Board.

Note: See also Part 3 of the Learning and Teaching Policy 2015.

waiver means an exemption given by a faculty to a student from the requirement to complete a prescribed unit of study.
Winter School means the intensive teaching period in July of each year, in which students may elect to undertake one or more units of study.

working day means a day on which the University is usually open for business. This does not include any Saturday, Sunday, public holiday or any day designated as part of the University’s Christmas shutdown period.

(2) A heading to a Part or Schedule is a provision of this policy. Other headings are not provisions of this policy, but the number of a section or subsection is a provision of this policy even if it is in a heading.

(3) A note, marginal note, footnote or endnote is not a provision of this policy.

PART 2 ADMISSION TO AWARD COURSES

6 Quotas

On the recommendation of the Dean, the Registrar may determine:

(a) the maximum number of applicants who may be admitted to a specified award course in a specified academic year;

(b) the maximum number of applicants who may be admitted to a specified award course under a special admission program in a specified academic year;

(c) the maximum number of students who may enrol in a specified unit of study in a specified academic year; and

(d) the maximum number of continuing students who may enrol in a specified unit of study in a specified academic year.

7 Admission by Dean

Note 7: The Dean is responsible for the admission of candidates to courses within their faculty. See clause 2.5 of the Coursework Rule and Part 8 of this Policy.

(1) Subject to and in accordance with the Coursework Rule and this Policy, the Dean of a faculty may permit any person to enrol as a non-award student in a specified unit of study within that Faculty.

(2) Subject to anti-discrimination legislation, the Dean may decline to admit an applicant, or to offer to admit an applicant, to an award course if, in the opinion of the Dean, appropriate and satisfactory provision cannot be made for the applicant.

8 General requirements

A person is eligible for admission to an award course only if:
the person meets the requirements in the Coursework Rule, this Policy and the relevant award course resolutions for admission to the award course;
(b) the person has not made a material misrepresentation in applying for admission to the award course; and
(c) if the person is an international applicant who will study in Australia, the person holds a visa enabling them to undertake courses of study in Australia.

9 Admission and candidature

(1) The admissions process commences when an applicant accepts the University’s offer of admission to an award course.

(2) A person is admitted to candidature on the date on which he or she completes the admissions process.

(a) Domestic students are admitted to candidature on the date of their first enrolment.

(b) International students are admitted to candidature on the date on which they:
   (i) complete their acceptance online, or complete their acceptance of offer form;
   (ii) pay the applicable fees to the University; and
   (iii) enrol for the first time.

(3) Enrolment may be deferred in accordance with clause 38 of this Policy.

(4) Candidature ceases when an award is conferred or candidature is otherwise terminated by the University.

PART 3 ELIGIBILITY FOR ADMISSION TO UNDERGRADUATE COURSES

10 Domestic applicants – secondary studies

(1) To be eligible for admission to candidature in an undergraduate award course on the basis of secondary studies, a domestic applicant must have successfully completed:

(a) a NSW Higher School Certificate examination, leading to the calculation of an ATAR, in accordance with procedures prescribed by the NSW Vice-Chancellor’s Conference from time to time;

(b) a State or Territory leaving examination considered by the Academic Board to be equivalent to the HSC; or

(c) any other school leaving examination, provided that the program of study and the standard of the examination are considered by the Academic Board to be equivalent to the program and the standard required of candidates for the HSC.
(2) The University will convert interstate or overseas school-leaving results in the manner determined by the Academic Board from time to time.

**Note 8:** The University will convert interstate and New Zealand results in accordance with the Interstate Transfer Index endorsed by the New South Wales Vice-Chancellors’ Conference.

(3) The University will use the better of either the most recent ATAR or any other accepted secondary qualification.

(4) If, following any offer of admission, the results of an applicant are found to be incorrect, the University:

(a) if the applicant achieved a higher ATAR or equivalent than originally awarded, will endeavour to admit the applicant to the award course to which the correct ATAR or equivalent would have earned admission;

(b) if the applicant achieved a lower ATAR or equivalent than originally awarded:

(i) reserves its right to withdraw its offer of admission at any time within the first four weeks of the student’s first semester; and

(ii) will endeavour to admit the applicant to a course for which the applicant would have qualified with the lower ATAR.

(5) No offer of admission to an award course will be made or withdrawn pursuant to subclause (4) without the approval of the Dean of the relevant faculty, who will report the offer or withdrawal to the Registrar as soon as possible thereafter.

**Note 9:** In giving his or her approval for subclause (5), the Dean will take into account whether it is too late in the year for the student to commence studies in a new course effectively.

### 11 Domestic applicants – tertiary studies

(1) To be eligible for admission to candidature in an undergraduate award course on the basis of tertiary studies, a domestic applicant must have successfully completed the equivalent of at least one full-time year of tertiary study at Bachelor level or higher.

**Note 10:** For subclause (1), one full-time year of tertiary study means 48 credit points of study at the University, or the part-time equivalent.

(2) Subject to the award course resolutions, consideration will be given to the applicant’s record of both tertiary and secondary studies, with the better of either record being used to determine their eligibility for admission.

(3) Where the applicant does not have recognised secondary qualifications, only the tertiary record will be considered.

(4) Where the applicant has made more than one attempt at tertiary study, only the best attempt at tertiary study will be considered.

(5) Subject to clause 81, an applicant who:

(a) has been excluded from a diploma or degree program for failure to meet progression requirements; and
(b) following the exclusion, passes at least one semester of study at degree level; or
(c) provides to the Dean a satisfactory explanation of the circumstances for the exclusion;

is eligible for admission on the basis of tertiary studies.

(6) Subject to clause 81, an applicant who:
(a) has a record of failure and exclusion from tertiary study; and
(b) believes that his or her studies have been affected by circumstances beyond his or her control;

may apply for special consideration for admission by the relevant faculty.

Note 11: For information on the Special Consideration for Admission Scheme see clause 34.

Note 12: Clause 81 deals with applications for readmission to a course following exclusion from the same course due to failure to meet progression requirements.

12 Domestic applicants – other qualifications

To be eligible for admission to candidature in an undergraduate award course on the basis of other qualifications, a domestic applicant must have successfully completed:

(a) a preparation program approved by the Academic Board in accordance with clause 15 that was commenced by the applicant as an international student;
(b) the Diploma of Tertiary Preparation offered through the University’s Centre for Continuing Education provided that applicants under the age of 21 at the date of commencement of the course to which they seek admission also have an HSC or equivalent; or
(c) an AQF diploma that provides appropriate academic preparation approved by the faculty provided that applicants under the age of 21 at the date of commencement of the course to which they seek admission also have an HSC or equivalent;
(d) another preparation program determined by the Academic Board to have a program of study and standard required of applicants equivalent to the HSC; or
(e) some other form of prior learning approved by the Academic Board.

12A Domestic applicants – transitional provisions

(1) A domestic applicant who commenced an AQF diploma between 1 January and 25 March 2015 is eligible for admission to candidature in an award course on the basis of that diploma.

(2) Other applicants with an AQF diploma completed during 2015 are eligible for admission to candidature in an award course on the basis of that diploma only with approval of the Chair of the Admissions Committee, the Chair of the Academic Board and the Deputy Vice-Chancellor (Registrar).
13 International applicants

(1) To be eligible for admission to candidature in an undergraduate award course, an international applicant must have:

(a) met one or more of the requirements for admission to an undergraduate award course in clauses 10-12 above; or

(b) successfully completed a preparation program approved by the Academic Board in accordance with clause 15.

(2) Subject to approval by the Academic Board, international applicants may be admitted on the basis of forecast scores.

(3) International applicants, other than exchange students, will be considered for admission on a fee-paying basis only. Local student quotas will not apply.

14 Domestic and international applicants – special entry requirements

(1) Faculties may, with the approval of the Academic Board, impose special entry requirements.

(2) Domestic and international applicants for admission to an undergraduate award course must meet any special entry requirements approved by the Academic Board and prescribed in the award course resolutions.

15 Approved preparation programs

(1) The preparation programs approved by the Academic Board for international students are:

(a) foundation programs offered by public higher education providers in Australia who are authorised to self-accredit their courses under the AQF;

(b) foundation programs offered by public higher education providers in New Zealand who are authorised to self-accredit their courses under the New Zealand Qualifications Framework; and

(c) the Advanced International Certificate of Education, University of Cambridge.

(2) The Academic Board may approve foundation and preparation programs offered by private higher education providers in Australia and New Zealand for international students, provided that:

(a) the courses offered in Australia are accredited under the AQF at Certificate IV level or above; and

(b) the courses offered in New Zealand are accredited under the NZQF at Certificate IV level or above.

(3) The Academic Board may approve foundation and preparation programs offered by overseas higher education providers for international students on a case-by-case basis.
(4) The preparation program approved by the Academic Board for domestic students is the Diploma of Tertiary Preparation offered through the University’s Centre for Continuing Education (see also clause 12(b) above).

(5) Unless otherwise specified in a particular course resolution, admission standards for foundation and preparation programs that are recognised for admission by the Academic Board will be set in accordance with the relevant UAC schedule.

PART 4 ELIGIBILITY FOR ADMISSION TO POSTGRADUATE COURSES

16 Graduate Certificate
To be eligible for admission to a Graduate Certificate, an applicant must:

(a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the Dean; or

(b) have a Bachelor degree or higher award from another university or institution that the Dean determines to be equivalent to a degree or award mentioned in paragraph (a); and

(c) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

17 Graduate Diploma
To be eligible for admission to a Graduate Diploma, an applicant must:

(a) have a Bachelor degree or higher award from the University in a relevant discipline, as determined by the Dean;

(b) have a Graduate Certificate from the University in a relevant discipline, as determined by the Dean;

(c) have a Bachelor degree or higher award from another university or institution that the Dean determines to be equivalent to a degree, award or certificate mentioned paragraph (a) or (b); or

(d) if the applicant does not satisfy paragraphs (a)-(c), have completed the requirements for an award course leading to:

(i) an embedded graduate certificate in the appropriate discipline at the University, as determined by the Dean; or

(ii) a program at another tertiary institution that the Dean determines to be the equivalent of such a course; without graduating from the course; and

(e) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

18 Masters Degree (Advanced Learning Masters degree)
To be eligible for admission to an Advanced Learning Masters degree, an applicant must:

(a) have a Masters degree, a Graduate Diploma, a Bachelor degree (Honours), or a Bachelor degree (Pass) with a credit average, from the University in a relevant discipline, as determined by the Dean;

(b) have a degree, diploma or award from another university or institution that the Dean determines to be equivalent to a degree or diploma mentioned in paragraph (a); or

(c) if the applicant does not satisfy paragraphs (a) or (b), have completed:
   (i) the requirements for an award course leading to an embedded Graduate Diploma or Graduate Certificate in the appropriate discipline at the University of Sydney, as determined by the Dean; or
   (ii) a program at another tertiary education institution, being a program that the Dean determines to be the equivalent of an embedded course mentioned in subparagraph (i);

without graduating from the course; and

(d) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

19 Master’s degree (Professional Masters degree)

To be eligible for admission to a Professional Masters degree, an applicant must:

(a) have a Masters degree, a Bachelor degree, or a Graduate Diploma from the University in a relevant discipline, as determined by the Dean;

(b) have a degree from another university or institution that the Dean determines to be equivalent to a degree or award mentioned in paragraph (a); or

(c) if the applicant does not satisfy paragraph (a) or (b), have completed:
   (i) the requirements for an award course leading to an embedded Graduate Diploma or Graduate Certificate in the appropriate discipline at the University of Sydney, as determined by the Dean; or
   (ii) a program at another tertiary education institution that the Dean determines to be the equivalent of an embedded course mentioned in subparagraph (i);

without graduating from the course; and

(d) meet other requirements specified in the faculty resolutions and relevant award course resolutions.

Note 13: The Masters Degree (Extended) is a form of Professional Masters degree – see the definition of Masters degree by coursework.
20 Exemption from eligibility requirements in exceptional circumstances

(1) Subject to subclause (2) below, a Dean may, in writing, grant an exemption from the eligibility requirements in clauses 16, 17 and 19 for an applicant for admission to:

(a) a Graduate Certificate;
(b) a Graduate Diploma; or
(c) a Professional Masters degree.

(2) A Dean may only grant an exemption from the eligibility requirements in clauses 16, 17 and 19 if satisfied that the applicant:

(a) has qualifications and experience equivalent to those eligibility requirements; and
(b) has provided evidence of experience and achievement sufficient to demonstrate mastery of the subject matter and generic graduate attributes equivalent to those gained by applicants who meet the eligibility requirements.

Note 14: For paragraph (2)(b), evidence of experience and achievement could be provided through publications or authorship of official documents.

PART 5 ENGLISH LANGUAGE REQUIREMENTS – UNDERGRADUATE COURSES

21 All applicants whose first language is not English

(1) All applicants whose first language is not English must meet the University’s English language requirements to be eligible for admission to an undergraduate award course.

(2) Subject to this Part, any applicant for admission to an undergraduate award course whose first language is not English, must have:

(a) an Australian educational qualification; or
(b) a record of satisfactory achievement in secondary or tertiary studies:
   (i) in an English speaking country; or
   (ii) in which the language of instruction was English; or
(c) satisfactorily completed an appropriate course at the University’s Centre for English Teaching; or
(d) within two years of the date on which the applicant will commence the course, achieved:
   (i) an IELTS overall band score of 6.5, with at least 6.0 in each band;
   (ii) a paper based TOEFL score of 550 plus a Test of Written English (TWE) score of 4.5;
(iii) an internet based TOEFL score of 79 plus a score of 23 for Writing and 22 for Reading, Speaking and Listening;
(iv) a Pearson Test of English (Academic) (PTE) score of 58;
(v) a Cambridge English: Advanced (CAE) score of 58; or
(e) within the past two years, achieved an International Baccalaureate diploma having, as part of the studies for that diploma, successfully completed:
   (i) English A1 at Higher or Standard Level, or A: Literature;
   (ii) English A2 at Higher or Standard Level, or A: Language and Literature;
   (iii) English B at Higher Level with Grade 4 or more; or
   (iv) English B at Standard Level with Grade 5 or more.

(3) An applicant for admission to an undergraduate award course in a faculty that has set English language requirements above the minimum requirements set out in paragraph (2) must meet the faculty’s requirements as approved by the Academic Board.

Note 15: These faculty requirements must be approved by the Academic Board in accordance with the Delegations of Authority – Academic Functions.

(4) Applicants seeking admission to an undergraduate award course on the basis of satisfactory achievement in secondary or tertiary studies in accordance with paragraph (2)(b) must have completed either:
   (a) senior secondary study; or
   (b) at least one year of full-time university study;
   in which the language of instruction was English.

(5) Where an applicant has provided insufficient evidence of current English competency relevant to a particular award course, a faculty may require the applicant to undergo further assessment of either or both of written or spoken English.

(6) A faculty that requires an applicant to undergo a further assessment for the purposes of subclause (5) above will report the circumstances and the form of the assessment to the Registrar as soon as possible thereafter.

(7) The Dean of the Sydney College of the Arts may, on application and at his or her discretion, admit to the Bachelor of Visual Arts an applicant who has achieved an IELTS overall band score of 6.0.

(8) The Dean of the Sydney Conservatorium of Music may, on application and at his or her discretion, admit to the Diploma of Music an applicant who has achieved an IELTS overall band score of 6.0.

(9) If the Academic Board has prescribed qualifications accepted as proof of English language proficiency for applicants who have undertaken study in specified countries, an applicant who holds the prescribed qualifications will be considered by the Faculty to have met the minimum English language requirements for all undergraduate courses.

Note 16: A conversion table for English Language Skills Tests is available on the Academic Board standards website.
22 International applicants whose first language is not English

Where an international applicant:

(a) is required by the Commonwealth government to provide IELTS or TOEFL results in order to obtain a student visa; and

(b) does not have a record of satisfactory achievement in secondary or tertiary studies in an English speaking country;

the University will use the IELTS or TOEFL results as the primary tool for assessing whether the applicant has satisfied English language requirements.

PART 6 ENGLISH LANGUAGE REQUIREMENTS – POSTGRADUATE COURSES

23 All applicants whose first language is not English

(1) All applicants whose first language is not English must meet the University’s English language requirements to be eligible for admission to a postgraduate award course.

(2) Subject to this Part, any applicant for admission to a postgraduate award course whose first language is not English, must have:

(a) in the five years prior to their application, successfully completed tertiary studies in which the language of the institution, instruction, examination and assessment was English; or

(b) in the two years prior to their application, successfully completed an appropriate course at the University’s Centre for English Teaching, with results at a standard required for the award course that the applicant is applying for; or

(c) in the two years prior to their application, achieved:

(i) an IELTS overall band score of 6.5 with a minimum of 6.0 in each band; or

(ii) a paper based TOEFL score of 577 plus a Test of Written English (TWE) score of 4.5; or

(iii) an internet based TOEFL (IBT) score of 90 plus a minimum score of 23 for Writing and 22 for Reading, Speaking and Listening; or

(iv) a Pearson Test of English (Academic) (PTE) score of 61; or

(v) a Cambridge English: Advanced (CAE) score of 58.

(3) An applicant for admission to a postgraduate award course in a faculty that has set English language requirements above the minimum requirements set out in paragraph (2) must meet the faculty’s requirements as approved by the Academic Board.
24 Exemption from English language requirements in certain circumstances

(1) The Dean may, in writing, grant an exemption from the English language requirements for admission to a postgraduate course if:

(a) the applicant has an IELTS score and:
   (i) the overall or average band score is no more than 0.5 below the overall or average band score otherwise required by this Policy; and
   (ii) any individual band score is no more than 1.0 below the individual band score otherwise required by this Policy; or

(b) the applicant has a score on another test permitted by this Policy and the applicant’s score was no more than a corresponding amount below the score otherwise required by this Policy; and

(c) the Dean is satisfied that the applicant has enough competence in written and spoken English to complete the course successfully.

(2) The Graduate Studies Committee of the Academic Board may, in exceptional circumstances, modify the limits prescribed in subparagraph (1)(a) or (b), as they apply in a particular case.

(3) In considering whether an applicant has enough competence in written and spoken English to complete the course successfully, the Dean:

(a) must take into account any advice of the Head of Department; and

(b) may consider any other relevant matter, including:
   (i) the applicant's ability to communicate in an academic environment;
   (ii) whether the applicant has been known to the faculty for at least two years;
   (iii) any appropriate work experience that the applicant has had in an English language environment; and
   (iv) any oral discussions between faculty members and the applicant.

(4) The Dean must record in writing on the student file any approval to waive English language requirements, including:

(a) the proof of proficiency in English provided by the applicant; and

(b) the reasons, in accordance with this Policy, that the Dean approved the waiver.
PART 7 SPECIAL ADMISSION PROGRAMS

25 Application for a special admission program

(1) While eligibility for admission to the University is based on academic merit, the University recognises that, for many reasons, some domestic applicants are unable to demonstrate their full potential for success at tertiary level study through the normal qualifying processes. The University has established flexible entry schemes and educational access schemes to assist these domestic applicants to gain admission to undergraduate courses.

(2) Special admission programs may be faculty or course specific and must be approved by the Academic Board. All approved special admission programs must be set out in the relevant faculty resolutions or award course resolutions.

(3) Domestic applicants may apply for admission under more than one flexible entry scheme and educational access scheme, provided that their ATAR or equivalent lies within the approved eligibility band for each scheme. Except for Conditional Early Offers Schemes, the Cadigal Program and the Dux Entry Scheme, no such applicant will be admitted to a course if his or her ATAR or equivalent is more than five rank points below the relevant cut-off for the course. For the Dux Entry Scheme, no applicant will be admitted to a course if his or her ATAR is below the Minimum Eligibility Score for that course.

(4) Despite anything in this Part, flexible entry schemes and educational access schemes are subject to any quota set in accordance with clause 6 of this Policy.

26 Flexible entry schemes

(1) The Academic Board may by resolution, on the recommendation of a faculty, establish or amend a flexible entry scheme for an undergraduate award course.

(2) A flexible entry scheme must set a flexible entry band for ATARs, and otherwise be consistent with this clause.

(3) Flexible entry schemes for specified courses are available to domestic applicants who:
   (a) are eligible Australian recent school leavers, including applicants who hold an International Baccalaureate;
   (b) have an ATAR or ATAR equivalent that lies below the ATAR cut-off for that course; and
   (c) do not have a tertiary record.

(4) Flexible entry schemes comprise two components:
   (a) a flexible entry ATAR band, lying between the ATAR cut-off and a lower limit that is not more than 5 rank points below the ATAR cut-off; and
   (b) a flexible entry criterion or criteria, selected from the list approved by the Academic Board in clause 26(5), that allows admission of eligible applicants whose ATAR lies within the flexible entry band

(5) The Academic Board approved flexible entry criteria are:
(a) satisfactory performance in the HSC, or HSC equivalent, in subjects relevant to the course;
(b) satisfactory performance in extra-curricular academic activities relevant to the course;

*Note 17:* For paragraph (5)(b), extra-curricular activities might, for example, include Science Olympiads

(c) aptitude for the award course, demonstrated by:
   (i) relevant work or other experience;
   (ii) submission of a portfolio; or
   (iii) submission of a statement of interest in the course.

*Note 18:* For paragraph (5)(c), faculties may use written submissions, interviews or other methods to obtain information about aptitude

(6) A flexible entry scheme in force at the commencement of this Policy continues in force. It may be terminated by resolution of the Academic Board, but must not be amended if the scheme, as amended, would be inconsistent with this clause.

### 26A Dux Entry Scheme

1. The University recognises that being named dux of a school shows leadership and is a profound academic achievement in itself. In recognition of this, a school dux may be admitted to a course with an ATAR below that required for normal admission to that course.

2. Dux entry for specified courses is available to domestic and international applicants who:
   (a) are eligible current school leavers attending a school listed in S4.9, including applicants who hold an International Baccalaureate;
   (b) are nominated by their school principal or nominee as dux of the school; and
   (c) have an ATAR or ATAR equivalent that lies below the previous year’s ATAR cut-off for that course.

3. The Dux Entry Scheme is comprised of two components:
   (a) nomination of the applicant as dux by the school principal or nominee; and
   (b) a guaranteed entry ATAR or equivalent, lying between the previous year’s ATAR cut-off and a lower limit that is not less than the Minimum Entry Score of that course.

### 27 Broadway Scheme

1. The purpose of the Broadway Scheme is to help domestic applicants who have experienced educational disadvantage to gain admission to undergraduate award courses.
(2) Domestic applicants who are eligible for admission under the Broadway Scheme are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the ATAR cut-off for the award course, or equivalent.

(3) The Broadway Scheme is available to domestic applicants who:
   (a) have successfully completed Year 12 or equivalent interstate or overseas secondary education (including at a high school or a technical and further education college, or an equivalent education institution); and
   (b) have suffered:
       (i) long-term educational disadvantage; or
       (ii) severe disadvantage during the final two years of their secondary education.

(4) The Broadway Scheme is not available to applicants who have a record of tertiary study.

