NOTICE OF MEETING

Meeting 6/2016 of the Academic Standards and Policy Committee will be held from 2:00pm – 4:00pm on Wednesday 12 October 2016 in the Senate Room, Quadrangle. The Agenda for the meeting is below.

Matthew Charet
Executive Officer to Academic Board

AGENDA

Non-confidential items

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<td>Apologies have been received from Professor Adam Bridgeman and Kerrie Henderson.</td>
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<td>Standard Assessment Table in Unit of Study Outlines</td>
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<td>4.6</td>
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<td>Sarah Heesom separate attachment</td>
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5 ITEMS FOR NOTING

5.1 Educational Integrity Trend Report, Semester 1, 2016 | Peter McCallum / attached |
6 OTHER BUSINESS

6.1 Any Other Business

Next meeting: 2:00pm – 4:00pm, Wednesday 9 November 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 co-ordinate 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.
MINUTES

ACADEMIC STANDARDS AND POLICY COMMITTEE

2:00pm – 4:00pm, Wednesday 24 August 2016
Senate Room, Quadrangle (A14)

Members Present: Professor Jane Hanrahan (Chair); Helen Agus, Science; Associate Professor Tim Allender, Faculty of Education and Social Work; Associate Professor Alex Chaves, Veterinary Science; Associate Professor Tania Gerzina, Dentistry; Associate Professor Peter Gibbens, Engineering and IT; Thomas Greenwell, President, SUPRA; Kerrie Henderson, Office of General Counsel; Dr Peter Knight, Medicine; Associate Professor Tony Masters, Chair of the Academic Board; Associate Professor Mark Melatos, Arts and Social Sciences; Associate Professor Maurice Peat, Business School; Associate Professor Jennifer Rowley, Sydney Conservatorium of Music; Dr Debra Shirley, Health Sciences; Professor Greg Tolhurst, Law (until 3pm).

Attendees: Matthew Charet (Secretary); Hilde Driessen, Change Specialist SAS; Myrophora Koureas, Policy Analyst, SAS; Lynda Rose, Office of the Provost.

Apologies: Dr Frances Di Lauro, Arts and Social Sciences; Associate Professor Glen Hill, Architecture, Design and Planning; Associate Professor Veysel Kayser, Pharmacy; Professor Pip Pattison, Deputy Vice-Chancellor (Education).

MINUTES

1 WELCOME AND APOLOGIES
The Chair welcomed members and conveyed apologies from those unable to attend.

2 PROCEDURAL MATTERS
2.1 Minutes of Meeting 4/2016 on 20 July 2016
Members confirmed the minutes of the previous meeting held on 20 July 2016.

Resolution ASPC16/5-1
That the Academic Standards and Policy Committee resolve that the minutes of meeting 4/2016, held on 20 July 2016, be confirmed as a true record.

2.2 Actions Arising
No updates on the actions of the last meeting were provided.
3 STANDING ITEMS

3.1 Report of the Chair

The Chair advised members that the proposal from the Faculty of Engineering and Information Technologies to amend the Coursework Policy 2015 to enable the award of Honours to students with an average mark of 50% and above, was approved by the Academic Board. The Board also approved the adoption of the new Academic Honesty Procedures 2016, subject to clarification of several small points which are expected to be resolved soon.

Resolution ASPC16/5-2
That the Academic Standards and Policy Committee note the report of the Chair.

3.2 Report of the Academic Board meeting of 17 August 2016

Noting the written report circulated with the agenda, Associate Professor Masters drew the attention of members to the change of day for meetings of the Board in 2017 (from Wednesday to Tuesday), and to the earlier starting time of 1pm.

Resolution ASPC16/5-3
That the Academic Standards and Policy Committee note the report of the Academic Board meeting held on 17 August 2016.

4 ITEMS FOR APPROVAL

4.1 Student Discipline Rule

The Chair introduced this item by advising that the Rule had not been presented to the committee for approval, but rather as an opportunity for members to provide feedback to the Deputy Vice-Chancellor (Registrar), Professor Carlin, who attended the meeting to speak to the item.

Professor Carlin contextualised the draft Rule by advising that policy governing student misconduct is currently located within Chapter 8 of the University of Sydney By-Law 1999. The By-Law is complex and necessitates cross-referral of decisions between the Registrar and the Vice-Chancellor, extending the time taken to resolve any investigation of misconduct. Because it is government legislation, amendment to the By-Law is also difficult, and it is therefore proposed to replace this section of the By-Law with a new Student Discipline Rule. Like the By-Law, this Rule establishes streamlined procedures and responsibilities for assessment of matters of student misconduct, as well as rights of appeal. Identification of when the Vice-Chancellor needs to be involved in the process, clarification of the interaction of the Deputy Vice-Chancellor (Registrar) and Vice-Chancellor, and procedural fairness have all been incorporated into the draft Rule.

In discussion, Mr Greenwell asked that section 4.6(1)(d) addressing misconduct in connection with the Residential Colleges be made stronger, especially in light of ongoing student concerns with aspects of College culture and behaviour. Professor Carlin advised that the University is bound by joint-investigation protocols and that because the Colleges are independent entities, the University cannot dictate how they operate. This section of the draft is consistent with these protocols.

Professor Carlin also advised that there is an ongoing investigation regarding college culture and related matters. The intent of the Rule is to set out an administrative process to address student discipline, and so is not intended to provide a high level of detail as to how to manage specific instances of misconduct.

Professor Tolhurst sought clarification as to why clause 4.2(3)(a)(i) should not be mandated, and was advised that 4.2(3)(a)(i) permits a student to be referred for counselling or other support services, and that this does not constitute “no further action”. Professor Tolhurst also questioned the assignment of action under clause 4.5 to a nominee and was advised that the decision remains with the Deputy Vice-Chancellor (Registrar) but that the preliminary investigation (that is, establishment of facts) can be conducted by a nominee. The cumulative requirements in clause 4.5 were noted to be absent from clause 4.4 and Ms Henderson took this under advisement.

[Note: The Office of General Counsel has subsequently advised that