(5) For the purposes of determining whether an applicant has suffered educational disadvantage, the Dean of the relevant faculty may consider:
   (a) whether the home environment or conditions for study for the applicant were adverse;
   (b) any chronic illness, disability or personal trauma, the applicant suffered;
   (c) whether the applicant’s schooling or family life has been disrupted;
   (d) whether the applicant has English language difficulties;
   (e) whether the applicant’s family responsibilities are or were excessive;
   (f) any financial hardship affecting the applicant;
   (g) whether the applicant was in a remote or isolated location;
   (h) whether the applicant has suffered physical or psychological abuse.

28 Cadigal Program

(1) The purpose of the Cadigal Program is to address the educational disadvantage experienced by Aboriginal and Torres Strait Islander people, by facilitating and supporting their participation in University courses. It comprises:
   (a) provision of preparatory studies for Aboriginal or Torres Strait Islanders who want to undertake degree courses at the University;
   (b) provision for reduced academic eligibility requirements for admission to courses for Aboriginal or Torres Strait Islander applicants;
   (c) provision for a reduced first year load for Aboriginal or Torres Strait Islander students; and
   (d) a continuing support program for Aboriginal and Torres Strait Islander students.

(2) The Cadigal Program involves a commitment by the University that up to 5% of student places will be available to Aboriginal or Torres Strait Islander applicants.

(3) The Cadigal Program is available to applicants of Aboriginal or Torres Strait Islander descent.
(4) An applicant will be taken to be of Aboriginal or Torres Strait Islander descent only if he or she complies with the Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015.

(5) Selection of applicants for admission under the Cadigal Program will be on the basis of application and academic assessment.

(6) The Dean of a faculty may admit an applicant to an undergraduate award course under the Cadigal Program only if:

(a) where the applicant will be under 21 years old on 31 March in the academic year after the year in which the application is made:
   (i) the applicant has an ATAR of equal to or higher than the rank determined jointly for the award course by the faculty and the administrator of the Cadigal Program; or
   (ii) the applicant has demonstrated to the satisfaction of the Dean his or her capacity to succeed in coursework at a university level;

(b) where the applicant will be over 21 years old on 31 March in the academic year after the year in which the application is made:
   (i) the applicant has successfully completed a tertiary education preparation course that the Dean determines to be relevant to the course;
   (ii) the applicant has successfully completed, or has partly completed, an accredited course at diploma level or above; or
   (iii) the applicant has demonstrated to the satisfaction of the Dean his or her capacity to succeed in coursework at a university level.

(7) A Dean may, for a maximum period of one year, place requirements and restrictions on the enrolment of a student who is offered admission to an undergraduate award course under the Cadigal Program, including:

(a) requiring a student to complete a unit or units of study within a specified time;

(b) prohibiting enrolment by the student in a unit or units of study;

(c) restricting the maximum unit of study load in which a student can enrol.

Note 19: For subparagraph 6(a)(i): the minimum ATAR will be lower than that required for mainstream entry.

29 Conditional Early Offers Schemes

(1) The purpose of a Conditional Early Offers Scheme is to enable the University to identify, prior to completion of the HSC or equivalent, domestic students with academic promise who have suffered educational disadvantage and would benefit from additional support and early engagement with the University.

(2) The Dean of a faculty may, under a Conditional Early Offers Scheme, make a prospective domestic student a conditional offer of admission to an undergraduate award course at the end of Year 10, or during year 11 or 12.

(3) The Dean of a faculty may admit a domestic applicant to candidature in an undergraduate award course under the Conditional Early Offers Scheme only if:
(a) the applicant has an ATAR of equal to or higher than the rank determined jointly for the award course by the faculty and the administrator of the Conditional Early Offers Scheme; and

(b) the student maintains the level of academic performance demonstrated in accordance with subclause (5) below.

(4) For the purposes of determining whether an applicant has suffered educational disadvantage, the Dean of the relevant faculty may consider:

(a) whether the home environment or conditions for study for the applicant were adverse;

(b) any chronic illness, disability or personal trauma, the applicant suffered;

(c) whether the applicant’s schooling or family life has been disrupted;

(d) whether the applicant has English language difficulties;

(e) whether the applicant’s family responsibilities are or were excessive;

(f) any financial hardship affecting the applicant;

(g) whether the applicant was in a remote or isolated location;

(h) whether the applicant has suffered physical or psychological abuse.

(5) For the purposes of determining whether an applicant has demonstrated early academic promise, the Dean may, with the approval of the Academic Board, consider:

(a) evidence provided by the Principal of the applicant’s school;

(b) performance in the Record of School Achievement;

(c) performance in a test approved by the Academic Board;

(d) other measures of promise approved by the Academic Board, including an interview or portfolio.

Note 20: For subclause 3(a): the minimum ATAR will be lower than that required for mainstream entry.

30 Principal’s Recommendation Conditional Offer Scheme (E12)

(1) The purpose of the Principal’s Recommendation Conditional Offer Scheme is to enable the University to identify, prior to completion of the HSC or equivalent, domestic students from low socio-economic backgrounds who are motivated and demonstrate potential to successfully undertake studies at the University.

(2) The Dean of a faculty may, under the Principal’s Recommendation Conditional Offer Scheme, make a prospective domestic student a conditional offer of admission to an undergraduate award course before the end of Year 12.

(3) Domestic applicants are eligible for the Principal’s Recommendation Conditional Offer Scheme if:

(a) they have a written recommendation from their Principal; and

(b) they are completing their HSC in the year immediately prior to the year in which admission to an undergraduate award course at the University is sought; and
(c) they attend a school that is identified by the State or Commonwealth government as disadvantaged: or
(d) they are from a low socio-economic status background, as determined by the Academic Board from time to time.

(4) For their application for admission under the Principal’s Recommendation Conditional Offer Scheme to be considered, applicants must complete the application form, including a statement of motivation demonstrating:
(a) their interest in and motivation for applying for one of the undergraduate award courses offered by the University; and
(b) their reasons for applying to the University.

(5) Applicants may be required to attend an interview.

(6) Applicants will be assessed against the following criteria:
(a) demonstrated interest in and motivation for the course of study;
(b) ability to set and meet long term goals;
(c) undertaking any prerequisite subjects;
(d) likelihood of meeting the required ATAR cut off score and succeeding in their studies at the University; and
(e) demonstrated leadership or citizenship skills.

(7) An assessment panel with at least two representatives from each participating faculty will evaluate all applications against the eligibility and selection criteria, and make a recommendation to the relevant Dean.

(8) On receipt of a recommendation from the assessment panel, the Dean may authorise a conditional offer of admission to an award course to be made to an applicant.

(9) The Dean may admit an applicant to an undergraduate award course under the Principal’s Recommendation Conditional Offer Scheme only if the applicant has an ATAR of equal to or higher than the rank specified by the faculty for admission to the award course under the Scheme.

(10) Applicants who are admitted under the Principal’s Recommendation Conditional Offer Scheme will receive academic and other support.

Note 21: For subclause (9): the minimum ATAR will be lower than that required for mainstream entry.

31 Mature Age Applicants Scheme

(1) The purpose of the Mature Age Applicants Scheme is to help domestic applicants who are over 21 years of age, and who would not normally meet the academic eligibility requirements, to gain admission to undergraduate courses.

(2) A faculty may determine that the Mature Age Applicants Scheme does not apply to a specified undergraduate course.

(3) Domestic applicants who are eligible for admission under the Mature Age Applicants Scheme are permitted to compete for admission, provided that they meet the minimum level of academic merit set by the faculty for the relevant undergraduate award course.
(4) Applicants are eligible for admission under the Mature Age Applicants Scheme if:

(a) they are at least 21 years old on 1 March of the year of admission to the University;

(b) they do not have an ATAR or equivalent that would enable them to compete for mainstream admission;

(c) they have not completed at least one year of study (or part-time equivalent) in a Bachelor degree or higher level qualification at a recognised tertiary institution; and

(d) they have, within the previous two years, completed one of the following approved preparation courses:

(i) a preparation course offered by the University’s Centre for Continuing Education;

(ii) the Tertiary Preparation Certificate Course offered at a NSW TAFE college;

(iii) an HSC that does not lead to an ATAR;

(iv) the Open Foundation Course or NEWSTEP Program offered by the University of Newcastle;

(v) the University Preparation Program offered by the University of New South Wales; or

(e) for admission to the Bachelor of Nursing, they have completed enrolled nursing qualifications; or

(f) they have completed an AQF Diploma or Advanced Diploma at a recognised tertiary institution that satisfied the University’s requirements for admission, or at least one year of study (or part-time equivalent) in an approved Associate Diploma or Diploma at a recognised tertiary institution that satisfied the University’s requirements for admission.

(5) Faculties will determine the minimum level of academic merit required for admission to an undergraduate course under the Mature Age Applicants Scheme.

(6) Applicants may be required to:

(a) attend an interview;

(b) provide a work portfolio; or

(c) successfully complete a practical examination.

(7) When deciding whether to make an offer of admission under the Mature Age Applicants Scheme, the Dean may take into account:

(a) the applicant’s personal qualities;

(b) whether the applicant is likely to complete the course successfully;

(c) the applicant’s work experience;

(d) any relevant TAFE or AQF courses successfully completed by the applicant.

(8) Levels of assumed knowledge specified for each award course or equivalent are normally considered as prerequisites for applicants for admission through the Mature Age Applicants Scheme.
32 Elite Athletes or Performers Scheme

(1) The training that elite athletes and performers have to undertake, and their competitive and performance commitments, can detrimentally affect their secondary school studies. The purpose of the Elite Athletes and Performers Scheme is to address that detriment.

(2) Domestic applicants who are eligible for admission under the Elite Athletes and Performers Scheme are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the ATAR cut-off for the award course, or equivalent.

(3) The Elite Athletes and Performers Scheme is available to domestic applicants who:
   (a) have been assessed by the Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, as being elite; and
   (b) can demonstrate that their sporting or performance commitments have impeded their HSC performance.

(4) For their application for admission under the Elite Athletes and Performers Scheme to be considered, applicants must complete and submit an application form prior to the last day of business in October of each year.

(5) The Elite Athletes Assessment Panel or the Elite Performers Assessment Panel, as relevant, will assess whether an applicant is an elite athlete or performer, normally prior to the publication of HSC results.

(6) The Elite Athletes Assessment Panel will set and follow standard criteria for determining whether an applicant is an elite athlete, and will seek advice about each applicant from referees and appropriate experts.

(7) The Elite Performers Assessment Panel will set and follow standard criteria for determining whether an applicant is an elite performer, and will seek advice about each applicant from referees and appropriate experts.

(8) The Elite Athletes and Performers Selection Committee will review assessments made by the Elite Athletes Assessment Panel and the Elite Performers Assessment Panel.

(9) Where the Elite Athletes and Performers Selection Committee endorses an assessment of an applicant, the Committee will forward the application to the relevant faculty for consideration.

33 Rural Students Entry Scheme into Pharmacy

(1) The purpose of the Rural Student Entry Scheme into Pharmacy is to redress the imbalance that exists in the proportion of pharmacy professionals within urban and rural settings.

(2) Domestic applicants who are eligible for admission under the Rural Student Entry Scheme into Pharmacy are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the ATAR cut-off for the Bachelor of Pharmacy.

(3) The Rural Student Entry Scheme into Pharmacy is available to domestic applicants who:
(a) in the preceding two years, have successfully completed the HSC or equivalent interstate qualification (including at a high school or a technical and further education college, or an equivalent education institution);

(b) have completed at least the last four years of their secondary education at a rural school;

(c) have lived in a rural area for a significant period of time; and

(d) can demonstrate a commitment to a career in a rural health setting.

**Note 22**: For paragraph (3)(d): a commitment to a career in a rural health setting might be demonstrated by an exceptional record of involvement and achievement in community affairs at school or local community level in a rural area.

(4) For the purposes of subclause (3), ‘rural’ means the area encompassing the rural NSW Area Health Service regions, or the equivalent definition of ‘rural’ applicable to other States and Territories.

**Note 23**: For subclause (4): at the commencement date of this Policy, the NSW Rural Area Health Services were the Greater Southern, Greater Western, Hunter/New England and North Coast Area Health Services.

(5) The Rural Student Entry Scheme into Pharmacy is not available to applicants who have completed one year or more (or part-time equivalent) of an AQF Diploma, Advanced Diploma, Bachelor degree or higher qualification.

(6) For their application for admission under the Rural Student Entry Scheme into Pharmacy to be considered, applicants must:

(a) complete and submit an application form to the Student Centre by the due date (usually the last date for change of preference for main round offers); and

(b) attach supporting documentation, including:

(i) a reference from their school Principal; and

(ii) a reference from at least one other rural community leader.

### 34 Special Consideration for Admission Scheme

(1) The purpose of the Special Consideration for Admission Scheme is to help applicants who have experienced serious disadvantage during secondary study, or a previous attempt at tertiary study, to gain admission to undergraduate courses.

(2) Applicants who are eligible for admission under the Special Consideration for Admission Scheme are permitted to compete for admission with an ATAR or equivalent of up to five rank points below the relevant cut-off for the award course.

(3) The Special Consideration for Admission Scheme is available to applicants who:

(a) have successfully completed Year 12 or equivalent secondary education (including at a high school or a technical and further education college, or an equivalent educational institution); or

(b) have a record of previous tertiary study; and

(c) have suffered serious disadvantage during the course of those studies.
PART 8 ADMISSION DECISIONS AND OFFERS

35 Basis for admission decisions

(1) Admission decisions must be made in accordance with the Coursework Rule and this policy.

(2) Subject to this policy, when deciding whether to make an offer of admission to an award course to an applicant, the Dean must adopt the principle that offers are to be made on the basis of the applicants’ academic merit.

(3) For admission to undergraduate award courses, applicants' academic merit is to be measured principally by their secondary or tertiary results.

(4) The University may make more than one round of offers to applicants for an award course. The ATAR cut off points may be different for different rounds of offers.

Note 24: See also clause 2.5 of the Coursework Rule and clause 7 of this Policy.

36 Conditional offers

(1) An offer of admission to an award course may be made subject to specified conditions.

(2) Examples of conditions that might be imposed include conditions relating to:
   (a) health screening of the applicant;
   (b) criminal record checks;
   (c) child protection checks;
   (d) verification of the applicant’s academic record;
   (e) visa requirements;
   (f) English language requirements; and
   (g) completion of prior study.

37 Accepting an offer

(1) An offer of admission to an award course can be accepted only in the manner described in the offer.

(2) An applicant is not considered to be admitted to an award course at the University until he or she has completed, to the satisfaction of the University, all requirements for enrolment in the course.

(3) An applicant who has accepted an offer of admission to an undergraduate award course and, prior to commencing that course, wishes to transfer to a different award course, may apply for and be admitted to the new course, provided that:
   (a) the applicant has met the minimum admission requirements for the new course at a standard equal to or higher than applicants who were offered admission to the course in the main round of offers made by the UAC;
(b) a place is available in the course;
(c) all available places are offered on the basis of merit; and
(d) the offer is made and accepted before the commencement of teaching in the new course.

PART 9 DEFERRAL

38 Deferred admission by commencing undergraduate applicants

(1) An applicant offered a place in an undergraduate award course may defer admission to that course, but only as provided in this Part.

(2) The University may permit an applicant to defer admission provided that the offer of admission has not lapsed or been withdrawn by the University due to the applicant's actions prior or subsequent to the offer being made.

(3) Subject to subclause (4) below, the maximum period of deferral is one year.

(4) The Dean of the relevant faculty may extend the period of deferral for an individual applicant to a maximum of two years.

(5) Applicants who are offered a place in an undergraduate award course at the Sydney Conservatorium of Music must undertake a further satisfactory audition prior to admission.

(6) The Dean of the relevant faculty may decline to allow deferral for a particular course.

PART 10 CHANGE OF RESIDENCY

39 International applicants and students changing from international to domestic status

(1) If an international undergraduate applicant changes from international to domestic status prior to enrolling in his or her course and:

(a) his or her ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and

(b) there are places available in the course;

the applicant will be transferred to a Commonwealth supported place.

(2) If an international undergraduate applicant changes from international to domestic status prior to enrolling in his or her course and either or both of the requirements in paragraphs 39(1)(a) and (b) are not met, the applicant's offer of admission will be cancelled and withdrawn.

(3) If an international undergraduate student changes from international to domestic status prior to the census date for his or her course and:

(a) his or her ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and
(b) there are places available in the course;

the applicant will be transferred to a Commonwealth supported place.

(4) If an international undergraduate student changes from international to domestic status prior to the census date for his or her course and either or both of the requirements in paragraphs 39(3)(a) and (b) are not met, the applicant will be transferred to a domestic fee-paying place.

(5) If an international undergraduate student changes from international to domestic status after the census date for his or her course and:

(a) his or her ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and

(b) there are places available in the course;

the applicant will continue as an international fee paying student for that semester and transfer to a Commonwealth supported place in the subsequent semester.

(6) If an international undergraduate student changes from international to domestic status after the census date for his or her course and:

(a) his or her ATAR or equivalent is equal to or higher than the ATAR required for domestic applicants to be admitted to the same course; and

(b) there are places available in the course;

the applicant will continue as an international fee paying student for that semester and transfer to a domestic fee-paying place in the subsequent semester.

(7) Subject to this clause, if an international postgraduate applicant changes from international to domestic status prior to enrolling in his or her course, the applicant will be transferred to a domestic fee-paying place.

(8) If an international postgraduate student changes from international to domestic status before the census date for his or her course, the student will be transferred to a domestic fee-paying place.

(9) If an international postgraduate student changes from international to domestic status after the census date for his or her course, the student will continue as an international fee paying student for that semester and transfer to a domestic fee-paying place in the subsequent semester.

(10) International students who are transferred to a domestic fee-paying place are permitted to compete for any available Commonwealth supported places in subsequent semesters.

(11) International applicants for the Doctor of Medicine will not be transferred to a domestic fee-paying place in accordance with sub-clause (7).

PART 11 RECOGNITION OF PRIOR LEARNING

40 Forms of recognition of prior learning

(1) The University recognises that students commence courses with different levels, areas and forms or prior learning.

(2) The University may recognise prior learning by granting:

(a) credit, which may take the form of:

   (i) specific credit;
41 Specific credit, non-specific credit and reduced volume of learning

(1) Specific credit is the recognition of previously completed studies as directly equivalent to specific units of study offered by the University.

(2) Subject to this Policy and the award course resolutions, specific credit may be granted for a unit of study where there is a substantial overlap of skills, knowledge and experience at a level deemed by the Associate Dean to be equivalent to a specific University of Sydney unit of study.

(3) Non-specific credit is ‘block credit’ given for a specified number of credit points at a particular level, in accordance with the award course resolutions. These credit points may be in a particular subject area but are not linked to a specific unit of study.

(4) Reduced volume of learning is a reduction in the number of credit points required for a student to complete his or her award course, in recognition of the student’s:

(a) level and subject area of qualifications completed prior to admission; or

(b) equivalent professional experience.

Note 25: An example of specific credit is credit given for Physics 1 [PHYS1001] at the University of Sydney for Physics 1 undertaken at the University of Adelaide.

Note 26: Examples of non-specific credit are: the University of Sydney does not teach Russian but a student may be granted credit for a full first year of study in Russian undertaken at the University of New South Wales, as 12 junior credit points; a student may be granted 48 junior credit points for the first year of an Arts degree completed at another Australian university.

Note 27: Where possible, the University will assess credit before making an offer of admission. Where possible, the University will make an offer of credit to an applicant concurrently with his or her offer of admission. If accepted, credit offered to an applicant prior to enrolment will be granted at the time he or she is admitted to the award course. See the Coursework Credit Procedures 2015.

42 Awarding specific credit and non-specific credit for previous studies

(1) An Associate Dean may, in accordance with this Policy, the faculty resolutions and the award course resolutions, grant specific credit or non-specific credit to an undergraduate or postgraduate student for study undertaken:

(a) in another award course at the University;

(b) in an award course at another Australian tertiary institution;

(c) at a recognised overseas tertiary institution;
(d) in an accredited higher education course offered by a registered private provider;
(e) in a course offered by the Vocational Education and Training Sector;
(f) in another award program approved by the Dean following an evaluation process; or
(g) in a non-award program approved by the Academic Board.

(2) Factors to be taken into account by an Associate Dean when evaluating a program for the purposes of subclause (1) include:
(a) the general educational practices and standards of the institution or system;
(b) the objectives of the particular course and the methods adopted to achieve those objectives;
(c) the duration of the course;
(d) the breadth, depth and balance of the course material;
(e) the methods of assessment in the course;
(f) the teaching staff conducting the course, including the numbers of teachers, and their professional qualifications, experience and educational expertise; and
(g) the accommodation and facilities offered to students undertaking the course, including equipment, library, laboratories, workshops and other instructional or research resources.

(3) Entry to the University's courses is competitive and eligibility for credit does not guarantee an applicant a place in a course.

(4) Credit will not be granted:
(a) for units of study completed more than:
   (i) 10 years; or
   (ii) if the faculty resolutions prescribe a shorter period, the prescribed period;
   prior to admission to candidature in the course that the credit is applied to;
(b) for units of study in an uncompleted course, unless the student provides evidence that he or she has abandoned credit in respect of that course;
(c) except with the permission of the Associate Dean, for units of study undertaken at another tertiary institution from which the student has been excluded;
(d) except with the permission of the Associate Dean, for units of study or on-specific credit listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with sub-clause 43A(2); or
(e) except with the permission of the Associate Dean, to reinstate specific credit or non-specific credit that has previously been rescinded, on request by the student in accordance with clause 43B.

(5) When granting credit, an Associate Dean may impose requirements on a student with respect to:
(a) progression to more advanced units of study within a particular course; and
(b) time limits for completion of the course.

(6) Regardless of any credit granted, a student must meet any pre-requisite or co-requisite requirements for an award course, unless the unit of study coordinator gives the student a waiver for those requirements.

(7) Regardless of any credit granted, a student must achieve and demonstrate the learning outcomes for the award course.

Note 28: See clause 46 regarding waivers.

43 Awarding reduced volume of learning

(1) An Associate Dean may, in accordance with this Policy and the award course resolutions, and on request by a student, approve a reduction in the volume of learning required for the student to complete his or her award course, in recognition of:

(a) a prior qualification in the same discipline as the award course;
(b) a prior qualification in a cognate discipline deemed by the Associate Dean to provide comparable preparation to paragraph (a);
(c) relevant professional experience deemed by the Associate Dean to provide comparable preparation to paragraph (a); or
(d) a prior qualification in an appropriate discipline at AQF level 8 or above.

(2) Factors to be taken into account by an Associate Dean for the purposes of subclause (1) include:

(a) the factors set out in subclause 42(2) above;
(b) whether the student’s experience is documented;
(c) whether any documentation provided by the student demonstrates skills, knowledge or understanding that are equivalent to those that would be gained in relevant University studies.

(3) The onus will be on the student to provide appropriate documentation or other evidence.

(4) Reduced volume of learning will not be granted, except with the permission of the Associate Dean:

(a) where the reduced volume of learning was previously listed in an offer of credit made by the University prior to enrolment or during candidature, and declined by the applicant or student in accordance with sub-clause 43A(2); or
(b) to reinstate reduced volume of learning that has previously been rescinded, on request by the student in accordance with clause 43B.
43A Accepting and declining offers of specific credit, non-specific credit and reduced volume of learning

(1) The University may make offers to grant specific credit, non-specific credit and reduced volume of learning prior to enrolment or during candidature.

(2) An applicant or student must accept or decline (in whole or in part) any offer of credit made by the University:
   (a) prior to enrolment, on or before the date of his or her first enrolment in the award course for which credit is being offered;
   (b) during candidature, within twelve months of the date of the offer of credit.

(3) If an applicant or student does not accept or decline the offer of credit within the timeframe specified in subclause (2), the credit will not be processed and the University will regard the offer as having lapsed.

(4) The University may vary any offer to grant credit made to an applicant prior to enrolment, if the Dean has authorised a period of deferral of greater than one year.

Note 28A: See clause 38 regarding deferral.

43B Rescinding specific credit, non-specific credit and reduced volume of learning

(1) An Associate Dean may, in accordance with this policy and the award course resolutions, on request by a student, rescind any specific credit, non-specific credit or reduced volume of learning previously granted to the student in accordance with this policy.

(2) Except with the permission of the Associate Dean, once any specific credit, non-specific credit or reduced volume of learning has been rescinded in accordance with this clause, a student may not seek to have it reinstated.

44 Limits on credit and reduced volume of learning

(1) Subject to this clause, and notwithstanding any credit or reduced volume of learning granted in accordance with clauses 42 and 43, in order to qualify for an award:
   (a) an undergraduate student must complete a minimum of:
      (i) one year (or part-time equivalent) of the award course at the University; and
      (ii) 48 credit points of the award course at the University;
   (b) a postgraduate student must complete at least 50 per cent of the course requirements at the University; and
   (c) a student enrolled in a Master’s degree must complete a minimum of 48 credit points of postgraduate study (including any postgraduate study at another university) in order to qualify for the award.

(2) The Associate Dean may vary the requirements in paragraph (1) where the work was completed:
(a) as part of an embedded program at the University;
(b) as part of another award course undertaken at the University; or
(c) as part of an award course approved by the University as part of an approved conjoint venture with another institution.

(3) Except with the approval of the Academic Board at course level, credit granted on the basis of work completed at an institution other than a university will not exceed one third of the course requirements.

(4) Except as provided for in sub-clause (6), credit towards postgraduate awards will not be granted for undergraduate units of study.

(5) Except as provided for in sub-clause (6), credit towards postgraduate awards will not be granted for previously completed postgraduate awards, except in the case of awards:
   (a) in an embedded program at the University; or
   (b) in a program completed at another university or institution deemed by the relevant Associate Dean to be the equivalent of a University of Sydney embedded program.

(6) Despite sub-clauses (4) and (5), an Associate Dean may grant credit in the form of a reduced volume of learning in recognition of completed undergraduate and postgraduate award courses in accordance with clause 43 and the award course resolutions.

(7) An Associate Dean may grant a graduate a limited amount of credit for a completed undergraduate course. Subject to this policy and the award course resolutions, a graduate who is admitted to candidature for the degree of Bachelor with credit for units of study in the completed course must complete a minimum of two years (or part-time equivalent) in the award course, unless additional credit from an uncompleted course or courses has also been granted.

Note 29: The provisions for granting credit in an award course offered as part of an approved conjoint venture are prescribed in the award course resolutions Senate resolutions and the relevant faculty resolutions for the course.

45 Credit in embedded programs, including embedded honours

Note 30: Faculties have authority to establish embedded programs in closely related academic or professional areas, to establish incrementally higher levels of attainment at Graduate Certificate, Graduate Diploma and Masters level. Faculties may specify in the award course resolutions or faculty resolutions conditions for transfer from one award in the embedded program to another.

(1) Students enrolled in an embedded program who have met the conditions for, and elect to, transfer to a longer award course in that embedded program:
   (a) may transfer their enrolment to the longer award course; and
   (b) will receive credit for all of the units of study completed in the shorter award course, provided that the units of study are approved as a requirement for the longer award course; and
   (c) will not be permitted to graduate from the shorter award course.
(2) Subject to the relevant course requirements, graduates of a course in an embedded program who subsequently become candidates for a longer award course in the same embedded program may be granted credit for units of study completed in the shorter award course.

(3) Students enrolled in an embedded program who have completed the requirements for any award course in that embedded program may elect to discontinue their enrolment and graduate from that award course.

(4) A student who has met the requirements for a Bachelor degree at pass level may, subject to the award course resolutions:
   (a) receive credit for completed units of study; and
   (b) enrol in the same Bachelor degree award course at honours level.

Note 31: For information on admission to a Bachelor degree award course at honours level, see clause 93.

46 Awarding waivers

(1) An Associate Dean may, having regard to a student’s previous learning or experience, waive the requirement that the student undertake a compulsory unit of study.

(2) A unit of study co-ordinator may waive the requirement that a student meet a prerequisite requirement or a co-requisite requirement for a unit of study.

(3) A waiver given under subclause (1) or (2) may be subject to conditions set out in the waiver.

Note 32: For subclause (1): as the student will not have passed the compulsory unit of study, the student will have to make up the credit points by undertaking other units of study.

PART 12 ENROLMENT IN AND UNDERTAKING UNITS OF STUDY

47 Units of study

(1) In this Part, ‘table of units’ means a table of the units of study, as set out in the award course resolutions.

(2) Each unit of study is assigned a specified number of credit points by the faculty responsible for the unit of study.

(3) A student must pass a unit of study to acquire the credit points for that unit of study.

(4) The total number of credit points required for completion of an award course, including a combined degree or double degree course, is specified in the Senate resolutions and the award course resolutions.

(5) Subject to this Policy, a student completes a unit of study if the student:
   (a) participates in the learning experiences for the unit of study;
   (b) meets the standards required by the University for academic honesty;
(c) meets all examination, assessment and attendance requirements for the unit of study; and
(d) demonstrates learning outcomes for the unit of study to a standard equivalent to a pass level or higher.

(6) An Associate Dean may, subject to the course resolutions and with the approval of the Associate Dean in the faculty in which the unit of study is offered, permit a student to enrol in and obtain credit for a unit of study that is not listed in the table of units for the course.

48 Students must enrol in units of study

(1) Subject to this Policy, each student must, for each semester, enrol in units of study offered in his or her award course.

(2) The enrolments must be consistent with the requirements of this policy, the faculty resolutions and the award course resolutions.

Note 33: See also Part 13.

49 Assumed knowledge

(1) The University assumes that students enrolling in some first year units of study have successfully acquired a certain level of knowledge, expressed in terms of program studies and performance achieved in the HSC or equivalent.

(2) The Academic Board may, on the recommendation of the relevant faculty, specify assumed knowledge and recommended study areas for undergraduate courses.

(3) Students who have not acquired the assumed knowledge may enrol in any unit of study in their award course, but should undertake any recommended supplementary work before the unit of study commences.

Note 34: For the current list of assumed knowledge and recommended study areas for undergraduate courses, see the Academic Board standards website.

50 Prerequisite and co-requisite requirements

(1) Faculties may determine prerequisite and co-requisite requirements for enrolment in a unit of study.

(2) Subject to subclause 46(2), a student may not enrol in a unit of study unless he or she has met the prerequisite requirements for the unit of study.

(3) Subject to subclause 46(2), a student may not enrol in a unit of study for which there is a co-requisite requirement unless he or she also enrolls in or has already completed the co-requisite unit of study.

Note 35: For details of prerequisite and co-requisite requirements for courses, see the relevant faculty handbook.
51 Enrolment restrictions

(1) Except with the permission of the Associate Dean or in accordance with the award course resolutions, a student may not:

(a) enrol in a unit of study that he or she has already completed towards the requirements for an award course;
(b) enrol in any unit of study that overlaps substantially in content with a unit of study that has already been completed by the student, or for which credit or a waiver or exemption has been granted;
(c) enrol in units of study additional to award course requirements;
(d) enrol in units of study with a total credit point value exceeding:
   (i) for enrolments in any one semester – 30 credit points;
   (ii) for enrolments in the Summer School – 12 credit points;
   (iii) for enrolments in the Winter School – 6 credit points; or
(e) enrol in a prohibited unit of study.

Note 36: The award course resolutions may prescribe a lower credit point value limit.

Note 37: The Associate Dean will specify prohibited units of study in the table of units.

(2) A student who is permitted, in accordance with paragraph 1(a), to re-enrol in a unit of study may receive a higher or lower grade, but not additional credit points.

52 Repeating a unit of study

(1) Unless granted an exemption by the Associate Dean, a student who repeats a unit of study must:

(a) participate in the learning experiences provided for the unit of study; and
(b) meet all the examination, assessment and attendance requirements for the unit of study.

(2) Except with the permission of the Associate Dean, a student who presents for reassessment in any unit of study is not eligible for any prize or scholarship awarded in connection with that unit of study.

53 Concurrent enrolment

(1) A student may not enrol in more than one award course at any level, except:

(a) with the permission of the relevant Associate Deans; or
(b) as part of an approved combined degree or double degree program.

Note 38: This includes courses offered by other institutions.

(2) The same unit of study cannot be counted towards the requirements for two different courses, except:

(a) for combined degrees;
(b) for the purpose of satisfying prerequisite, co-requisite and admission requirements; and

(c) where a student is permitted to enrol in two postgraduate programs simultaneously, faculties may allow a maximum of two units of study to be cross-credited towards requirements for a maximum of two degrees as set out in clause 90.

54 Cross-institutional study

(1) A student may, with the permission of the Associate Dean, enrol in a unit or units of study at another university or institution and have those units of study credited to the student’s award course.

(2) The Associate Dean may impose conditions on any cross-institutional study approved in accordance with subclause (1).

55 Attendance

(1) A faculty may specify the attendance and participation requirements for its courses and units of study.

(2) A student enrolled in a unit of study must comply with the requirements set out in the faculty resolutions, award course resolutions or unit of study outline about undertaking the unit of study, including on matters such as:

(a) attendance at and participation in lectures, seminars and tutorials; and

(b) participation in practical work.

(3) An Associate Dean may specify the circumstances under which a student who does not satisfy attendance requirements may be deemed not to have completed a unit of study or award course.

(4) An Associate Dean may, having regard to the student’s previous studies, exempt a student from a requirement mentioned in subclause (1).

PART 13 DISCONTINUATION AND SUSPENSION OF ENROLMENT

56 Discontinuation of enrolment

(1) Subject to this clause, a student may discontinue his or her enrolment in an award course or in one or more units of study.

(2) A student’s enrolment in the course or the relevant units of study will be treated as discontinued from the date of discontinuation, unless he or she produces evidence that there was good reason why the application could not be made at an earlier time.

(3) A student who discontinues enrolment in a course during his or her first year of enrolment in the course will not be permitted to re-enrol in that course unless:
(a) the Dean granted prior permission to re-enrol; or
(b) the student is later re-selected for admission to the course.

(4) A student may not discontinue enrolment in a course or a unit of study after the end of classes in that course or unit of study, except in accordance with subclause (2).

(5) A student who discontinues enrolment in a unit of study is to be awarded a grade set out in Schedule 1.

57 Suspension of enrolment by student

(1) Subject to restrictions imposed by the Education Services for Overseas Students Act 2000 on student visa holders, a student in a course may suspend his or her enrolment in a course:
   (a) for a maximum period of one year; or
   (b) with the approval of the Associate Dean, for a maximum period of two years.

(2) The suspension must be notified to the University in a manner approved or accepted by the faculty.

(3) At the end of the suspension period, the student must comply with any requirements notified by the Associate Dean for completing the course. Those requirements apply to the student despite anything to the contrary in the award course resolutions.

58 Suspension and termination of candidature for failure to enrol

(1) If a student is not enrolled in any unit of study by the last of the census dates for that semester, and the student has not discontinued or suspended enrolment, the student's candidature is automatically suspended.

(2) If a student's candidature is automatically suspended, then, despite any contrary provision in this Policy, the procedures for the student to re-enrol in the course are to be as the faculty determines.

(3) If a student fails to re-enrol in that and the subsequent semester, his or her candidature will be automatically terminated.

59 Return to candidature

(1) If a student returns to candidature after a discontinuation or suspension, the course requirements in force at the time of the student's return to candidature apply to the student's candidature.

(2) Despite subclause (1), the Dean may, in writing, modify the application of the course requirements in a particular case.
PART 14 ASSESSMENT

60 Statement of intent

(1) The purpose of this Part is to:

(a) set out the principles that underpin the University's approach to assessment;

(b) support students' development and progressive demonstration of:

(i) information literacy skills and understanding;

(ii) ethical practices associated with academic and personal integrity; and

(iii) research, inquiry and communication skills;

(c) inform curriculum and teaching quality assurance programs; and

(d) underpin accountability for achievement of graduate outcomes.

(2) Assessments should be designed to provide feedback on performance or to establish that students have achieved an adequate standard to proceed or to graduate.

(3) This part applies to any coursework unit of study undertaken by a higher degree by research student.

61 Assessment principles and their implementation

(1) The following principles apply to assessment at the University.

(a) Assessment practices must advance student learning.

(b) Assessment practices must be communicated clearly to students and staff.

(c) Assessment practices must be valid and fair.

(d) Assessment practices must be continuously improved and updated.

(2) The University's assessment principles will be implemented in accordance with the implementation statements set out in this policy.

(3) The procedures for operation of the implementation statements are set out in the Assessment Procedures 2011.

62 Principle 1 - Assessment practices must advance student learning

This principle requires that:

(1) Assessment practices align with goals, context, learning activities and learning outcomes.

(2) A variety of assessment tasks are used while ensuring that student and staff workloads are considered.

(3) Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.
Constructive, timely and respectful feedback develops students' skills of self and peer evaluation and guides the development of future student work.

63 Principle 2 - Assessment practices must be communicated clearly to students and staff

This principle requires that:

1. Unit of study outlines are available in the first week of any offering of the unit and communicate the purposes, timing, weighting and extent of assessment in sufficient detail to allow students to plan their approach to assessment.

2. Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.

3. Procedures exist to ensure that all staff involved in teaching a unit of study share a common understanding of assessment practices.

4. The process of marking and of combining individual task marks is explicitly explained in the unit outline.

64 Principle 3 - Assessment practices must be valid and fair

This principle requires that:

1. Assessment tasks are authentic and appropriate to disciplinary and/or professional context.

2. Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria with which students actively engage.

3. Students' assessment will be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes.

4. Assessment practices address issues of equity and inclusiveness to accommodate and build upon the diversity of the student body so as not to disadvantage any student.

65 Principle 4 - Assessment practices must be continuously improved and updated

This principle requires that:

1. Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.

2. Assessments are regularly updated to ensure alignment with program learning outcomes or graduate attributes.

3. Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.

Note 39: A student does not have a right to a merits review by the Student Appeals Body under the University of Sydney (Student Appeals against Academic Decisions) Rule 2006, and
cannot appeal against an academic decision on the ground that the student believes that the academic decision was made in a manner that was inconsistent with the Assessment Principles.

66 Common result grades

(1) The University will award common result grades as set out in Schedule 1.
(2) The grades of high distinction, distinction and credit indicate work of a standard higher than that required for a pass.
(3) A student who completes a unit of study for which only a pass or fail result is available will be recorded as having satisfied requirements.

66A Simple Extensions

(1) A unit of study co-ordinator, who is satisfied that it is appropriate to do so, may permit a student to submit a non-examination task up to two working days after the due date with no penalty.
(2) Such permission is an informal arrangement between the unit of study co-ordinator and the student which does not:
   (a) affect the student’s entitlement to apply for special consideration under this policy;
   (b) alter any time limits or other requirements relating to applications for special consideration; or
   (c) constitute an academic decision for the purposes of the University of Sydney (Student Appeals Against Academic Decisions) Rule 2006 (as amended).

Note: Any faculty resolution or local provision forbidding the granting of simple extensions is inconsistent with this policy.

67 Special consideration due to illness, injury or misadventure

(1) Generally, an illness, injury or misadventure will be taken into account when considering a student’s performance in a course or unit of study.
(2) Special consideration is provided in circumstances where well-attested illness, injury or misadventure occurs during a semester or at the time of an examination. It is an academic judgement which depends on the nature of the illness, misadventure or injury and its impact in relation to assessment or examination.
(3) Students who bear a primary carer responsibility toward another person at the time of an assessment may also apply for special consideration on the basis of illness, injury or misadventure on the part of the person for whom they care if their ability to prepare for or perform the assessment is adversely affected.
(4) Special consideration is also available to non-award students.
(5) Students who are granted special consideration must nonetheless be required to demonstrate achievement of designated learning outcomes.
(6) Rescinded.
(7) A student who is reasonably capable of attempting an examination should do so, despite any accompanying application for special consideration.

(8) All requests for special consideration must be genuine and made in good faith.
   (a) Attempts to use special consideration as a means of gaining an unfair advantage in an assessment must be rejected.
   (b) Making a request for special consideration that is not genuine or in good faith may lead to disciplinary action against a student.

(9) A request for special consideration does not guarantee that the request will be granted.

(10) Special consideration must not be granted for:
   (a) balancing workloads from other units of study, disciplines or faculties;
   (b) information and communications technology-related problems, except where they could not have been prevented, avoided or the effects minimised by reasonable diligence by the student; or
   (c) jury service, military service, national sporting, religious or cultural commitments or other unforeseen events for which special arrangements may be provided in accordance with this policy.

(11) Special consideration granted to one or more students should not disadvantage other students.

68 Students with a disability

(1) Students with a permanent or temporary disability who have registered with the University’s Disability Services, and have satisfied the University’s requirements for supporting documentation, may be eligible for reasonable adjustments and accessible examination and assessment arrangements.

   Note 40: As at the date of these procedures, information about the University’s Disability Services can be found here: http://sydney.edu.au/study/academic-support/disability-support.html

(2) Disability Services will determine the student’s eligibility for adjustments and inform the student and faculty of the required reasonable adjustments.

(3) Students wishing to apply for accessible examination and assessment conditions must make their application through Disability Services within specified timeframes.

(4) Accessible examination and assessment conditions include, but are not limited to:
   (a) extra time for reading, writing, resting or toilet breaks;
   (b) use of a scribe;
   (c) examination papers in alternative formats;
   (d) use of assistive technology;
   (e) ergonomic furniture;
   (f) using a designated room and experienced supervisors;
   (g) using a separate room with a scribe or assistive technology;
(h) rescheduling and or spacing of examinations into the deferred examination period.

69 Special arrangements for assessments

(1) The relevant delegate may make special arrangements available to any student who is unable to meet assessment requirements or attend examinations because of one or more of the following:

(a) essential religious commitments or essential beliefs (including cultural and ceremonial commitments);
(b) compulsory legal absence (such as jury duty or court summons);
(c) sporting or cultural commitments, including political or union commitments, where the student is representing the University, state or nation;
(d) birth or adoption of a child;
(e) Australian defence force or emergency service commitments (including Army Reserve);
(f) the relevant delegate forms the view that employment of an essential nature to the student would be jeopardised and that the student has little or no discretion with respect to the employment demand.

(2) The relevant delegate may make special arrangements for a student who is unable to meet assessment requirements or attend examinations for any other reason that is beyond the student’s reasonable control, at the delegate’s own discretion, on a case-by-case basis.

(3) Special arrangements are intended to support the University’s commitment to flexible learning. However, while every reasonable attempt is made to accommodate student needs, it may not be possible to provide such arrangements in all cases. This is particularly so where clinical placements and practicums are involved.

70 Responsibilities for implementation of this Part

(1) The Academic Board is responsible for:

(a) ensuring that assessment practices comply with this policy; and
(b) ensuring that assessment practices and procedures are monitored and reviewed at the level of faculties in accordance with this policy, and that changes to assessment practices are made where appropriate as a consequence of such review.

(2) The Registrar is responsible for:

(a) overseeing the release of results to students; and
(b) overseeing the conduct of examinations.
(3) **Deans and Associate Deans** are responsible for:
(a) ensuring that this policy is contextualised and implemented in all programs and units for which the faculty is responsible;
(b) ensuring that faculty practices and standards in relation to assessment are consistent with this policy and any associated procedures; and
(c) appointing a responsible head where the teaching of a unit of study is shared by more than one department.

(4) **Heads of Departments and or Heads of Schools** are responsible for:
(a) ensuring that this policy is contextualised and implemented in all programs and units for which the academic unit is responsible;
(b) appointing principal examiners; and
(c) appointing program co-ordinators.

(5) **Program co-ordinators** are responsible for:
(a) developing and overseeing an assessment strategy for the students’ program or major that is consistent with this policy and any associated procedures;
(b) fostering a whole of program/major approach to assessment;
(c) ensuring program/major learning outcomes and standards are made clear to students;
(d) monitoring overall assessment loads for both staff and students;
(e) ensuring program/major learning outcomes are assessed at appropriate points throughout the degree;
(f) ensuring that assessment tasks reflect increasing levels of complexity across the program/major; and
(g) facilitating and promoting opportunities for professional development of assessment practice for all staff teaching a program, with particular emphasis on new and less experienced teachers.

(6) **Unit co-ordinators and or principal examiners** are responsible for:
(a) developing and implementing an assessment strategy which is consistent with this policy and any associated procedures;
(b) managing the moderation of assessment design and marking to ensure the validity and reliability of assessment within the unit;
(c) ensuring that assessment requirements for a unit are discussed and understood by all members of staff involved in teaching and assessment, including seasonal and casual teachers; and
(d) monitoring and reflecting on student assessment outcomes and student survey data to make changes to the assessment strategy for the unit in light of the review, as appropriate.

(7) **Unit lecturers and tutors** are responsible for:
(a) assessing student work fairly, consistently and in a timely manner;
(b) providing timely feedback which enables students to further improve their learning and performance wherever possible; and
(c) advising students in relation to expectations relevant to specific aspect tasks.

(8) Students are responsible for:

(a) actively engaging with assessment tasks, including carefully reading the guidance provided, spending sufficient time on the task, ensuring their work is authentic and their own (whether individual or group work) and handing work in on time;

(b) actively engaging in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. asking for clarification or advice);

(c) actively engaging with and acting on feedback provided;

(d) providing constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. student surveys or student representation on committees); and

(e) becoming familiar with University policy and faculty procedures and acting in accordance with those policy and procedures.

PART 15  PROGRESSION

71 Progression requirements

Note 41: A student enrolled in an award course must meet the progression requirements and all the course requirements for an award course within the time limits for the course.

See Part 4 of the Coursework Rule.

Subject to this Policy, a faculty will prescribe in the faculty resolutions or the award course resolutions the progression requirements for coursework award courses in that faculty.

72 Statement of intent

(1) The University is committed to early identification and support of students who are not meeting progression requirements, and may therefore be at risk of exclusion from their award course.

(2) Faculties will assist and promote the progression of students who are not meeting progression requirements by:

(a) regularly and effectively advising students of progression requirements;

(b) identifying and alerting students who are not meeting progression requirements;

(c) providing assistance to students who are not meeting progression requirements; and

(d) tracking the progress of students after they are identified as not meeting progression requirements.
(3) Faculties will ensure that they have clear and transparent internal processes for handling students who are not meeting progression requirements, consistent with this policy.

73 Monitoring progression

(1) Faculties will monitor each student’s progression, including through reports generated by the student record keeping system.

(2) When monitoring each student’s progression, the faculty may take into account:
   (a) whether the student has attended compulsory teaching and assessment components of a unit of study;
   (b) whether the student has over-enrolled in an attempt to catch up on failed units of study; and
   (c) whether there are significant variations in the student’s academic performance.

(3) Where the attendance record of a student is deemed by the faculty to be unsatisfactory, that information will be recorded in the student record keeping system.

74 Progression profile

(1) Faculties will establish and maintain a progression profile for each student who is identified as not meeting academic progression requirements.

(2) The progression profile will include all documents relating to a student’s academic progression, including correspondence and interview records.

(3) The progression profile will be attached to the student’s file.

75 Triggers for identifying students who are not meeting academic progression requirements

(1) At the end of each semester, each faculty will identify the students in courses offered by the faculty who are not meeting academic progression requirements.

(2) A student will be identified as not meeting academic progression requirements in a semester if:
   (a) the student received a Fail, Discontinued - Fail or Absent Fail grade in more than 50% of the total credit points allocated to the units of study in which they were enrolled for the semester;
   (b) the student’s semester average mark was less than 50;
   (c) the award course resolutions stipulate that:
      (i) an average mark above 50 is required in order to remain enrolled in an award course or stream; and
      (ii) alternative enrolment is available; and
the student's average mark for all the units of study in which they were enrolled for the semester was less than the required average mark;
(d) the student failed one or more barrier units of study, compulsory units of study, field work, clinical work, practicum or other professional experience specified in the award course resolutions;
(e) the student has failed twice to pass the same unit of study (excluding Summer School and Winter School units of study);
(f) the student’s attendance record during the semester was unsatisfactory; or
(g) the student is unable to complete their award course within the maximum time limit, while carrying a normal student load.

76 Stage 1 - Students identified for the first time as not meeting academic progression requirements

(1) The faculty will send all students identified as not meeting academic progression requirements for the first time a letter and a self-reflective Staying on Track survey.

(2) The letter will advise each student:
(a) that they have been identified as not meeting academic progression requirements;
(b) why they have been identified as not meeting academic progression requirements;
(c) that they are advised to:
   (i) complete a Staying on Track survey; and
   (ii) attend a Staying on Track information session;
(d) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile; and
(e) where the student is enrolled in an award course whose normal full-time duration is two years or less, that:
   (i) if they fail to meet progression requirements in the following semester, they may be asked to show good cause why they should be permitted to re-enrol in the award course; and
   (ii) they are recommended to consult an academic adviser in their faculty.

(3) Faculties may require students to consult an academic adviser.

(4) The Staying on Track survey will:
(a) assist students to identify why they are having difficulties meeting academic progression requirements;
(b) advise students to avail themselves of, and include details of, student support services available at the University, including:
   (i) the Counselling Service;
   (ii) the Learning Centre;
   (iii) the University Health Service; and
   (iv) the student representative bodies.
(5) The Staying on Track information session will:

(a) provide information on study skills; and

(b) introduce students to the student support services in paragraph (4)(b).

Note 42: See clause 78 for information on the show cause process.

77 Stage 2 - Students at risk of being asked to show good cause

(1) Students who:

(a) are enrolled in an award course whose normal full-time duration is two years or less; and

(b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress;

will be asked to show good cause why they should be permitted to re-enrol in the award course.

(2) Students who:

(a) are enrolled in an award course whose normal full-time duration is more than two years; and

(b) are identified for the second time as not meeting academic progression requirements, without an intervening period of satisfactory progress as prescribed in clause 82;

will be sent a warning letter and a Staying on Track survey by the faculty.

(3) The letter will advise each student:

(a) that they have been identified as not meeting academic progression requirements;

(b) why they have been identified as not meeting academic progression requirements;

(c) that they are advised to:

(i) complete a Staying on Track survey; and

(ii) attend a Staying on Track information session, if they have not already done so;

(d) that they are required to consult an academic adviser in their faculty; and

(e) that all correspondence and documents relating to their academic progression status will be recorded on their progression profile.

(4) The Staying on Track survey will:

(a) assist students to identify and explain why they are having difficulties meeting academic progression requirements; and

(b) require students to consult with their year adviser or Associate Dean, who will ask them to provide information about any support services or other remedial action the student has taken since they were first identified as not meeting academic progression requirements.

(5) The faculty will record whether the student has consulted an academic adviser.
Note 43: The Associate Dean will take into account whether a student has consulted an academic adviser when determining whether a student has shown good cause for the purposes of clause 78.

78 Stage 3 - Being asked to show good cause

(1) The relevant Associate Dean may require a student who has not met the progression requirements or other standards set out in applicable faculty local provisions to show good cause why he or she should be allowed to re-enrol.

(2) For the purposes of this policy, ‘good cause’ means:
   (a) circumstances beyond the reasonable control of a student, which may include serious ill health or misadventure, but does not include demands of employers, pressure of employment or time devoted to non-University activities, unless these are relevant to serious ill health or misadventure; and
   (b) reasonable prospects of meeting progression requirements in the following semester.

(3) Students will be asked to show good cause where:
   (a) they are enrolled in an award course whose normal full-time duration is two years or less, and they have been identified as not meeting progression requirements for that award course twice, without an intervening period of satisfactory progress as prescribed in clause 82;
   (b) they are enrolled in an award course whose normal full-time duration is more than two years, and they have been identified as not meeting progression requirements for that award course three times, without an intervening period of satisfactory progress as prescribed in clause 82; or
   (c) they have twice failed the same compulsory or barrier unit of study, field work, clinical work, practicum or other professional experience.

(4) A student may be asked to show good cause more than once.

(5) A student who is asked to show good cause will be invited to provide written reasons why they should be permitted to re-enrol in their award course.

(6) A student’s response to a request to show good cause should:
   (a) outline the circumstances that have negatively affected the student’s study performance;
   (b) explain the specific effects or impacts of those circumstances;
   (c) outline the steps that the student has taken, or will take in the future, to address each of those circumstances, with a view to ensuring that they will not negatively affect the student’s study performance in the future;
   (d) if the student has previously been asked to show good cause, explain whether previously identified factors affecting their study performance have recurred, including reasons why previous strategies to address those factors have been ineffective; and
   (e) attach any relevant documentary evidence.

(7) In all cases the onus is on the student to provide the Associate Dean with satisfactory evidence to establish good cause.
(8) The Associate Dean will provide reasons for his or her decision, which will be recorded on the student’s progression profile.

Note 44: Documentary evidence for paragraph (6)(e) may include medical certificates, police reports, statutory declarations or academic transcripts. The Associate Dean may take into account relevant aspects of a student’s record in other courses or units of study within the University, and relevant aspects of academic studies at other institutions, provided that the student presents this information to the Associate Dean.

Note 45: A response to a request to show good cause is not a substitute for a special consideration or special arrangement application, which should be lodged as appropriate in accordance with this policy.

79 Permission to re-enrol

(1) The Associate Dean will permit a student who has shown good cause to re-enrol.

(2) Subject to clause 82, a student who is permitted to re-enrol will remain at Stage 3 of the process outlined in this Part.

80 Actions that may be taken where a student does not show good cause

(1) Where a student has not shown good cause why he or she should be allowed to re-enrol, the Associate Dean may:

   (a) exclude the student from the relevant course; or
   
   (b) permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include but are not limited to:

      (i) passing a unit or units of study within a specified time;
     
      (ii) exclusion from a unit or units of study; and
     
      (iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study.

(2) The Associate Dean may not exclude a student who subsequently does not meet any restrictions on enrolment imposed under paragraph (1)(b) without allowing the student a further opportunity to show good cause.

Note 46: For information on student appeals against decisions made by an Associate Dean under this clause, see the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

81 Applying for re-admission after exclusion for failure to meet progression requirements

(1) A person who has been excluded from an award course may apply for re-admission to the award course after at least two years.

(2) Re-admission will not be permitted without the approval of the Associate Dean.

(3) With the written approval of the Associate Dean, a person who is re-admitted to his or her award course may be given credit for any work completed elsewhere in the University or at another institution during a period of exclusion.
Note 47: For information on student appeals against decisions made by an Associate Dean under this clause, see the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

Note 48: For information on applying for admission to other courses at the University after exclusion, see clause 11.

82 Reversion

(1) Where a student previously identified as not meeting academic progression requirements meets progression requirements for two consecutive semesters, his or her name will be removed from the academic progression register.

(2) If, having been removed from the academic progression register, a student who has previously been identified as not meeting academic progression requirements fails again to meet progression requirements, he or she will be regarded as being at Stage 1 of the process outlined in this Part. These students may, at the faculty’s discretion, be required to consult an academic adviser about their progress.

PART 16 SHOW GOOD CAUSE FOLLOWING FAILURE, DISCONTINUATION OR EXCLUSION

83 Show good cause following failure, discontinuation or exclusion

(1) The Associate Dean may require a student to show good cause why he or she should be permitted to re-enrol in a unit of study that he or she has failed or discontinued more than once, whether that unit of study was failed or discontinued when the student was enrolled in an award course offered by the current faculty or by another faculty.

(2) The Associate Dean may require a student who:
   (a) has had his or her candidature in an award course at the University, or at another institution, terminated due to failure or discontinuation; and
   (b) has subsequently been admitted or re-admitted to an award course at the University;

to show good cause why he or she should be permitted to re-enrol in a year of candidature or a unit of study that he or she has failed or discontinued in the year immediately following the admission or re-admission.

(3) Where a student has not shown good cause why he or she should be allowed to re-enrol, the Associate Dean may:
   (a) exclude the student from the relevant course; or
   (b) permit the student to re-enrol in the relevant award course subject to restrictions on units of study, which may include but are not limited to:
      (i) completion of a unit or units of study within a specified time;
      (ii) exclusion from a unit or units of study; and
      (iii) specification of the earliest date upon which a student may re-enrol in a unit or units of study.
(4) The Associate Dean may not exclude a student who subsequently does not meet any conditions on enrolment imposed under paragraph (3)(b) without allowing the student a further opportunity to show good cause.

**Note 49**: For information on student appeals against decisions made by an Associate Dean under this clause, see the *University of Sydney (Student Appeals against Academic Decisions) Rule 2006.*

**PART 17  AWARD COURSE REQUIREMENTS**

**Note 50**: To qualify for the award of a degree, diploma or certificate, a student must:

- complete the award course requirements prescribed in any relevant faculty resolutions and the award course resolutions; and
- satisfy the requirements of the Coursework Rule and any applicable policy

See clause 5.1 of the Coursework Rule.

**83A  Award course requirements for all Bachelor degrees**

1. **The Bachelor degree:**
   - offers liberal, specialist or professional learning and education; and
   - builds on prior secondary or tertiary study

   All graduates of Bachelor award courses must demonstrate the graduate qualities.

2. **All Bachelor award courses must meet:**
   - the requirements for either:
     - a Liberal Studies Bachelor Degree;
     - a Specialist or Professional Bachelor’s degree; or
     - a Bachelor of Advanced Studies;
   - and
   - the applicable award course resolutions.

**83B  Award course requirements for the Liberal Studies Bachelor Degree**

1. **Candidates for a Liberal Studies Bachelor Degree must complete a total of 144 credit points of study, as specified in the award course resolutions, including the requirement to complete:**
   - core units of study as specified in the applicable award course resolutions, to a maximum of 24 credit points;
   - a major or a program from the list specified in the applicable award course resolutions;
   - a minimum of 12 credit points of elective modules units from the open learning environment, to a maximum of 12 credit points; and
(d) a minor from a shared pool of minors common to Liberal Studies Bachelor degrees.

(2) Every Liberal Studies Bachelor Degree must be designed to support the development of the graduate qualities and must require all students to demonstrate those qualities.

(3) Every Liberal Studies Bachelor Degree should offer the opportunity for students to complete:

(a) a second major in place of the minor required in 84A 3 (a) (iv) above from a shared pool of majors common to Liberal Studies Bachelor Degrees;

(b) a program from a pool of the degree’s list of available programs

(c) elective units of study from a shared pool of elective units common to Liberal Studies Bachelor Degrees (except where the requirements for a program do not allow sufficient free credit points to take electives);

(d) elective modules from the open learning environment;

(e) in addition to the Liberal Studies Bachelor Degree, the requirements for the Bachelor of Advanced Studies in a combined degree as set out in the award course resolutions.

83C Award course requirements for the Specialist or Professional Bachelor Degree

(1) Candidates for a Specialist or Professional Bachelor Degree must complete a total of 144 credit points of study as specified in the award course resolutions; support the development of the graduate qualities and must require all students to demonstrate those qualities.

(2) Specialist or Professional Bachelor degrees may offer the opportunity for students to complete, in addition to the Specialist or Professional Bachelor Degree, a Bachelor of Advanced Studies.

83D Award course requirements for the Bachelor of Advanced Studies

[DETAIL NEEDED]

84 Masters by coursework

The Masters by coursework degree:

(a) is a program of either or both of advanced learning and professional training;

(b) builds on prior undergraduate study;

(c) normally leads to a capstone experience, which provides an opportunity to synthesise the knowledge and experience gained.
85 The capstone experience

(1) All Advanced Learning Masters degrees and appropriate Professional Masters degrees culminate in a capstone experience.

(2) The capstone experience:
   (a) is a unit of study designed to provide students with an opportunity to:
       (i) draw together the learning that has taken place during the award course;
       (ii) synthesise the learning that has taken place during the award course with their prior learning and experience; and
       (iii) draw conclusions that will form the basis for further investigation and intellectual and professional growth;
   (b) will be integrative, foster student autonomy and, where appropriate, a trans-disciplinary perspective;
   (c) will contribute to award course aims and the generic attributes of graduates;
   (d) is taken towards the end of the award course, with the result captured in a mark or the component of a mark;
   (e) may take the form of:
       (i) a long essay;
       (ii) a thesis;
       (iii) a project;
       (iv) a professional placement;
       (v) a comprehensive or oral examination;
       (vi) a portfolio with commentary;
       (vii) a performance;
       (viii) an exhibition;
       (ix) a public presentation;
       (x) a law moot; or
       (xi) another activity appropriate to the discipline.

86 Award course requirements for the Advanced Learning Masters degree

(1) The Advanced Learning Masters degree comprises a minimum of one year of full-time advanced study culminating in a capstone experience.

(2) Advanced Learning Masters degrees contain optional opportunities for interdisciplinary study and research and, where appropriate and feasible:
   (a) exchange and work-based projects; and
   (b) professional or industry experience.
(3) Advanced Learning Masters degrees carry the title Master of Arts in [discipline], Master of Science in [discipline], or a title specified in the relevant award course resolutions.

(4) Candidates for the Advanced Learning Masters degree must complete a minimum of 48 credit points of study, or such higher number as specified in the award course resolutions, including:
   (a) core advanced units of study as specified in the award course resolutions;
   (b) a capstone experience;
   (c) elective advanced units of study, including:
       (i) an optional 12 credit points of research, as prescribed in the award course resolutions;
       (ii) optional units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties;
   (d) where specified in the award course resolutions, optional elective units designed by the faculty involving a professional or industry project; and
   (e) where appropriate and specified in the award course resolutions, optional inter-institutional units of study.

87 Award course requirements for the Professional Masters degree

(1) The Professional Masters degree comprises a minimum of one year and a maximum of four years of full-time study leading to a qualification that contributes to professional accreditation or recognition.

(2) Where appropriate to professional requirements, Professional Masters degrees will include:
   (a) a capstone experience;
   (b) opportunities for interdisciplinary study;
   (c) research;
   (d) inter-institutional study; and
   (e) professional or industry experience.

(3) Candidates for Professional Masters degrees must complete the requirements set out in the award course resolutions, which will include a minimum of 48 and a maximum of 192 credit points, including:
   (a) core units of study as specified in the award course resolutions;
   (b) where appropriate, a capstone experience;
   (c) elective advanced units of study including, where appropriate and feasible:
       (i) an optional 12 credit points of research as set out in the award course resolutions;
       (ii) optional elective units of study offered by another faculty, as prescribed in the award course resolutions or with the permission of both faculties;
(iii) where specified in the course resolutions, optional elective units designed by the faculty involving a professional or industry project; and

(iv) where specified in the course resolutions, optional exchange units.

**88 Award course requirements for the Graduate Diploma**

(1) The Graduate Diploma is an advanced program of study building on either or both of prior undergraduate and postgraduate study.

(2) A Graduate Diploma may be offered as an embedded award in an Advanced Learning or Professional Masters program, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Diploma will be Graduate Diploma in [discipline], where [discipline] is:
   
   (a) an identifier that is unique within the faculty; and
   
   (b) is used in the title of all components of the embedded program.

(4) Where the Graduate Diploma is offered as a stand-alone program, its title will be as specified in the course resolutions.

(5) Candidates for a Graduate Diploma must complete a minimum of 36 and a maximum of 48 credit points of study, including:
   
   (a) core units of study as specified in the course resolutions; and
   
   (b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the course resolutions or with the permission of both faculties.

**89 Award course requirements for the Graduate Certificate**

(1) The Graduate Certificate is an advanced program of study building on:

   (a) prior undergraduate study; or
   
   (b) where approved by the faculty, prior experience that is considered by the faculty to demonstrate knowledge and aptitude to undertake the required units of study.

(2) A Graduate Certificate may be offered as an embedded award in an Advanced Learning program, a Professional Masters program, a Graduate Diploma, or as a stand-alone award.

(3) Where it is offered as part of an embedded program, the title of a Graduate Certificate will be Graduate Certificate in [discipline], where [discipline] is:

   (a) an identifier that is unique within the faculty; and
   
   (b) is used in the title of all components of the embedded program.

(4) Where the Graduate Certificate is offered as a stand-alone program, its title will be as specified in the course resolutions.
(5) Candidates for the Graduate Certificate must complete a minimum of 24 and a maximum of 36 credit points of study, including:

(a) core units of study as specified in the course resolutions; and

(b) where appropriate, elective units of study including optional elective units of study offered by another faculty, as prescribed in the course resolutions or with the permission of both faculties.

90 Award course requirements for combined postgraduate coursework degrees and double degrees

(1) Subject to this clause, faculties may establish combined degree and double degree programs involving postgraduate coursework awards allowing some units to be cross-credited to both degrees.

(2) The minimum course requirement for a double Masters degree is 96 credit points, equating to two years of full-time study.

(3) The cross-credited units of study for combined postgraduate degrees and double degrees will not exceed a value of 12 credit points in each degree.

(4) Faculties may admit candidates to two postgraduate award courses and allow a maximum of 12 credit points to be credited to both awards, provided that:

(a) where the awards are offered by two faculties, double enrolment is with the permission of the Deans of both faculties; and

(b) units of study to be cross-credited in both degrees are cross-credited with the written approval of the relevant Deans and Heads of Department.

91 Award course requirements for combined degree and double degree programs for the award of a Bachelor and Masters degree

(1) Subject to this clause, faculties may establish combined degree and double degree programs for the award of a Bachelor degree and the award of a Masters degree.

(2) The minimum requirements for a double degree combining the award of a Bachelor degree and a Masters degree is 192 credit points, equating to four years of full-time study.

(3) Candidates may not proceed to units of study at the Masters level without achieving in units contributing to the Bachelor degree at:

(a) a credit level; or

(b) such higher level as is set out in the course resolutions.

PART 18 AWARDS

Note 51: An Undergraduate Diploma may be awarded at one of four grades: pass, pass with merit, pass with distinction, pass with high distinction.

A Bachelor degree may be awarded at one of two grades: pass, or pass with honours.
Degrees of Master by coursework may be conferred, and Graduate Diplomas and Graduate Certificates may be awarded, only at a pass grade.
See clause 6.1 of the Coursework Rule.

92 Transcripts and testamurs

(1) A student who has completed an award course or a unit of study at the University will receive an academic transcript or graduation statement upon application and payment of any required fees.

Note 52: For information on the circumstances in which the University will apply sanctions for unpaid debts, see the Student Debtor Sanctions Policy 2014.

(2) A student who has completed the course requirements for an award course will receive a testamur and a graduation statement.

(3) A testamur will state:
(a) any major body of study including, where relevant, majors, streams or specialisations completed by the graduate;
(b) for a graduate of a Bachelor degree course with appended honours:
   (i) the honours grade awarded; and
   (ii) the subject area(s) of each honours course completed by the graduate;
(c) for an Undergraduate Diploma awarded with merit, distinction, high distinction or honours, that the Diploma is so conferred.

92A Aegrotat and posthumous awards

The Deputy Vice-Chancellor (Registrar) may, on the recommendation of the relevant Dean, authorise the conferral of an aegrotat or posthumous award in circumstances involving serious illness or the death of a student.

PART 19 AWARDS WITH HONOURS

93 Admission to an award course with honours

(1) On the recommendation of the relevant Head of Department, a Dean may admit a student to an appended honours course, if the student has:
(a) met the requirements for a pass degree in the course;
(b) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate study (excluding any 1000 level units if the course is available on a full-time basis to high school graduates); and
(c) met any additional requirements set by the faculty resolutions or course resolutions for admission to honours in the course.

(2) On the recommendation of the relevant Head of Department, a Dean may admit a student to an integrated honours course:
(a) if the student has:
   (i) met the requirements for a pass degree in the course;
   (ii) achieved a weighted average of at least 65, calculated from at least
        48 credit points of undergraduate units of study (excluding any 1000
        level units if the course is available on a full-time basis to high school
        graduates); and
   (iii) met any additional requirements set out by the faculty resolutions or
        course resolutions; or
(b) from the commencement of the award course if:
   (i) the Academic Board has approved the award course as one that
       meets the learning outcomes of an AQF Level 8 honours qualification;
       and
   (ii) the course resolutions incorporate explicit
        requirements for completion of the award course that are consistent
        with the awarding of honours as prescribed in this Policy.

(3) A student who is enrolled in an appended honours course:
   (a) may not graduate with the pass degree; and
   (b) may not enrol part-time, except in accordance with the course
       resolutions.

(4) A student who fails or discontinues an appended honours year may not re-enrol in
    it, except with the approval of the Dean.

94 Principles for the award of honours

The principles for the University’s offering degrees with honours are:

(a) the award of honours is reserved to indicate special proficiency;
(b) the University offers courses leading to a degree with honours to provide
    research training opportunities to students who demonstrate special
    proficiency and the ability to undertake further study and research within a
    discipline;
(c) a course leading to a degree with honours is intended to attract and
    stimulate students of high ability;
(d) honours awards are in classes, to recognise and reward outstanding
    academic ability;
(e) an honours course:
    (i) will provide the foundations of research training within the relevant
        discipline; and
    (ii) will have an identifiable, discipline-specific individual research,
        scholarly or creative component that is allocated at least 12 credit
        points; and
(f) the assessment tasks for research units of study will comprise, at least in
    part, a dissertation.
95 Qualifying for an award with honours

(1) To qualify for an award with honours, a student must meet the requirements set out in the faculty resolutions and course resolutions.

(2) The award of a degree with honours, and the grade of honours awarded, will be assessed and calculated according to two mechanisms:
   (a) for appended honours - by an honours mark; or
   (b) for integrated honours - by a grade average calculated across at least 48 credit points of study.

(3) Each faculty will publish the grading systems and criteria for the award of honours in that faculty.

96 Determining honours awards for appended honours and integrated honours (using a 48+ credit point average)

(1) This clause applies to:
   (a) an appended honours course; and
   (b) an integrated honours course where, under the course resolutions, the conferral of the degree with honours, and the class of honours, is determined using a mark calculated across units of study attracting at least 48 credit points but less than 96 credit points.

(2) A student who achieves a mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range</th>
<th>will be awarded honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

(3) A student who achieves a mark of less than 65 is not awarded honours.

97 Determining honours awards for appended honours and integrated honours (using a 96+ credit point average)

(1) This clause applies to an integrated honours course where, under the course resolutions, the conferral of the degree with honours, and the class of honours, is determined using an honours mark calculated across units of study that together have at least 96 credit points.
(2) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>must be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Second Class / Division 2</td>
</tr>
</tbody>
</table>

(3) The course resolutions award course resolutions for a course may require a student to achieve higher honours marks for particular classes of honours.

(4) A student who achieves a mark of less than 65 is not awarded honours.

PART 20 UNIVERSITY MEDALS

98 Qualifying for a University Medal

A student who has qualified for a Bachelor degree with honours with an outstanding academic record throughout the award course may be eligible for the award of a University Medal.

99 Awarding University Medals

(1) Faculties may signal outstanding achievement in a Bachelor degree course with honours by awarding a University Medal to one or more students.

(2) Faculties will discuss and determine the normal minimum levels of academic performance required for the award of a University Medal, using broadly comparable University-wide criteria based on the conditions for the award of First Class Honours.

(3) The award of a University Medal will not be based solely on a numerical mark or faculty formula. A minimum criterion will be regarded as a necessary but not sufficient consideration for the award of a University Medal.

(4) Honours students entering the University with advanced standing will be assessed for University Medals in the same way as students undertaking their entire award course within the University.

PART 21 TERMINATION OF CANDIDATURE

100 Failure to complete within time limits
The candidature of a student who has not completed the course requirements for an award course within the period prescribed under clause 4.2 of the Coursework Rule, is by force of this clause, automatically terminated at the end of that period.

Note 53: The candidature of a student who discontinues his or her enrolment in a course during his or her first year of enrolment in the course, without prior permission from the Dean to re-enrol, is automatically terminated in accordance with subclause 56(3) of this Policy.

Note 54: The candidature of a student who does not enrol for any unit of study for two consecutive semesters is automatically terminated in accordance with subclause 58(3) of this Policy.

101 Termination of candidature where disqualifying circumstances exist

(1) Subject to this clause, the Registrar may terminate the candidature of a student if one or more of the following disqualifying circumstances exist:

(a) the student, or someone acting on the student's behalf, made a material misrepresentation in applying for admission to an award course;

(b) the student failed to disclose to the University a fact or circumstance material to its decision to admit the person to an award course; or

(c) the student was admitted to an award course on the basis of a degree, diploma or certificate obtained wholly or partly by fraud, academic misconduct or other dishonesty.

(2) Before terminating the candidature of a student in accordance with this clause, the Registrar must give the student written notice of the proposed termination of candidature.

(3) The notice must:

(a) set out the basis on which it is proposed that the student's candidature be terminated;

(b) inform the student that he or she may make written submissions to the Registrar on the proposed termination of candidature, and by when to make such submissions;

(c) inform the student that the Registrar will determine, after considering any submissions from the student, whether to terminate the student's candidature.

(4) The period for making submissions under subclause (3) must be at least 20 working days.

(5) The Registrar will:

(a) consider the student's submissions within 10 working days of receiving them; and

(b) take all reasonable measures to finalise the process as soon as practicable.

(6) If the Registrar is satisfied, after considering any submissions made by the student, that:

(a) the disqualifying circumstances specified in the notice exist; and

(b) because of those disqualifying circumstances the student's candidature in the award course should be terminated;
the Registrar will terminate the student’s candidature in the award course.

(7) The Registrar will notify the student of the decision in writing, including reasons, as soon as possible after it is made.

(8) If the Registrar terminates the candidature of a student in accordance with this clause:
(a) any liability of the student to pay fees or charges to the University is not affected in relation to the course; and
(b) the student is not entitled to a refund, repayment or set off of any fee or other amount paid in relation to the course; and
(c) the student will not be eligible for admission to any course at the University for a period of three years from the date of termination of candidature.

Note 55: A decision made by the Registrar in accordance with this clause is not an ‘academic decision’ and cannot be appealed to the Student Appeals Body in accordance with the University of Sydney (Student Appeals against Academic Decisions) Rule 2006.

102 Rescissions, replacements and transitional arrangements

(1) This document replaces the following, which are rescinded as from the date of commencement of this document:
(a) Admission: Advanced Standing, Credit and Exemption Policy, which commenced on 15 April 1998;
(b) Admission to Undergraduate Courses Policy, which commenced on 16 October 2002;
(c) Assessment Policy 2011, which commenced on 9 November 2011;
(d) Academic Board Policy on Awards with Honours, which commenced on 13 August 2003;
(e) Postgraduate English Language Requirements Policy, which commenced on 24 August 2011; and
(f) Student Academic Progression Policy, which commenced on 13 December 2006.

(2) A reference in any course resolution, faculty resolution or policy to any document rescinded by this Policy should be construed as a reference to this Policy.
SCHEDULE 1

Common Result Grades

(1) The Academic Board has adopted a set of grades that are common to all undergraduate and postgraduate courses that award merit grades for coursework, as set out in the following table.

(2) Learning outcomes for units of study are reported in one of two ways:
   (a) by grade and mark: the mark and grade must correspond as indicated in the Schedule below;
   (b) by grade only: the grade should be either Satisfied Requirements (SR) or Failed Requirements (FR).

(3) Learning outcomes for a unit of study must be reported in the same way for all students enrolled in the unit.

<table>
<thead>
<tr>
<th>Current grade</th>
<th>New grade</th>
<th>Description</th>
<th>Mark Range</th>
<th>Use</th>
<th>Use in WAM</th>
<th>Impact on Progression/at risk status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 AF</td>
<td>AF</td>
<td>Absent fail</td>
<td>Range from 0 to 49</td>
<td>To be awarded to students who fail to demonstrate the learning outcomes for the unit at an acceptable standard through failure to submit or attend compulsory assessment tasks or to attend classes to the required level. In cases where a student receives some marks but fails the unit through failure to attend or submit a compulsory task, the mark entered shall be the marks awarded by the faculty up to a maximum of 49. This grade should not be used in cases where a student attempts all assessment tasks but fails to achieve a mandated minimum standard in one or more task. In such cases a Fail (FA) grade and a mark less than 50 should be awarded.</td>
<td>Included in WAM</td>
<td>To Count as Fail</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Range</td>
<td>Criteria</td>
<td>Included in WAM</td>
<td>To count as</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>----------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>CRA</td>
<td>Credit (Aegrotat)</td>
<td>65 to less than 75</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a good standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
<td></td>
</tr>
<tr>
<td>CN</td>
<td>Cancelled</td>
<td>No mark</td>
<td>To be used when an enrolment is cancelled.</td>
<td>Not included in WAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>65 to less than 75</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a good standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as Credit</td>
<td></td>
</tr>
<tr>
<td>DA</td>
<td>Distinction (Aegrotat)</td>
<td>75 to less than 85</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
<td></td>
</tr>
<tr>
<td>DF</td>
<td>Discontinue - fail</td>
<td>No mark</td>
<td>Recorded on external transcript. This applies in cases of discontinuation from the time DC ceases to be automatically available up to the cessation of classes for the unit of study and where a faculty has not determined that a grade of DC is warranted.</td>
<td>Not included in WAM</td>
<td>To count as fail</td>
<td></td>
</tr>
<tr>
<td>DI</td>
<td>Distinction</td>
<td>75 to less than 85</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at a very high standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
<td>To count as Distinction</td>
<td></td>
</tr>
<tr>
<td>DNF</td>
<td>Discontinued not to count as failure</td>
<td>No mark</td>
<td>Recorded on external transcript. This result applies automatically where a student discontinues after the Census Date but before the end of the seventh week of the Semester (or before half of the unit of study has run in the case of units of study which are not Semester-length). A Faculty may determine that the result of DC is warranted after this date if the student has made out a special case based on illness or misadventure (see clause 14(13)(a)(vi) of the Assessment Procedures 2011).</td>
<td>Not included in WAM</td>
<td>Not to count as fail</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Code</td>
<td>Description</td>
<td>Range</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>-------------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td>FA</td>
<td>Fail</td>
<td>Range from 0 to less than 50</td>
<td>To be awarded to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty. This grade, with corresponding mark, should also be used in cases where a student fails to achieve a mandated standard in a compulsory assessment, thereby failing to demonstrate the learning outcomes to a satisfactory standard. In such cases the student will receive the mark awarded by the faculty up to a maximum of 49.</td>
<td>Included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>Failed Requirements</td>
<td>FR*</td>
<td>Failed Requirements</td>
<td>No mark</td>
<td>To be awarded in units of study where student achievement is measured either as Satisfied Requirements or Failed Requirements only, without a mark to students who, in their performance in assessment tasks, fail to demonstrate the learning outcomes for the unit at an acceptable standard established by the faculty.</td>
<td>Not included in WAM</td>
<td>To count as fail</td>
</tr>
<tr>
<td>High Distinction (Aegrotat)</td>
<td>HDA</td>
<td>HA</td>
<td>High Distinction</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars for the unit established by the faculty.</td>
<td>Included in WAM</td>
</tr>
<tr>
<td>High distinction</td>
<td>HD</td>
<td>HD</td>
<td>High distinction</td>
<td>Range from 85 to 100 inclusive</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an exceptional standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included in WAM</td>
</tr>
<tr>
<td>Incomplete</td>
<td>INC</td>
<td>IC</td>
<td>Incomplete</td>
<td>No mark</td>
<td>This is a temporary result which is used when examiners have grounds (such as illness or misadventure) for seeking further information or for considering additional work from the student before confirming the final result. Except in special cases approved by the Academic Board, this result will be converted to a normal permanent passing or failing grade either: (a) by the Dean at the review of examination results pursuant to clause 15 of the Assessment Procedures; or (b) automatically to an AF grade by the third week of the immediately subsequent academic session or in the case of Semester 2, by mid-February.</td>
<td>Not included in WAM</td>
</tr>
<tr>
<td>Pass (Aegrotat)</td>
<td>PA</td>
<td>PA</td>
<td>Pass (Aegrotat)</td>
<td>Range from 50 to less than 65</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated (on a pro rata basis) the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. May only be awarded by a Dean.</td>
<td>Included</td>
</tr>
<tr>
<td>15</td>
<td>P</td>
<td>PS</td>
<td>Pass</td>
<td>Range from 50 to less than 65</td>
<td>To be awarded to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Included</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>16</td>
<td>RA</td>
<td>SA*</td>
<td>Satisfied Requirements (Aegrotat)</td>
<td>No mark</td>
<td>To be awarded in cases where a student is too ill to complete a unit but where the Dean is satisfied the student has demonstrated the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty. No mark is awarded with this grade. May only be awarded by a Dean.</td>
<td>Not included</td>
</tr>
<tr>
<td>17</td>
<td>RINC</td>
<td>RI</td>
<td>Result incomplete</td>
<td>No mark</td>
<td>This is a temporary result which is used in cases where a result will remain incomplete for longer periods than allowed for the IC result, for example, in Honours programs that run overtime, or for exchange students.</td>
<td>Not included</td>
</tr>
<tr>
<td>18</td>
<td>R</td>
<td>SR*</td>
<td>Satisfied requirements</td>
<td>No mark</td>
<td>To be awarded in units of study where student achievement is measured as a pass or fail only without a mark to students who, in their performance in assessment tasks, demonstrate the learning outcomes for the unit at an acceptable standard as defined by grade descriptors or exemplars established by the faculty.</td>
<td>Not included</td>
</tr>
<tr>
<td>19</td>
<td>UCN</td>
<td>UC</td>
<td>Unit of Study Continuing</td>
<td>No mark</td>
<td>Used at the end of a semester for units of study which have been approved to extend into a following Semester. This will automatically flag that no final result is required until the end of the last Semester of the unit of study.</td>
<td>Not included</td>
</tr>
<tr>
<td>20</td>
<td>W</td>
<td>WD</td>
<td>Withdrawn</td>
<td>No mark</td>
<td>Not recorded on external transcript. This is the result that is used where a student applies to discontinue a unit of study by the published Census Date.</td>
<td>Not included</td>
</tr>
</tbody>
</table>
SCHEDULE 2

1 Grade Descriptors for Honours awards

These descriptors are intended to apply to all Honours awards at the University of Sydney. They have been designed to foster collective thinking about standards between disciplines, to assist students, supervisors, staff and disciplinary groups to calibrate their own internal, professional or disciplinary standards with those applied across the University and to promote discussion about standards among students, staff, supervisors and faculties.

2 The University medal

(1) University medal candidates will have produced an outstanding research thesis that has been awarded a Class 1 Honours. Additionally, candidates will have demonstrated an exceptional level of achievement across the whole degree program.

(2) Knowledge: A student who receives First Class Honours and the University Medal will demonstrate commanding breadth and depth of knowledge of the discipline studied, together with a strong understanding of its context and insight into problem solving and into the potential for further inquiry.

(3) Skills: A student who receives First Class Honours and the University Medal will demonstrate:

(a) advanced skills that equip him or her to function and solve advanced problems within a profession or discipline under supervision and with autonomy and insight;

(b) a thorough proficiency in the methods, techniques and subject matter appropriate to the field or fields studied and insight into their application;

(c) strong skills and insight in the interpretation of results, data and appropriate information sources;

(d) a capacity for illuminating critical analysis and self-evaluation;

(e) outstanding skills in written and oral communication and in organisation and documentation;

(f) exceptionally innovative, creative and imaginative thinking; and

(g) cognitive and technical skills to carry out a research project with a high level of autonomy.

(4) Application of Knowledge and Skills: A student who receives First Class Honours and the University Medal will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) competently defending, where appropriate, his or her research within the chosen academic discipline at an expert level;

(b) autonomy in thinking and motivation;

(c) imagination, originality and insight;

(d) comprehensive and extensive critical analysis and synthesis at an advanced level;
(e) insightful analysis of results and the potential and limitations of their study;  
(f) a high degree of intellectual consistency; and  
(g) coherent and rigorous design and meticulous execution of projects.  

(5) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.

3 First Class Honours

(1) Knowledge: A student who receives First Class Honours will demonstrate breadth and/or depth of knowledge of the discipline(s) studied at a very high level, and the ability to place their work in context, appreciating the implications and broader significance.

(2) Skills: A student who receives First Class Honours will demonstrate:

(a) advanced or professional skills that equip him or her to function and solve advanced problems within a profession or discipline under supervision and with autonomy;  
(b) a very high level of proficiency in the methods, techniques and subject matter appropriate to the field or fields studied;  
(c) a very high level of skill in the interpretation of results, data and appropriate information sources;  
(d) a high degree of sophistication in critical analysis and self-evaluation;  
(e) outstanding written and oral expression, organisation, format and documentation;  
(f) where relevant, highly innovative, creative and imaginative thinking; and  
(g) a very high level of cognitive and technical skills to carry out a research project with considerable independence.

(3) Application of knowledge and skills: A student who receives First Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) significant independence in thinking and motivation;  
(b) significant evidence of originality and insight;  
(c) comprehensive critical analysis and synthesis at an advanced level;  
(d) a skilful treatment and analysis of unexpected outcomes or inconsistent results, and/or recognition of some limitation of the methodology, if relevant; and  
(e) a well-developed logical approach to designing appropriate research strategies.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and show the capacity for independent research at doctoral level.
4 Second Class Honours, Division I

(1) Knowledge: A student who receives Second Class Honours, Division I, will have advanced knowledge in the discipline of study and sound knowledge of the research principles and methodologies appropriate to the field of study.

(2) Skills: A student who receives Second Class Honours, Division I, will demonstrate:
   (a) advanced or professional skills that equip him or her to function and solve problems within a profession or discipline under supervision and with independence;
   (b) a high level of proficiency in the methods, techniques and subject matter of the field studied;
   (c) a high level of cognitive skills to interpret results, data and other information sources;
   (d) mastery of the modes of expression appropriate to the field of study, enabling fluent and succinct presentation of knowledge; and
   (e) technical skills to plan a solid research project under supervision and execute it with some independence.

(3) Application of knowledge and skills: A student who receives Second Class Honours, Division I, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:
   (a) design and plan a solid piece of research and scholarship;
   (b) critically evaluate and synthesise material; and
   (c) contextualize his or her work within the broader discipline of study.

(4) Graduates at this level will demonstrate the capacity to pursue further study, and pursue independent research at postgraduate level.

5 Second Class Honours, Division II

(1) Knowledge: A student who receives Second Class Honours, Division II will have advanced knowledge of an area of, or a problem in, a discipline in sufficient depth to understand the range of scope of a defined topic, have a broad grasp of its theoretical underpinnings and understand the general range of principal issues facing that area of the discipline.

(2) Skills: A student who receives Second Class Honours, Division II will demonstrate:
   (a) advanced or professional skills that equip him or her to understand problems within a profession or discipline under supervision and with some independence;
   (b) a broad understanding of the methods, techniques and subject matter of the field studied and some proficiency;
   (c) advanced cognitive skills to understand the interpretation of results and data and the ability to apply this understanding with supervision;
   (d) effective skills in the modes of expression appropriate to the field of study; and
(e) technical skills to contribute to the planning of a research project and to execute it with direct supervision.

(3) Application of knowledge and skills: A student who receives Second Class Honours, Division II, will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision and have demonstrated some independence of thought and autonomy; and

(b) with the guidance of a supervisor, draw valid conclusions based on investigation, observation and/or experiment, and understand the scope and limitations of those conclusions.

(4) Graduates at this level will demonstrate the capacity to pursue further study and after further research training, demonstrate the potential for independent research.

6 Third Class Honours

(1) Knowledge: A student who receives Third Class Honours will have advanced knowledge of an area of a discipline and understand relevant theory.

(2) Skills: A student who receives Third Class Honours will have

(a) skills that equip him or her to understand problems;

(b) some understanding of the methods, techniques and subject matter of the field studied;

(c) cognitive skills to understand the interpretation of results and data with supervision;

(d) communication skills that are able to articulate a problem and an approach taken to its solution; and

(e) technical skills to participate in the planning and execution of a research project with direct supervision.

(3) Application of knowledge and skills: A student who receives Third Class Honours will demonstrate the application of knowledge and skills by demonstrating the following characteristics:

(a) understand and be able to apply methodologies relevant to complex problems in their area of investigation under supervision.

(b) with the guidance of a supervisor, graduates will be able to understand and draw conclusions based on investigation, observation and/or experiment.

(4) Graduates at this level, after undertaking further research training, will demonstrate the capacity to pursue further supervised study.

7 Fail

(1) A fail to achieve Honours indicates that the student has not demonstrated the learning outcomes for any of the classes of Honours available.

(2) Students who do not achieve Honours may be awarded a pass degree provided that they have demonstrated the learning outcomes for the degree.
NOTES

Coursework Policy 2014

Date adopted: 3 December 2014
Date amended: 3 May 2016
Date registered: 17 December 2014
Date commenced: 18 December 2014
Administrator: Secretariat, Academic Board
Review date: 3 December 2019

Rescinded documents:
- [Admission: Advanced Standing, Credit and Exemption Policy](#)
- [Admission to Undergraduate Courses Policy](#)
- [Assessment Policy 2011](#)
- [Academic Board Policy on Awards with Honours](#)
- [Postgraduate English Language Requirements Policy](#)
- [Student Academic Progression Policy](#)

Related documents:
- [Australian Citizenship Act 2007 (Cth)](#)
- [Disability Discrimination Act 1992 (Cth)](#)
- [Education Act 1990 (NSW)](#)
- [Education Services for Overseas Students Act 2000 (Cth)](#)
- [University of Sydney Act 1989 (NSW)](#)
- [University of Sydney By-law 1999 (NSW) (as amended)](#)
- [Disability Standards for Education (Cth)](#)
- [Delegations of Authority - Academic Functions](#)
- [University of Sydney (Coursework) Rule 2014](#)
- [University of Sydney (Student Appeals against Academic Decisions) Rule 2006](#)
- [Academic Honesty in Coursework Policy 2015](#)
- [Confirmation of Aboriginal and Torres Strait Islander Identity Policy 2015](#)
- [Learning and Teaching Policy 2015](#)
- [Assessment Procedures 2011](#)
# AMENDMENT HISTORY

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<td>Updated incorrect hyperlinks and numbering (administrative change only)</td>
<td>12 February 2015</td>
</tr>
<tr>
<td>92A</td>
<td>Clause added</td>
<td>16 February 2015</td>
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<tr>
<td>Note 44</td>
<td>Corrected reference to incorrect clause</td>
<td>16 February 2015</td>
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<tr>
<td>39</td>
<td>Corrected to ensure compliance with <em>Education Services for Overseas Students Act 2000</em></td>
<td>13 April 2015</td>
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<td>12A</td>
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<td>5, 10, 11, 12, 15, 25, 31, 34, 38, 44, 51, 77, 78</td>
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<td>101</td>
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<td>16 September 2015</td>
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<td>38</td>
<td>Amended to allow deferral by all applicants</td>
<td>1 January 2016</td>
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<tr>
<td>5(1), 41</td>
<td>Amendments to a range of clauses related to the Student Administrative Services Project, particularly the centralised processing of credit applications and special considerations requests.</td>
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<td>(Note 27), 42, 43, 43A, 43B, 67, 69</td>
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<td>1 January 2016</td>
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<td>5, 66A</td>
<td>Addition of clause and definition for simple extensions</td>
<td>11 April 2016</td>
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<tr>
<td>38, 39, 43A, 57, 60, 101, Schedule 1</td>
<td>Amendments to other clauses as requested by Admissions and the Student Centre</td>
<td>11 April 2016</td>
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101 (8) (a), Administrative amendment, correction of typographical amendment. 3 May 2016
101 (8) (b)
# 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)

<table>
<thead>
<tr>
<th>Signature:</th>
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</thead>
<tbody>
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<td>Position:  Chair, Academic Board</td>
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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.

**award course resolutions** means the resolutions setting out the requirements for the award approved by the Academic Board and tabled at a meeting of the Senate.

**Bachelor of Advanced Studies** has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

- the Bachelor degree available as a combined degree with every all Liberal Studies Bachelor degrees and specified Specialist or Professional Bachelor degrees, as set out in the applicable award course resolutions. The Bachelor of Advanced Studies is a Liberal Studies Bachelor Degree.

**capstone experience** has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

- 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, and 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.

**Note:** See clause 18 (5)

**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 course**

means a course approved by the Academic Board and 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 course means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications. A single testamur or separate testamurs may be issued 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, which are specified in clause 7. It is synonymous with the term graduate attributes are the qualities to be developed by all undergraduate degrees and demonstrated by all graduates of those degrees as set out in Part 2 Section 7 of this policy.

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.
| **Head of Department** | means an academic leader within a department who represents the department in school or disciplinary fora. A Head of Department coordinates 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 and 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.) |
| **honours units** | means advanced units of study at 4000 level specified as requirements to qualify for an award with honours as set out in Clause 95 of the Coursework Policy. |
| **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. |
| **Liberal Studies Bachelor Degree** | has the meaning given in the Coursework Policy 2014, which at the date of this policy is: |
| | means a program of study at Bachelor level which develops disciplinary or professional expertise for a specific professional or career specialisation and the Graduate Qualities. A program of study at Bachelor level of three years duration which develops disciplinary expertise and broader skills. |
| **Major** | means a defined sequence of units of study taken by a student, which develops depth of expertise in a field of study.  
**Note:** See clause 18. |
| **minor** | means a defined set sequence of units of study taken by a student, which develops coherent knowledge and skill expertise in a field of study.  
**Note:** See clause 18. |
| **mode of delivery** | means the manner by which courses and units of study are presented to students, and includes: |
open learning environment

has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

- means a common shared pool of units of study which are:
  - of zero, two or six credit points value
  - approved by the Board of Interdisciplinary Studies
  - available to all Undergraduate coursework students according to the course resolutions applicable to the award course in which they are enrolled.

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.

procedures

means the Learning and Teaching Procedures 2016. [INSERT HYPERLINK]

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 See 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.

Specialist or Professional Bachelor Degree

has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

- a degree that develops Graduate Qualities alongside disciplinary or professional expertise for a specific profession or career specialisation
- program of study at Bachelor level of
three years duration which develops disciplinary or professional expertise for a specific professional or career specialisation, and broader skills.

stream means an area of academic or vocational expertise in which students focus their studies within their degree a version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules. In degree nomenclature, streams may be indicated in parentheses following the anem of the main degree.

Note: Further discussion of streams is contained in See 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.

third party learning technologies means web-based and mobile applications which:

- are not managed through a contract between the University and technology suppliers;
- allow individuals and groups to create, engage and share their learning experiences and outcomes in the context of their programs and units of study; and
- are used to trial new educational functions for improving the student experience.

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.

undergraduate degree means an undergraduate award course at Bachelor level that achieves at least a minimum the learning outcome specified for AQF Level 7 of the AQF. The University offers two types of
Bachelor degrees.

- **Liberal Studies Degrees:** degrees that provide students with a broad multi-disciplinary education that develop disciplinary expertise and Graduate Qualities.

- **Professional/Specialist Degrees:** Degrees that develop Graduate Qualities alongside disciplinary or professional expertise for a specific profession or career specialisation.

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 (except for units in the open learning environment) except where otherwise approved by the Academic Board.

Note: See clause 18.

unit of study co-ordinator means the academic staff member with overall responsibility for the planning and delivery of a unit of study.

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>
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<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></td>
</tr>
<tr>
<td>• Critical thinking and problem solving</td>
<td>To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems.</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>
</tbody>
</table>
Graduate qualities | Purpose
--- | ---
Influence | To be effective in exercising professional and social responsibility and making a positive contribution to society.

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.

(2) 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:

(a) outlines prescribes the structure of the curriculum for award courses and units of study; and

(b) 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, programs 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

Note: See section 1.3 of the University of Sydney (Coursework) Rule 2014 and section 1.03 of the University of Sydney (Higher Degree by Research) Rule 2011.

(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

Note See clause 11 of this policy.

(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.

(2) 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.

(3) 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

(1) 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.

(2) 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.

(3) 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 2

<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</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>Collaborative and group-based learning activities and assessments</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></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 experiences</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></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>
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<tr>
<td></td>
<td>• Interdisciplinary effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Integrated identity</td>
</tr>
<tr>
<td></td>
<td>• Influence</td>
</tr>
</tbody>
</table>
An open learning environment for extension of knowledge and skills

- Broader skills
- Interdisciplinary effectiveness
- Integrated identity
- Influence

Project-based learning

- Depth of disciplinary expertise
- Broader skills
- Integrated identity
- Influence

### 17 Curriculum framework for postgraduate coursework education

(1) The curriculum framework for postgraduate coursework awards must include:
   (a) advanced specialisation in a field of knowledge;
   (b) research skills;
   (c) a structured approach to the development of knowledge and skills;
   (d) 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) a major;
   (b) a minor;
   (c) interdisciplinary study;
   (d) exchange and work based projects;
   (e) professional or industry experience;
   (f) authentic problems and assessments;
   (g) elective units; and
   (h) 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 learning experiences</td>
<td>• Broader skills</td>
</tr>
<tr>
<td></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>
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<tr>
<td></td>
<td>• Interdisciplinary effectiveness</td>
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<tr>
<td></td>
<td>• Integrated identity</td>
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<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 award 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.
(1) **Streams:**

(a) can be conceptualised as separate pathways within an award course.

(b) are versions of a degree that are separated for admission purposes but are linked to other streams of the degree through shared nomenclature, shared course components and shared rules.

(c) consist of a combination of related units of study which are structured to provide the student with a depth of specialist knowledge of a discipline or field.

(a)(d) are identified by the name of the stream of the award;

(b)(e) are recorded on the testamur upon graduation;

(c)(f) apply to both senior and junior levels; and

(d)(g) are not restricted to a specific number of credit points.

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

(2) **Programs:** in undergraduate degrees:

(a) are a combination of units of study that develops expertise in a multi-disciplinary domain or a professional or specialist field and include a recognised major in a field of study.

(b) must have intellectual and educational coherence and specified learning outcomes as required in Section 13 of this Policy.

(c) in undergraduate degrees, comprise:

(i) a minimum of 12 and a maximum of 42924 credit points consisting of:

   - at 1000 level:

   - up to four 1000-level units of study;

(ii) a minimum of 12 and a maximum of 24 credit points at four 2000-level units of study;

(iii) a minimum of 18 and a maximum of 24 credit points at four 3000-level units of study; and

Note: three year programs (available in degrees of 144 credit points) must not, when combined with the requirements of the degree core, require more than 84 credit points (72+12).

(iv) eight 4000-level units in degrees and combined degrees requiring 192 credit points, up to 48 credit points at 4000 level;

Note: four year programs (available in degrees of 192 credit points) must not, when combined with the requirements of the degree core, require more than 84 credit points (120+12).

(v) must include:

   - an embedded major; and
(vi) at least two units in any core degree block; 12 credit points of the degree core if a degree core is specified for the degree; and

and

(i)(vii) are recorded on the student's transcript. must develop expertise in a multi-disciplinary domain or a professional field and include at least one major in a field of study.

(3) **Majors:** in undergraduate programs:

(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) must have intellectual and educational coherence and specified learning outcomes as required in Section 13 of this Policy

(c) in undergraduate degrees, comprise require exactly 48 credit points and eight units of study, consisting of:

(i) two exactly 12 credit points at 1000-level units of study;

(ii) three 2000-level units of study; and a minimum of 12 and a maximum of 18 credit points at 2000-level;

(iii) four 3000-level units of study; a minimum of 18 and a maximum of 24 credit points at 3000-level (or, for degrees requiring more than 144 credit points, 3000-level or higher); including:

(1) 1x6 credit point unit at 3000-level involving completion of a project requiring the integration and application of disciplinary knowledge and skills; and

(2) 1x6 credit point unit at 3000-level requiring the application of disciplinary skills and knowledge in an interdisciplinary context; and

(iv) are recorded on the student transcript.

**Note:** where a student takes two major, and a single unit of study exists such that the requirement for 3 (c) (iii) (2) can be met in both majors, that unit may be used in fulfilment of requirement 3 (c) (iii) (2) in both majors, provided that all other requirements in 18 (3) are met for each major.

must include:

one 3000-level unit of study involving completing a project which requires integrating and applying disciplinary knowledge and skills; and

one 3000-level unit of study which requires applying disciplinary skills and knowledge in an interdisciplinary context;

and

(b) are recorded on the student's transcript upon graduation.

(4) **Minors in undergraduate programs:**
(a) comprise a defined sequence of units of study taken by a student that develop expertise in a field of study

(b) in undergraduate degrees, comprise units to the value of exactly 36 credit points and six units of study, consisting of including:

(i) two exactly 12 credit points at 1000-level units of study;

(ii) a minimum of 12 and a maximum of 18 credit points at three 2000-level units of study; and

(iii) two a minimum of 6 and a maximum of 12 credit points at 3000-level units of study;

and

(c) are recorded on the student's transcript.

(4) —

(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.

(5) A Degree Ccore:

(a) is a set of units of study that develops required knowledge and skills for the degree and which is required to be completed by all students

(b) in Liberal Studies Degrees, comprises no more than 24 credit points at 1000- or, 2000-, or 3000-level

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

Note: See Coursework Policy 2014

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

(a) All Liberal Studies and Specialist or Professional Bachelor Degrees may be combined with the Bachelor of Advanced Studies as specified in the applicable course resolutions.

(6)(8) 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.

(7)(9) Units of study

(a) Units of study:

(i) follow a programmed set of coherent learning experiences that lead progressively to the achievement of the learning outcomes for the unit; and
(i)(ii) must be completed over one or two teaching sessions.
(b) Units of study must be completed over one or two teaching sessions.

(c)(b) 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)(c) 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.

(d) 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.

(e) Units of study must be identified by an eight character alpha-numeric code, of which the first four are letters identifying the relevant school, department or discipline and the final four are integers identifying the unit of study and the level at which it is offered.

(f) The integers in the unit of study alpha-numeric code must commence with a number which indicates the level, in the generic form ****1xxx, ****2xxx and so on.

(g) 1000-level units of study have learning outcomes of a foundational or introductory nature and are designed for students in the first year of a bachelor degree.

(h) 2000-level units of study have learning outcomes which build on prior foundational or introductory study and are designed for students who have completed the first year of a bachelor degree.

(i) 3000-level units of study have learning outcomes designed for students in the third year of a bachelor degree. In degrees of 144 credit point bachelor degrees, such units should enable students to demonstrate to demonstrate learning outcomes at a level expected for those completing a bachelor n initial degree and are designed for students in the third or final year of a bachelor degree at AQF level 7.

(j) 4000-level units of study have learning outcomes at the advanced or honours level and are designed for students who have already achieved learning outcomes for a 144 credit point pass-level bachelor degree or who are completing the final year of a 192 credit point bachelor degree.

(k) 5000- and 6000- level units of study have learning outcomes designed respectively for the first and second year of a postgraduate coursework award course.

(8)(10) 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, except for units of study in the open learning environment where otherwise approved by the Academic Board.

(c)(d) The credit point load for a unit of study in the open learning environment may just be zero, one or two credit points.

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

(e)(f) 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 for which the unit is a core unit.

(f)(g) 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)(h) 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)(i) 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.

(9)(11) 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 zero, one or two credit points.

(40)(12) 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 teaching 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.

(11)(13) University semester dates, and dates for summer and winter sessions and teaching blocks must be approved by the Academic Board.

(a) 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.

20A Third party learning technologies

(1) All use of third party learning technologies must be consistent with relevant University policies, including in particular:

   (a) Policy on the Use of University Information Communications Technology Resources;

   (b) Privacy Policy 2013; and

   (c) University Recordkeeping Policy.

(2) Staff members and academic units:

   (a) are responsible for identifying and managing any risks associated with third party learning technologies which they introduce and use in association with their teaching; and
(b) must register the use of such technologies with the office of the Deputy Vice-Chancellor (Education).

(1) Third party learning technologies must not be used for assessment purposes.

(2) Where a third party learning technology is introduced by the University, the University must:
   (a) develop and communicate an appropriate strategy for support of the technology; and
   (b) establish and implement appropriate mechanisms for:
      (i) retrieving and storing records of student activity generated by the technology; and
      (ii) trialling and evaluating the use of the technology.

(3) Where a third party learning technology is introduced by a staff member or academic unit, the person or unit introducing it must:
   (a) develop and communicate an appropriate strategy for support of the technology; and
   (b) establish and implement appropriate mechanisms for:
      (i) retrieving and storing records of student activity generated by the technology; and
      (ii) trialling and evaluating the use of the technology.

PART 4  MANAGEMENT OF LEARNING AND TEACHING

21 Statement of intent

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 Rescinded

(2) 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

(3) 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.

(4) 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, including determining the type of degree;

(i) for bachelor degrees - liberal studies or specialist or professional;

(ii) for masters degrees - advanced learning by coursework, professional by coursework, or research.

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

(d) approves the addition and deletion of majors and minors, on the recommendation of the relevant faculty or the Board of Interdisciplinary Studies;

(e) approves the list of majors and minors available in the Bachelor of Advanced Studies, on the recommendation of the Board of Interdisciplinary Studies;

(f) approves changes to the mode of delivery of a course or unit of study;

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

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

(i) 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 processes 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) develops and maintains institutional systems and strategy to achieve excellence in outcomes, experience and environment. This includes curriculum frameworks, online learning, and the student experience; and

   (b) develops and maintains 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) **The Senior Executive Group Curriculum and Course Planning Committee**

   (a) reviews the business case for new course proposals from faculties; and

   (b) provides advice to the Senior Executive Group and its relevant committees to assist in their deliberations over whether to endorse a proposed course or change for consideration by the Academic Board.

(6) **The Board of Interdisciplinary Studies** approves:

   (a) units of study under a faculty’s direction which are included in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;

   (b) units of study that are not under a faculty’s direction;

   (c) the inclusion of units of study that are not under a faculty’s direction in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;

   (d) units of study in the open learning environment, Sydney Research Seminars, and interdisciplinary units of study offered to students in all Liberal Studies Bachelor Degrees, or to all students in any degree.

(5)(7) **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)(8) 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 relation to alleged breaches of academic integrity in line with the Academic Honesty in Coursework Policy 2015.

(7)(9) 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 delivery 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)(10) 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)(11) 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,

(12) Heads of department

(a) appoint one unit of study co-ordinator for each unit of study for which the faculty is responsible;

(b) make appropriate alternative arrangements if a unit of study co-ordinator proposes to be absent for more than four weeks; and

(c) appoint a new unit of study co-ordinator when a current unit of study co-ordinator leaves.

(10)(13) Unit of study co-ordinators

(a) Each unit of study must have a named unit of study co-ordinator, appointed by the relevant head of department.

(b) The unit of study co-ordinators must:

   (i) must be available for the whole of a teaching period during which a unit of study is being provided;
   (ii) must inform the relevant head of department of any intended or foreseeable absence, at least four weeks in advance;
   (iii) develop, implement and monitor unit of study curricula, learning activities and assessment, subject to approval by the faculty board;
   (iv) 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;
   (v) 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;
   (vi) 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;
review assessment tasks and standards in relation to policy and report to the faculty board and the program committee;

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;

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;

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

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

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

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.

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.

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:
   (a) communicating with students and staff,
   (b) managing the development of units of study, curricula and award courses,
   and
   (c) 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:
   (a) the unit of study outline; and
   (b) relevant curriculum resources; and
   (c) any other material specified in the procedures.

(3) 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.

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

   (a) 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.

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

(c) 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.

(d) 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).

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

(14) 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.

(5) Each faculty must publish an annual handbook, containing the minimum information specified in the procedures.

(45)(6) The Academic Board may make course resolutions award course resolutions, which must contain at least the minimum information specified in the procedures, specify, as a minimum:

(a) the course code;

(b) attendance patterns;

(e) 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.

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.

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.

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.

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.

(20) 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.

(21)(9) 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;

(b)(c) a certificate of graduate status; and

(c)(d) 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 to be 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>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>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.</td>
<td>Participate in evaluations of their experience, to ensure that educational excellence is achieved.</td>
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<tr>
<td></td>
<td>Satisfy attendance and assessment requirements.</td>
<td>Encouraged to participate in the development and review of courses and units of study.</td>
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<tr>
<td><strong>Individual teachers</strong></td>
<td>Support and lead student learning of the curriculum as specified, and to the agreed standard.</td>
<td>Participate as part of the unit of study team (if appropriate) to support the roles and responsibilities of the unit of study co-ordinator.</td>
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<td></td>
<td>Design and prepare assessment tasks as specified in the curriculum and in accordance with the standards in the relevant policy.</td>
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<td></td>
<td>Monitor and act to ensure academic standards are met.</td>
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<td></td>
<td>Educate students on academic integrity and report any breaches of academic integrity.</td>
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<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
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<tr>
<td>Unit of study co-ordinators</td>
<td>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.</td>
<td>Lead and co-ordinate the unit of study team to ensure deliver quality of teaching and assessment, including reviewing, communicating and acting on data on educational quality in the unit of study.</td>
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<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
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<tr>
<td>Supervisors</td>
<td>Provide leadership, guidance and mentorship to students undertaking research projects. Provide academic advice to students on the reporting of research findings in a dissertation, treatise or long essay. Ensure that Educate students are educated on, and monitor the project is compliant for compliance 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>Support the student in the research project, including providing timely feedback and advice. Monitor progress within the context of the overall research plan. Ensure Provide the student has with the necessary skills to complete the project.</td>
</tr>
<tr>
<td>Heads of department</td>
<td>Appoint a unit of study co-ordinator for each unit of study within the school.</td>
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</tr>
<tr>
<td>Heads of school</td>
<td>Appoint a unit of study co-ordinator for each unit of study within the school. Assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school. In consultation with the heads of departments, unit of study co-ordinators and program committees, review reports and data on educational quality, and act in relation to staff performance and effective allocation of quality resources.</td>
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<tr>
<td>Role</td>
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<td>Responsibility: Operational</td>
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<tr>
<td>Associate Dean</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 deliver excellence in educational outcomes and experience.</td>
</tr>
<tr>
<td>- Education</td>
<td>On behalf of the Dean, ensure that establish effective processes for achieving graduate outcomes through engaged enquiry are effective.</td>
<td>Review and act on data on educational quality.</td>
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<td></td>
<td>Ensure alignment of educational standards and quality within the faculty with the University policy and strategy.</td>
<td>Ensure collegial establish and implement collegial governance, as set out in Clause 11 of this policy, in the creation and review of educational programs within the faculty.</td>
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<td>Ensure Support quality of learning and teaching across the faculty as set out in Part 5 of this policy.</td>
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<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
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</tbody>
</table>
| Dean       | ****Have strategic oversight of faculty boards, the Associate Dean - Education and heads of school and heads of departments to ensure alignment with faculty strategy and operations (resources).**| **Review and act on data relating to educational quality.**  
**Consistently 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.** |

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty boards</td>
<td>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.</td>
<td>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.</td>
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<td></td>
<td>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.</td>
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<td></td>
<td>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).</td>
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<td></td>
<td>Review and act on data on educational quality and ensure educational excellence.</td>
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<td></td>
<td><strong>Ensure Entrench</strong> academic integrity within the assessment framework of each award course at each stage of the program.</td>
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<td></td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Role</td>
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<tr>
<td>Deputy Vice Chancellor</td>
<td>Ensures Establish and support institutional systems and strategy to support effectively deliver the educational mission in order to achieve excellence in outcomes, experience and environment (e.g. infrastructure, IT, curriculum frameworks, student experience). Ensure Deliver quality assurance measures as set out in Part 5 of this policy.</td>
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</tr>
<tr>
<td>Registrar</td>
<td>Ensures Establish and support institutional systems and strategy to support effectively deliver the educational mission in relation to admission, recruitment, and administration processes.</td>
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<tr>
<td>University</td>
<td>Through faculty boards, the Academic Board and the Senior Executive Group (SEG) Education Committee, review and acts on:</td>
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<td>• reports of program committees, including curriculum review and assessment standards;</td>
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<td></td>
<td>• data on educational quality; and</td>
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<td></td>
<td>• academic integrity.</td>
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</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>
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<tbody>
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<td>- Simple data</td>
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<td>- Student surveys</td>
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<td>- Easy visibility at faculty level</td>
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<td>- University rubric to measure against graduate qualities</td>
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<td>- Alignment with award/standard</td>
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<td>- Graduate qualities</td>
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<td>- Student experience of learning and teaching</td>
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<tr>
<td></td>
<td>- Learning space</td>
<td></td>
<td>- Standards for physical learning space</td>
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<td></td>
<td>- Virtual environment</td>
<td></td>
<td>- Evaluation of learning spaces</td>
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<td></td>
<td>- Formal and informal</td>
<td></td>
<td>- Effective use of existing resources (to teach units of study)</td>
</tr>
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<td>Level</td>
<td>Standards</td>
<td>Responsibility</td>
<td>Evaluation method</td>
</tr>
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<td>• Qualifications</td>
<td>• Standards and outcomes are determined by the faculty and managed by the Academic Board</td>
<td>• Student survey results are averaged over faculty-administered units of study and used to set agreed standards and targets</td>
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<td></td>
<td>• Meet accreditation requirements</td>
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<td>• Benchmarking and alignment with standards across the faculty, and other comparable institutions, and with professional, disciplinary and industry expectations.</td>
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<td>• Alignment with institutional, industry, professional and community</td>
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<td>Educational experience</td>
<td>• Thematically coherent program</td>
<td>Educational experience</td>
<td>Student surveys</td>
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<td>• Reported to faculty board; reports made public</td>
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<td>• Formal and informal</td>
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<td>Standards for physical learning space</td>
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<td>• Community of scholars within discipline/degree program</td>
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<td>• Effective use of existing resources</td>
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<tr>
<td>Level</td>
<td>Standards</td>
<td>Responsibility</td>
<td>Evaluation method</td>
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<tr>
<td>University</td>
<td>Educational outcomes</td>
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<td>Educational outcomes, experience and environment</td>
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<td></td>
<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>• 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>
<td></td>
<td>• Meets requirements for Australian Qualifications Framework</td>
</tr>
<tr>
<td></td>
<td>• Rewarding career paths</td>
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<td>• Meets requirements for Higher Education Standards</td>
</tr>
<tr>
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<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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<td>Educational experience</td>
<td></td>
<td>• Cycle of Academic Board/ SEG faculty reviews, including learning and teaching processes and practices</td>
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<td>• Engagement and enquiry to challenge students with novel problems and issues at every stage of the educational process</td>
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<td>• Meets standards set by Group of Eight (Go8) universities</td>
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<td>• Physical spaces and equipment</td>
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<td>• Supports working together</td>
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</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:

(13) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001
(14) Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001
(15) Academic Board Policy on Consultation with Students which commenced in 2008
(16) Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney which commenced in 1997
(17) Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy
(18) Flexible Student-Centred Learning in the University of Sydney Policy which commenced in 1999
(19) Improved Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy which commenced in 2005
(20) Principles for First Year Orientation and Transition Policy which commenced in 2001
(21) Quality Assurance and Learning Management Systems Policy which commenced in 2005
(22) Research-Enhanced Learning and Teaching Policy which commenced in 2007
(23) Written and Oral Communication Skills of Students Policy which commenced in 2002
(24) 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**

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

<table>
<thead>
<tr>
<th>Author</th>
<th>Peter McCallum, Director, Education Strategy</th>
</tr>
</thead>
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<tr>
<td>Reviewer/Approver</td>
<td>Peter McCallum, Director, Education Strategy</td>
</tr>
<tr>
<td>Paper title</td>
<td>Honours in combined degrees with the Bachelor of Advanced Studies</td>
</tr>
<tr>
<td>Purpose</td>
<td>(a) To consider a model for honours in combined degrees involving a Liberal Studies degree and the Bachelor of Advanced Studies (b) to note observations on transfer and credit into the B/BAS Award.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

1. The Committee endorse the model for honours and double honours in combined degrees with the Bachelor of Advanced Studies.
2. The Committee flag an intention to consider moving appended honours programs for stand-alone Liberal Studies into the proposed combined degree model.

**EXECUTIVE SUMMARY**

Honours
This paper follows on from discussion in the Generalist Undergraduate Degree Working Party of SEG on the award of honours on the basis of an embedded honours course in combined degrees with the Bachelor of Advanced Studies. The program would also be available to students in stand-alone Liberal Studies degrees who met the same threshold by means of transfer into the combined degree. Honours would be awarded to the combined degree program as a whole, not to one or other of the component degrees. Double honours would be available in the combined award on completion of an appended additional year over and above the embedded honours program in the combined B/BAS.

Transfer and credit
Notes on transfer and credit into the B/BAS combined award are supplied for information. This issue is relevant to understanding the recommendation on how honours would work in the combined B/BAS degree for students transferring from other institutions.

**ISSUES**

Honours
Part 9 of the Coursework Policy contains the policy framework and requirements for embedded and integrated honours in university awards. Under the Coursework Policy, honours is normally attached to an award course. In the case of the combined Bachelor/Bachelor of Advanced Studies the honours would be attached to the combined program with the discipline in which honours was taken indicated by specified nomenclature conventions as set out below. In the combined B/BAS model, the administering faculty will be the faculty offering the primary Liberal Studies degree. Honours may only be taken in a discipline in which a major has been completed. Under the combined B/BAS framework, it is possible for honours to be taken in the primary major (that is a major in the primary Liberal Studies degree) or in another faculty (in the area of the second major). In such cases the faculty offering the honours component would retain control over admission and award standards. The administering faculty would simply administer the candidature and certify that requirements for the combined award had been met according to the recommendation of the faculty offering the honours course. A further issue is the award of University medals which is normally done by a faculty committee. In the case of the B/BAS, it is proposed that the faculty offering the honours course, would make a recommendation on the award of honours with the final decision being taken by the Board of Interdisciplinary Studies.
It is proposed:

1. The Honours component.
   Students complete an embedded program in the combined degree with the BAS of 36-48 credit points, comprising ≥ 36 ≥ 48 credit points of honours work at 4000-level, including an honours research project of 12 – 36 credit points and honours Coursework (at 4000-level) of 12 – 36 credit points.

2. Admission to Honours.
   The relevant administering Dean for the student’s candidature (e.g., the Dean of Science for a student in the Bachelor of Science/Bachelor of Advanced Studies) admits eligible students to honours in the combined degree on the recommendation of the Faculty offering the relevant honours course (which may be in a different faculty).

3. The Honours Mark.
   Honours in appended and integrated models is currently assessed on the basis of an honours mark of 48 CP (or higher for integrated). It is proposed that for embedded honours components in combined degrees with the BAS, faculties base the honours mark on all units (36-48 credit points) comprising the honours component (namely, 36-48 credit points of honours work at 4000 level including an honours research project of 12 – 36 CP and honours Coursework (at 4000-level) of 12 – 36 credit points.). The current minimum size of the research project is 12 CP.

4. Certification of completion of requirements and class of award
   The honours mark and class of honours award is determined by the faculty that offers the honours course who may also make a recommendation to the Board of Interdisciplinary Studies for a University medal. The faculty administering a student’s candidature (which may not necessarily be the same as the faculty offering the honours course), formally certifies completion of requirements on the basis of the honours mark determined by the faculty that offers the honours course. The administering faculty would also award University Medals determined by the Board of Interdisciplinary Studies.

5. Class of Award
   First Class Honours 80-100
   Second Class Division 1 75-<80
   Second Class Division 2 70-<75
   Third Class Honours 65-<70

6. Students taking honours in a stand-alone Liberal Studies degree have the option of transferring to the combined B/BAS (Honours) degree. A topic for discussion is whether and under what time frame appended honours should continued to be offered for students in stand-alone Liberal Studies degrees. It is proposed that for students entering in 2018, the normal honours path be through enrolment in, or transfer to, the combined degree and that the University indicate to such students that it will not guarantee offering the appended honours program after 2020, but it will offer honours via the embedded course in the combined degree program.

7. Students transferring to Sydney after a completed Bachelor degree at another institution to take an honours year would take appended honours while it continues to be offered. If the University decides to discontinue appended honours in Liberal Studies degrees from 2020, such students would be awarded a stand-alone Bachelor of Advanced Studies with Honours in the area of the honours component but would have to complete all requirements for the BAS (other than those for which credit is given) (including a second major and OLE subjects).

8. Nomenclature. Where the Honours is awarded in a major and that major is available in the primary Bachelor degree (e.g. BSc in the combined BSc/BAS), the nomenclature should indicate the honours discipline within brackets attached to that award (e.g., Bachelor of Science (Mathematics Honours)/Bachelor of Advanced Studies). Where the honours discipline is not part of the primary Bachelor degree, the honours discipline should be attached in brackets to the Bachelor of Advanced Studies (e.g., Bachelor of Science/Bachelor of Liberal Studies (Philosophy Honours)). Double honours should also be available on completion of an additional year (e.g., Bachelor of Science (Mathematics Honours)/Bachelor of Advanced Studies (Philosophy Honours) or Bachelor of Arts (History Honours)/Bachelor of Advanced Studies (English Honours).
Non-Confidential

Notes on Transferring students and credit

The University’s policy on credit and transfer is set out in Part 11 of the Coursework Policy 2014.

In that section, clause 44 states that an undergraduate student must complete a minimum of one year and 48 credit points at the University of Sydney.

There is a further limitation on the awarding of credit for a completed degree. 44 (7) states that students applying for credit on the basis of a completed award must complete a minimum of two years (or Part time equivalent) at the University of Sydney. However, there is an (apparent) dispensation from this requirement for embedded programs including embedded honours programs.

45 (4) relating to credit in embedded programs including embedded honours programs, allows a student who has completed a pass award to receive credit for completed units and enrol in the same degree at honours level. In the case of appended honours, the honours course has been expressed as a separate award with its own admission criteria. Thus students entering an appended honours course on the basis of a completed award from another institution are not technically seen as transferring courses but rather as being admitted to a course.

There is a possible anomaly in these rules in connection with transfer to the B/BAS and B/BAS (Honours) on the basis of a completed award from another institution. A student with a completed single Bachelor award from another university who wished to gain admission to the B/BAS with or without honours would, under 44 (7) be required to undertake two years at the University of Sydney unless the B/BAS were treated as an embedded program. It is suggested that students seeking to enter either the B/BAS or B/BAS (Honours) on the basis of a completed Bachelor degree both be treated as students seeking entry into an embedded program.

Transfer into the B/BAS
1. For students enrolled in a liberal studies degree at the University of Sydney.
Transfer into the B/BAS combined award would normally be unproblematic up until the end of 2nd year although students will need to identify their second major and outline how it is to be achieved. Transfer at the end of third year may require the completion of the second major (if not already done) in addition to the 4th year requirements (for both pass and honours) and thus may require the completion of more than 48 credit points.

2. For students enrolled in a liberal studies degree at another university.
Students will need to complete 12 credit points of subjects from the Open Learning Environment, identify first and second majors and have a plan for how they will be achieved. Associate Deans may give credit towards both majors and the degree core on the basis of prior study. Note that the second major may involve consideration by an Associate Dean from outside the administering faculty. Students transferring from a comparable University up to the end of the second year will, in many cases, be able to complete after a further two years study. Students transferring at the end of the third year are likely to have to complete a further 60 credit points (4th year plus OLE) or more (depending on prior learning and the structure of majors at the institution from which they are transferring).

3. For students with a completed Bachelor degree from the University of Sydney or another university
It is suggested that such students be treated as students with a completed embedded award (under 45(2) of the Coursework Rule) thus exempting them from the requirement to complete a further two years if the first degree is not from the University of Sydney. If this is adopted their case would be identical to students transferring at the end of third year under 1 above. They may need to complete a second major and also complete OLE subjects if the degree was done under old resolutions.

Transfer students who wish to take honours can only be considered for honours after the completion of 144 credit points. Students who have completed less than 144 credit points should transfer according to 1 or 2 above.

4. For students enrolled in a stand-alone liberal studies degree at the University of Sydney wishing to take honours in the combined B/BAS.
Non-Confidential

Students will need to have completed a major in the subject in which they wish to take honours and meet the WAM threshold specified in the degree resolutions (a minimum of 65 or as specified by the faculty) for the faculty in which honours is to be taken. Admission will be subject to approval by the faculty where honours is to be taken. Students may also need to complete a second major and thus may need to complete more than a further 48 credit points to complete the degree as in the case of 1 above. As mentioned earlier, to be discussed is whether and under what time frame appended honours would continue to be offered for this group.

Note: the suggested wording of 93 (3) (c) in Attachment 1 has been designed to allow that students need not have completed the second major at the point of being admitted to the embedded honours course. 98 (5) ensures they have met this requirement by the point of graduation.

5. For students with a completed liberal studies degree at another university.
It is assumed that any student transferring from another institution and wishing to take honours will do so on the basis of a completed qualification (if incomplete, it will be treated as in 2 above). There are technically three options for these students
5(a) Transfer into the B/BAS on the basis of a completed embedded award. Such students would need to demonstrate equivalent standing or undertake further study to meet requirements for OLE, 2nd major, degree core and the embedded honours course and would be likely to be required to do a minimum of a further 60 credit points of study and more if a second major needed to be completed. They would graduate with a combined honours degree from Sydney in addition to their completed degree at their previous university (eg. BA (Melbourne), BA/BAS (History Honours) (Sydney).
5(b) Transfer into a stand-alone version of the BAS (Honours) only available for students transferring on the basis of completed requirements from another university. The further requirements would be identical to 5(a) (completion of OLE, 2nd major and any other requirements not completed at prior institution). The difference would be they would graduate with a BAS (Honours) in addition to previous award (eg. BA (Melbourne), BAS (History Honours) (Sydney).
5(c) Transfer into existing appended honours. Students would complete the existing honours component (which could be adjusted to align with that in the BAS). Students would be required to complete 48 credit points but would not be required to meet requirements for the BAS (OLE and second Major). They would graduate with an honours degree (eg. BA (Melbourne), BA (Hons) (Sydney).

The GUD advised that 5 (a) embedded double counting of work towards credentials in an unacceptable way. 5 (b) and 5 (c) could be pursued in parallel until such time as the University might discontinue embedded honours at which point 5(b) would be the only option.

CONSULTATION AND IMPLEMENTATION

Thus proposal has been considered by the SEG Education Committee and will be considered by SEG. Following consideration by the ASPC, it will also be considered by the Undergraduate Studies Committee and Academic Board for approval. A set of degree resolutions for the Bachelor of Advanced Studies, including resolutions relating to honours, that is consistent with the revised Coursework Policy will be brought to CCPC, SEG Education, SEG, the Undergraduate Studies Committee and the Academic Board in August 2016 for approval by the end of the year, with the intention to introduce the new degrees in 2018. This recommendation provides the policy framework for the development of those programs.

ATTACHMENTS

Attachment 1 – Updated amendments to Part 19 of the Coursework Policy
Attachment 2 – relevant excerpts on credit from Part 11 of the Coursework Policy
PART 19 AWARDS WITH HONOURS

93 Admission to an award course with honours

(1) On the recommendation of the relevant Head of Department, a Dean may admit a student to an appended honours course, if the student has:
   (a) met the requirements for a pass degree in the course;
   (b) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate study (excluding any 1000 level units if the course is available on a full-time basis to high school graduates); and
   (c) met any additional requirements set by the faculty resolutions or course resolutions for admission to honours in the course.

(2) On the recommendation of the relevant Head of Department, a Dean may admit a student to an integrated honours course:
   (a) if the student has:
      (i) met the requirements for a pass degree in the course;
      (ii) achieved a weighted average of at least 65, calculated from at least 48 credit points of undergraduate units of study (excluding any 1000 level units if the course is available on a full-time basis to high school graduates); and
      (iii) met any additional requirements set out by the faculty resolutions or course resolutions; or
   (b) from the commencement of the award course if:
      (i) the Academic Board has approved the award course as one that meets the learning outcomes of an AQF Level 8 honours qualification; and
      (ii) the course resolutions incorporate explicit requirements for completion of the award course that are consistent with the awarding of honours as prescribed in this Policy.

(3) On the recommendation of the relevant Head of Department or Heads of Departments that offer and administer the proposed honours course/s, a Dean may admit a student to honours or double honours in a combined degree with the Bachelor of Advanced Studies, if the student has:
   (a) completed 144 credit points in the combined degree program, a Liberal Studies undergraduate degree program at the University of Sydney, or a program of study deemed by the relevant Head/s of Department/s to be the equivalent of such study; and
   (b) achieved a weighted average of at least 65, as specified in the degree resolutions, in the first three years (144 credit points) of the combined degree; and
   (c) completed requirements for a major in the intended area of honours specialisation/s, or completed study of equivalent depth in the intended area as set out in the degree resolutions; and
   (d) met any additional requirements for admission to the honours course/s set by the faculty or school and approved by the Academic Board.

(4) A student who is enrolled in an appended honours course:
   (a) may not graduate with the pass degree; and
   (b) may not enrol part-time, except in accordance with the course resolutions.
(5) A student who fails or discontinues an appended honours year may not re-enrol in it, except with the approval of the Dean.

94 Principles for the award of honours

The principles for the University’s offering degrees with honours are:

(a) the award of honours is reserved to indicate special proficiency;

(b) the University offers courses leading to a degree with honours to provide research training opportunities to students who demonstrate special proficiency and the ability to undertake further study and research within a discipline;

(c) a course leading to a degree with honours is intended to attract and stimulate students of high ability;

(d) honours awards are in classes, to recognise and reward outstanding academic ability;

(e) an honours course:

(i) will provide the foundations of research training within the relevant discipline; and

(ii) will have an identifiable, discipline-specific individual research, scholarly or creative component that is allocated at least 12 credit points; and

(f) the assessment tasks for research units of study will comprise, at least in part, a dissertation.

95 Qualifying for an award with honours

(1) To qualify for an award with honours, a student must meet the requirements set out in the faculty resolutions and course resolutions.

(2) The award of a degree with honours, and the grade of honours awarded, will be assessed and calculated according to two mechanisms:

(a) for appended honours and for honours taken as an embedded component in the Bachelor of Advanced Studies as part of a combined degree - by an honours mark; or

(b) for integrated honours - by a grade average calculated across at least 48 credit points of study.

(3) Each faculty will publish the grading systems and criteria for the award of honours in that faculty.

96 Determining honours awards for appended honours and integrated honours (using a 48+ credit point average)

(1) This clause applies to:

(a) an appended honours course; and

(b) an integrated honours course where, under the course resolutions, the conferral of the degree with honours, and the class of honours, is determined using a mark calculated across units of study attracting at least 48 credit points but less than 96 credit points.

(2) A student who achieves a mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.
A student who achieves an honours mark in the range ...

<table>
<thead>
<tr>
<th>Item</th>
<th>Honours Mark Range</th>
<th>Class of Honours</th>
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<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

A student who achieves a mark of less than 65 is not awarded honours.

97 Determining honours awards for appended honours and integrated honours (using a 96+ credit point average)

(1) This clause applies to an integrated honours course where, under the course resolutions, the conferral of the degree with honours, and the class of honours, is determined using an honours mark calculated across units of study that together have at least 96 credit points.

(2) A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>Honours Mark Range</th>
<th>Class of Honours</th>
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<tbody>
<tr>
<td>1</td>
<td>75 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Second Class / Division 2</td>
</tr>
</tbody>
</table>

The course resolutions for a course may require a student to achieve higher honours marks for particular classes of honours.

A student who achieves a mark of less than 65 is not awarded honours.

98 Determining honours awards on the basis of an embedded honours component in the Bachelor of Advanced Studies

(1) This clause applies to honours taken as an embedded component in the Bachelor of Advanced Studies as part of a combined degree.

(2) Where a student is undertaking a combined degree with the Bachelor of Advanced Studies, the student may be awarded the combined degree with honours on the basis of completion of an honours component embedded within the Bachelor of Advanced Studies.

(3) The requirements for the embedded honours component in the Bachelor of Advanced Studies will be specified in the combined degree resolutions, and will require the completion of 48 credit points including:
   (a) 36-48 credit points of 4000-level work.
   (b) an Honours Research Project of 12 – 36 credit points included in the 4000-level work; and
   (c) Honours coursework of 12-36 credit points.
A student may be awarded double honours in a combined degree with the Bachelor of Advanced Studies on completion of a second honours component.

The requirements for double honours in a combined degree with the Bachelor of Advanced Studies will be the completion of an 48 credit points as set out in (3) above and the completion of the requirements for the combined degree as set out in the degree resolutions.

The honours mark will be calculated according to a method specified in the faculty or school resolutions of the faculty or school offering the honours course and shall be based on results from 36-48 credit points of work as specified in section 3 above.

A student who achieves an honours mark within a range set out in the following table is to be awarded honours in the class set out in the table for that range.

<table>
<thead>
<tr>
<th>Item</th>
<th>A student who achieves an honours mark in the range …</th>
<th>will be awarded honours …</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80 ≤ honours mark ≤ 100</td>
<td>First Class</td>
</tr>
<tr>
<td>2</td>
<td>75 ≤ honours mark &lt; 80</td>
<td>Second Class / Division 1</td>
</tr>
<tr>
<td>3</td>
<td>70 ≤ honours mark &lt; 75</td>
<td>Second Class / Division 2</td>
</tr>
<tr>
<td>4</td>
<td>65 ≤ honours mark &lt; 70</td>
<td>Third Class</td>
</tr>
</tbody>
</table>

A student who achieves a mark of less than 70 is not awarded honours.

The honours mark for a student in a combined degree with the Bachelor of Advanced Studies shall be determined by the faculty that administers the honours course in the discipline in which the honours course is taken and the faculty administering a student’s candidature shall award honours on the basis of the mark determined by the faculty administering the honours course.

Where a student enrolled in a combined degree with the Bachelor of Advanced Studies is admitted to and completes honours requirements, the name of the honours component would replace the major indicated in brackets next to the appropriate degree in the nomenclature for the combined degree.

(a) Where the completed honours component is normally available in the partner degree to the Bachelor of Advanced Studies the nomenclature for the combined award should indicate the honours component in brackets attached to the partner degree as in the following example: Bachelor of Science (Mathematics Honours)/Bachelor of Advanced Studies (Philosophy).

(b) Where the completed honours component is not normally available in the partner degree to the Bachelor of Advanced Studies, the nomenclature for the combined award should indicate the honours component in brackets attached to the Bachelor of Advanced Studies as in the following example: Bachelor of Science (Mathematics)/Bachelor of Advanced Studies (Philosophy Honours).

(c) Where double honours is completed, the nomenclature for the combined award should indicate the honours component in brackets attached to both awards as in the following example: Bachelor of Science (Mathematics Honours)/Bachelor of Advanced Studies (Philosophy Honours).

PART 20 UNIVERSITY MEDALS 98 Qualifying for a University Medal
A student who has qualified for a Bachelor degree with honours with an outstanding academic record throughout the award course may be eligible for the award of a University Medal.

99 Awarding University Medals

1. (Faculties may signal outstanding achievement in a Bachelor degree course with honours by awarding a University Medal to one or more students.
2. Faculties will discuss and determine the normal minimum levels of academic performance required for the award of a University Medal, using broadly comparable University-wide criteria as approved by the Academic Board on the conditions for the award of First Class Honours.
3. The award of a University Medal will not be based solely on a numerical mark or faculty formula. A minimum criterion will be regarded as a necessary but not sufficient consideration for the award of a University Medal.
4. Honours students entering the University with advanced standing will be assessed for University Medals in the same way as students undertaking their entire award course within the University.
5. In the case of students who have completed the requirements for Honours as an embedded component in a combined degree with the Bachelor of Advanced Studies:
   1. the faculty that offers the embedded honours component may make a recommendation to award a University Medal to a student after considering the student’s Honours Mark and academic record for the entire combined award to the Board of Interdisciplinary Studies;
   2. The Board of Interdisciplinary Studies will consider all University Medal recommendations for students in a combined award with the Bachelor of Advanced Studies and make recommendations to the relevant administering faculties for candidates for the combined award;
   3. The administering faculties for candidates for the combined award shall award the University Medal according to the recommendation of the Board of Interdisciplinary Studies.
Attachment 2: Excerpts from the Coursework Policy relating to recognition of prior learning credit and transfer.

44 Limits on credit and reduced volume of learning

44 (1) states:

(a) an undergraduate student must complete a minimum of:

1. (i) one year (or part-time equivalent) of the award course at the University; and
2. (ii) 48 credit points of the award course at the University;

44 (7) states:

(7) An Associate Dean may grant a graduate a limited amount of credit for a completed undergraduate course. Subject to this policy and the course resolutions, a graduate who is admitted to candidature for the degree of Bachelor with credit for units of study in the completed course must complete a minimum of two years (or part-time equivalent) in the award course, unless additional credit from an uncompleted course or courses has also been granted.

45 Credit in embedded programs, including embedded honours

Note 30: Faculties have authority to establish embedded programs in closely related academic or professional areas, to establish incrementally higher levels of attainment at Graduate Certificate, Graduate Diploma and Masters level. Faculties may specify in the faculty resolutions conditions for transfer from one award in the embedded program to another.

(1) Students enrolled in an embedded program who have met the conditions for, and elect to, transfer to a longer award course in that embedded program:

(a) may transfer their enrolment to the longer award course; and
(b) will receive credit for all of the units of study completed in the shorter award course, provided that the units of study are approved as a requirement for the longer award course; and

c) will not be permitted to graduate from the shorter award course.

(2) Subject to the relevant course requirements, graduates of a course in an embedded program who subsequently become candidates for a longer award course in the same embedded program may be granted credit for units of study completed in the shorter award course.

(3) Students enrolled in an embedded program who have completed the requirements for any award course in that embedded program may elect to discontinue their enrolment and graduate from that award course.
(4) A student who has met the requirements for a Bachelor degree at pass level may, subject to the course resolutions:

1. (a) receive credit for completed units of study; and
2. (b) enrol in the same Bachelor degree award course at honours level.
RECOMMENDATION

That the ASPC recommend the adoption of the Learning and Teaching Procedures to the Academic Board and the Deputy Vice Chancellor Education.

EXECUTIVE SUMMARY

This presents an updated version of the Learning and Teaching Procedures first presented for consultation to the ASPC on 20 April.

BACKGROUND / CONTEXT

In December 2015, the Academic Board approved the Learning and Teaching Policy 2015 drawing together a range of prior policies including the Management and Evaluation of Teaching Policy and the Creation, Variation and Deletion of Award Courses and Units of Study Policy. The Learning and Teaching Policy also incorporated the graduate qualities and some elements of the curriculum framework enunciated in the discussion paper “Towards a distinctive undergraduate education” (June 2015).

The Procedures were considered by the SEG Education Committee on 11 April and 9 May along with proposed changes to the Coursework Policy and the Learning and Teaching Policy made in line with the Education Strategy 2016-2020. Following that discussion the current procedures have been amended to clarify that the decision as to whether a Bachelor degree is of the Liberal Studies type or the Professional/Specialist type is one which is made by the faculty and approved by the Academic Board.

ISSUES

The Procedures update course approval process to include a description of the role of the Curriculum Course and Profile Committee of SEG. This was agreed by the Academic Board but had not previously been described in Policy. Some parts of the Learning and Teaching Policy have been moved to the Procedures in line with recommendations made at the time of approval of the Policy in December 2015. If adopted consequent changes to the Policy deleting those items will be presented. Since other changes are being proposed to the Learning and Teaching Policy as part of implementing the curriculum framework of the Education Strategy, these have not been included in this proposal in order not to confuse the other issues with procedural changes.

The proposed Procedures accommodate changes in governance made under a separate proposal relating to governance of the Bachelor of Advanced Studies and interdisciplinary components in the undergraduate curriculum framework of the strategic plan.

These changes are in Attachment 1.
CONSULTATION

The Learning and Teaching Policy was developed by a working party and approved by the Academic Board in December 2015. An earlier draft of the Procedures was considered by the Academic Standards and Policy Committee of the Academic Board (20 April), and the Undergraduate and Graduate Studies Committee of the Academic Board (27 April). They have been considered by the Policy unit of the Office of General Counsel and the attached version incorporates those changes and those of committee members.

IMPLEMENTATION

Following discussion at ASPC, the Academic Board will consider the Procedures on 28 June and recommend them to the DVC Education for adoption.

COMMUNICATION

The Procedures will be communicated as part of the communication strategy for the revisions to the Learning and Teaching Policy.

ATTACHMENTS

Attachment 1 – Learning and Teaching Procedures
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 [date].

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 Senior Executive Group 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.

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 - http://sydney.edu.au/ab/about/dates.shtml;
CPCC meeting dates - http://sydney.edu.au/senior_executive_group/committees/curriculum_course_planning/meeting_dates.shtml
SEG meeting dates - http://sydney.edu.au/senior_executive_group/about/meeting_dates.shtml

(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 CPCC 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 CPCC.

Note: [INSERT REFERENCE AND LINK TO PLACE WHERE FORM CAN BE OBTAINED]

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

(8) If the Senior Executive Group 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: [INSERT REFERENCE AND LINK TO PLACE WHERE FORM CAN BE OBTAINED]

(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.

5 Process for approving new or changed units of study

(2) 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 - http://sydney.edu.au/ab/about/dates.shtml;
   CPCC meeting dates - http://sydney.edu.au/senior_executive_group/committees/curriculum_course _planning/meeting_dates.shtml
   SEG meeting dates - http://sydney.edu.au/senior_executive_group/about/meeting_dates.shtml

(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 the publication of the faculty handbook for the subsequent year; and
(iv) finalisation date for the units of study master file for the subsequent year.

(3) 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 required template approved by the Faculty.

Note: The template is available from [INSERT LINK].

(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; and

(b) approved by the faculty.

(5) Proposals for new or changed units of study which are not, or are proposed not to be, under the 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 in any degrees 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.

6 Course resolutions

(1) 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, 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 faculty resolutions;
(l) 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.

7 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, 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.

8 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 relating to University policy and procedures;
   (d) a brief description, assessment and pre-and co-requisites for each unit of study offered by the faculty;
   (e) 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;
(iv) the approved minimum learning commitments;
(v) the approved learning experiences;
(vi) the assessment process and standards; and
(vii) expected prior learning;
(f) 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.

9 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 course programs 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;
      (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.

10 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, 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 procedures for Special Consideration in the Coursework Policy 2014, Assessment Procedures 2011, and Academic Honesty in Coursework Policy 2015;
(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 their learning analytics to be used for the purpose of improving their 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.

11 Third party learning technologies

[Material from draft was policy not procedural, and I have therefore added it to the policy in new 20A. We still need provisions here about how to register such technologies with the DVC(Ed) and what the criteria are for trialling and evaluating them before and after adoption]

12 Academic records on graduation

(1) An Australian Higher Education Graduation Statement, must contain at least:
   (a) a description of the award;
   (b) any industry or professional accreditation; and
   (c) any other relevant outcomes.

(2) An academic transcript is a complete record of the student’s studies at the University and must state:
   (a) the award course;
   (b) any specialisation, stream, major or minor achieved;
   (c) 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 specialisation or major; and

(g) where relevant, the grade of the degree or honours awarded.

13 Quality assurance and evaluation

**SEvaluation of the student experience**

(1) Excellence of the student experience is evaluated through surveys of the student experience at three 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 three national surveys, the Student Experience Survey (SES), the Graduate Outcomes Survey (GOS), and the Student Barometer (SB). 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) Senior Executive Group Education and Research Training 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 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 6 common quantitative items, and 2 common qualitative items and up to four faculty specific quantitative item and one qualitative item.

(c) For each unit of study, a faculty administrator is responsible for

(i) checking that the unit of study coordinator 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 coordinators 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 coordinators 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 coordinators, 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). 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 as a result of student feedback and student experience from the previous time the unit was offered must be included in the LMS website for the unit of study.

(1) Surveys to evaluate excellence of the student experience will be undertaken at:
(2) the award course or program level;
(3) the unit of study level; and
(4) the individual teacher level.

(5) Award course or program level data will be gathered annually through two national surveys of current students and recent graduates:
(6) the Student Experience Survey (SES); and
(7) the Australian Graduate Survey.

(8) The Quality and Analytics unit in the Deputy Vice-Chancellor (Education) portfolio will report on the educational data analytics from these surveys to the wider University community, including:
(9) the Senior Executive Group Education and Research Training Committees;
(10) the Academic Board;
(11) the Graduate Studies Committee of the Academic Board;
(12) the Undergraduate Studies Committee of the Academic Board; and
(13) Deans, Associate Deans and appropriate faculty boards and committees.

(14) Unit of study level data will be gathered each teaching session through the Unit of Study Survey administered by the Quality and Analytics unit in the Deputy Vice-Chancellor (Education) portfolio.

(15) The USS will be administered online, using Sydney Student data to generate the list of units of study to be surveyed and to access contact details of students enrolled in them.

(16) Units of study with fewer than five students will not be surveyed in order to retain participant anonymity.
The USS will include:

- six common quantitative questions;
- two common qualitative questions;
- up to four faculty specific quantitative questions; and
- one faculty specific qualitative question.

The Quality and Analytics unit will provide survey details to the faculty two weeks prior to the survey opening date.

The faculty must nominate an appropriate administrator who will be responsible for:

- checking that the unit of study co-ordinator details are correct;
- setting appropriate open and close dates for the survey; and
- specifying which faculty specific variant of the USS is to be used.

Unit of study co-ordinators must then check the details of the survey.

Changes must be requested from the Quality and Analytics unit through the nominated faculty administrator.

Students will receive an email invitation to participate on the survey open date, and a reminder one week later if they have not completed the survey.

Unit of study co-ordinators will receive an email notification on the survey open date and an update one week later.

Teachers may allow time in class for students to complete the survey.

The Quality and Analytics unit will provide results to faculties through the USS results portal [INSERT HYPERLINK] to the relevant:

- unit of study co-ordinators;
- Deans;
- Associated Deans - Education; and
- other staff members nominated by the relevant Dean.

Unit of study co-ordinators will be given an opportunity to write a comment in response to rating and comments provided by students, before results are released to students.

The Quality and Analytics unit will provide results to students [HOW?].

Quality assurance processes at all levels are summarised in Schedule 1.

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

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 [INSERT LINK].

(42)(8) The terms of reference for review panels are set out in Schedule 2.

14 Educational environments

(1) The Director, Campus Infrastructure will, in consultation with the Deputy Vice-Chancellor (Education) determine standards for physical learning spaces at the University.

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

15 Rescissions and replacements

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

(1) [Name of document], which commenced on [date]
(2) [Name of document], which commenced on [date]

NOTES

Learning and Teaching Procedures 2016

Date adopted: [This is the date on which the procedures are formally signed]
Date registered: [This is inserted by the Policy Management Unit]
Date commenced: [This is the date on which the procedures will commence, suggest at least two weeks from date of adoption/approval, consider if dates need to align with other documents]
Administrator: [List the position title of the most senior person responsible for the day to day operation of the procedures]
Review date: [This date must be no more than 5 years from the date of commencement.]
Rescinded documents: [List here any documents replaced by these procedures.]
<table>
<thead>
<tr>
<th>Level</th>
<th>Standards</th>
<th>Responsibility</th>
<th>Evaluation method</th>
</tr>
</thead>
<tbody>
<tr>
<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 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>
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<tr>
<td></td>
<td>• Generated by results data</td>
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<td></td>
<td>• Determined by faculty</td>
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<td>• Alignment with award/ standard</td>
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<tr>
<td></td>
<td>• Graduate qualities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational experience</td>
<td>Educational experience</td>
<td>• University sets agreed standards and targets</td>
<td>• Student surveys</td>
</tr>
<tr>
<td></td>
<td>• Student experience of learning and 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>
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<tr>
<td></td>
<td>• Peer observation of teaching</td>
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<tr>
<td>Educational environment</td>
<td>Educational environment</td>
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<td></td>
<td>• Learning space</td>
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<td>• Standards for physical learning space</td>
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<td></td>
<td>• Virtual environment</td>
<td></td>
<td>• Evaluation of learning spaces</td>
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<td></td>
<td>• Formal and informal</td>
<td></td>
<td>• Effective use of existing resources (to teach units of study)</td>
</tr>
<tr>
<td>Level</td>
<td>Standards</td>
<td>Responsibility</td>
<td>Evaluation method</td>
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<tr>
<td>Curriculum/qualification</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
<td>Educational outcomes</td>
</tr>
<tr>
<td></td>
<td>• Qualifications</td>
<td></td>
<td>• Student survey results are averaged over faculty-administered units of study and used to set agreed standards and targets</td>
</tr>
<tr>
<td></td>
<td>• Meet accreditation requirements</td>
<td></td>
<td>• Benchmarking and alignment with standards across the faculty, and other comparable institutions, and with professional, disciplinary and industry expectations.</td>
</tr>
<tr>
<td></td>
<td>• Alignment with institutional, industry, professional and community expectations</td>
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<tr>
<td></td>
<td>Educational experience</td>
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<td>Educational experience</td>
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<td></td>
<td>• Thematically coherent program</td>
<td></td>
<td>• Student surveys</td>
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<td></td>
<td>• Reported to faculty board; reports made public</td>
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<td></td>
<td>Educational environment</td>
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<td>Educational environment</td>
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<td></td>
<td>• Formal and informal</td>
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<td>• Standards for physical learning space</td>
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<td></td>
<td>• Community of scholars within discipline/ degree program</td>
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<td>• Evaluation of learning spaces</td>
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<td>• Effective use of existing resources</td>
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<tr>
<td>Level</td>
<td>Standards</td>
<td>Responsibility</td>
<td>Evaluation method</td>
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<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>
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<tr>
<td></td>
<td>• Prepared for learning, life and work</td>
<td></td>
<td>• Meets requirements for accreditation at discipline/ professional level</td>
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<td></td>
<td>experiences</td>
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<td>• Meets requirements for Australian Qualifications Framework</td>
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<td></td>
<td>• Success in accessing further study</td>
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<td>• Meets requirements for Higher Education Standards</td>
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<td>opportunities</td>
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<td>• Meets requirements for professional regulatory bodies e.g. Australian Health Practitioners Regulatory Authority</td>
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<td></td>
<td>• Rewarding career paths</td>
<td></td>
<td>• Cycle of Academic Board/ SEG faculty reviews, including learning and teaching processes and practices</td>
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<td></td>
<td>• Contributing to the community</td>
<td></td>
<td>• Meets standards set by Group of Eight (Go8) universities</td>
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<td></td>
<td>Educational experience</td>
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<td></td>
<td>• Engagement and enquiry to</td>
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<td>challenge students with novel problems</td>
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<td>and issues at every stage of the</td>
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<td>educational process</td>
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<td>Educational environment</td>
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<tr>
<td></td>
<td>• Physical spaces and equipment</td>
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<td></td>
<td>• Virtual learning environment</td>
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<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.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Megan Kemmis, Executive Officer to Academic Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Jane Hanrahan, Chair, Academic Standards and Policy Committee</td>
</tr>
<tr>
<td>Paper title</td>
<td>Simple Extensions – Amendment to Assessment Procedures 2011</td>
</tr>
<tr>
<td>Purpose</td>
<td>To request the Academic Standards and Policy Committee request the Academic Board approve amendments to the Assessment Procedures 2011 related to simple extensions.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Standards and Policy Committee recommend that the Academic Board approve the amendment of the Assessment Procedures 2011 with immediate effect.

EXECUTIVE SUMMARY

Following the approval of amendments to the Coursework Policy 2014 to reinstate a specific reference to the use of simple extensions, it was agreed that consequent amendments would be required to the Assessment Procedures 2011. These are set out below

SIMPLE EXTENSIONS AND AMENDMENTS TO THE ASSESSMENT PROCEDURES 2011

At its meeting of 2nd December 2015, the Academic Board gave in principle approval to including an explicit reference to simple extensions in its policies. The specific amendment to the Coursework Policy 2014 was approved at its meeting of 30th March 2016 following the formation of a working group to look at this specific issue.

The Academic Standards and Policy Committee at its meeting of 9th March 2016 noted that related amendments would be required to the Assessment Procedures 2011 but it was not possible to draft these in time to go to the Academic Board with the amendment to the Coursework Policy 2014. Instead, advice was provided to faculties as part of communicating the Coursework Policy amendment recommending that “any agreement to grant a simple extension should be confirmed by email and it would be wise for the subject line of the email to include the words “Simple extension”, the unit of study code and the student’s SID” (see: http://sydney.edu.au/ab/whats_new/simple_extensions.shtml).

The related amendments to the Assessment Procedures 2011 have now been drafted as follows:

6 Informing students - Principles 1 and 2

(1) The scope and nature of the assessment for each unit of study should be explicitly stated in the unit of study outline and published no later than one week prior to the commencement of the semester or teaching period in which the unit is offered. This statement should include:

(a) details of all aspects of the assessment system, including the intended learning outcomes to be tested;

(b) the standards against which performance will be measured;

(c) the weighting of items and of tasks or papers;

(d) the due date for submission or testing;
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(e) the conditions under which examinations will be sat;
(f) the conditions for extensions of time (if any); and
(g) the penalties for lateness or violation of assessment specifications (e.g. length).

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

(3) Unit of study outlines must comply with the requirements of the Learning and Teaching Policy 2015 of the Academic Board.

(4) Any necessary modifications to the scope or nature of any assessment task must be communicated in writing to all students enrolled in the unit before the halfway point of the unit, and must be applied so that no student is differentially disadvantaged by the modification.

(5) Students must be informed of the style of academic referencing required and given opportunities to practice and gain feedback on academic writing and relevant scholarly conventions in the course discipline, in accordance with the Academic Honesty in Coursework Policy 2015.

(6) Students must be informed of the faculty’s required method for applying for simple extensions.

Note: See clause 11A of these procedures, and clause 66A of the Coursework Policy 2014.

11A Simple extensions – Principle 3

(1) Students may apply for a simple extension, as provided in clause 66A of the Coursework Policy 2014.

(2) The faculty will determine the method for applying for simple extensions in that faculty, provided that the method must require written communication between the student and the relevant unit of study co-ordinator which records at least:

(a) the student’s name;
(b) the student’s student identification number; and
(c) the unit of study code.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Megan Kemmis, Executive Officer to Academic Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Susan McGrath-Champ, Chair of Working Group</td>
</tr>
<tr>
<td>Paper title</td>
<td>Simplification of Examination Processes Working Group – meeting held on 23 May 2016</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Academic Standards and Policy Committee of the meeting of the Simplification of Examination Processes Working Group meeting held on 23 May 2016</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Academic Standards and Policy Committee note the report of the Simplification of Examination Processes Working Group meeting held on 23 May 2016.

**WORKING GROUP – MEETING NOTES**

Present: Associate Professor S McGrath-Champ (Chair); Ms S Brown (Faculty of Nursing and Midwifery), Dr W Currie (Faculty of Dentistry), Ms K Henderson (Office of General Counsel), Dr T Hinton (Faculty of Medicine), Ms S Kania (Faculty of Science), Ms D Kminiak (Disability Support Services), Ms H Kusuma (Student Administration Services), Mr R Lam (Student Administration Services), Associate Professor Peter McCallum (Office of the Deputy Vice-Chancellor Education), Mr D Milham (Student Administration Services Program), Ms A L Nio (Faculty of Dentistry), Associate Professor J O’Byrne (Faculty of Science), Dr C O’Reilly (Faculty of Pharmacy), Dr S Reid (Faculty of Medicine) and Mr N Smith (University of Sydney Business School). Ms M Kemmis in attendance.

The Chair thanked everyone for coming, and invited members to introduce themselves. She advised that the Chair of the Academic Board had asked to lead this group in discussion of any issues raised by the paper submitted to SEG by the Deputy Vice-Chancellor (Registrar) on simplifying examination processes. She noted that the paper identifies some current challenges and areas for improvement (such as the variety of time lengths for exams and for reading/practice periods which could be standardised) and while it has been endorsed by deans as members of SEG, there hasn’t been any consultation with staff within faculties as yet. She stressed that the group is meant to identify issues, but not necessarily solve them, and that the group’s report will go to the Board’s Academic Standards and Policy Committee which will consider any necessary policy amendments. She invited members to raise any issues they had regarding the Registrar’s paper.

Mr Milham introduced himself as a business analyst working with the Student Administrative Services Program and the Enterprise Portfolio Management Office, adding that he is co-ordinating work on the streamlining of examination processes at the University. Ms Henderson advised that the processes were reviewed 18 months ago, but at that time no consensus was achieved. She stressed the need to ensure any new change proposals are compliant with the relevant delegations of authority and University policies.

Ms Kusuma advised that a major issue for the examinations unit is the rescheduling of replacement exams, adding this would be much easier to achieve if the formal round of examinations is standardised. The unit has also been asked to centralise and standardise mid-semester examinations by some faculties, but this would require University-wide approval. Work is also under way to develop a better timetabling system which will include a workflow for collecting and disseminating examination papers.

Associate Professor McCallum reminded members that the Taskforce on Academic Misconduct and Plagiarism had reported last year and made some recommendations regarding examinations, but implementation of these had been deferred pending the Registrar’s review of examination processes. The recommendations related to invigilation, sight lines in examination rooms, the re-use of examination questions and the use of technology in examinations.

Respect is a core value of the Academic Board
Dr Currie (from Dentistry) advised that her faculty’s examinations are not based on the main campus, and include specific practical elements, both of which make administration more complicated. Ms Brown (from Nursing) added that similar issues are experienced by her faculty. Dr Reid (from Medicine) advised that in her discipline area the main issues are with after-hour examinations for part-time students and on-line examinations. Their students are increasingly asking to be able to type, rather than hand-write, answers to examination questions. Professor McCallum noted that there are issues related to the integrity of external and on-line examinations which could benefit from a set of agreed principles. Dr O’Reilly agreed, adding that her faculty (Pharmacy) uses open book examinations and OSCEs (Objective Structured Clinical Examination) which raise similar issues. Ms Kusuma advised that the examinations unit is interested in hearing about these types of issues, and that her team will be meeting with faculties to get a better understanding of the issues which can then inform the Student Administrative Services program.

Ms Kminiak was invited to speak about arrangement for students registered with Disability Support Services. She advised that students are usually provided with additional time per hour of examination time, the standard being an extra ten minutes per hour. She expressed concern that there have been issues with information regarding student arrangements not being carried out, and Ms Kusuma agreed that the information flow had been problematic and was being addressed. Ms Kusuma added that one issue can be ensuring the student with special arrangements has no contact with other students sitting the same examination paper at a later time, and Ms Henderson expressed concern that the default process was to retain the student in the exam room until after the other examination had commenced. Dr O’Reilly added that her faculty’s experience was that processes were inconsistent, with students sometimes asked to sign non-disclosure agreements but sometimes not. Dr Currie noted that having an academic plan available earlier does help with examination arrangements and Ms Kminiak agreed, but added that the Faculty of Arts and Social Sciences is still transitioning to academic plans. Mr Milham advised that he had already interviewed some faculties and compiled a list of issues raised by them, which he offered to circulate to the group.

Mr Smith suggested looking at the recommendations in Professor Carlin’s paper and queried whether members would be comfortable supporting recommendation 3 (The University will adopt as a standard the following available lengths for written end of semester examinations and only these lengths will be provided for: 1 hour, 1.5 hours, 2 hours, 2.5 hours, 3 hours). Members agreed this would be feasible, although Professor McCallum pointed out that the University’s policies limit examinations to no more than 2 hours.

The Chair asked whether faculties are currently providing scripts for replacement examinations as outlined in recommendation 2 of the paper (Examinations administered by the University Examinations Department should be made available to the University Examinations Department, together with a replacement examination, by no later than the conclusion of week 8 of the relevant semester). Some faculties advised they already do this, however the Chair suggested this recommendation could be reframed in terms of the number of students enrolled in the relevant unit of study e.g. if more than 100 students are enrolled then providing a replacement examination should be mandatory. She noted that from the advice of members it appeared the health and medical faculties would support recommendation 2. Professor McCallum pointed out that the centralised special consideration arrangements automatically grant a replacement examination.

The Chair noted that with recommendation 1 (Written examinations that do not incorporate additional non written elements that are in the ordinary course scheduled during the University’s standard end of semester examination periods are to be administered by the University Examinations Department) the main issue would be after hours and external/on-line examinations. Professor McCallum suggested this was an administrative and procedural issue rather than an academic one which would affect policy.

Other issues raised by members were:

- the use of dictionaries by international students in some examinations, with Ms Kusuma advising the national group of examination managers advise that most universities no longer allow the use of any dictionaries;
- the use of calculators and other equipment in examinations;
- the new on-line reporting module for academic dishonesty issues; and
- the invigilator’s handbook, which is out of date and inconsistent with policy and conflicting information on faculty websites.

The Chair thanked members for their input and recommended holding a further meeting.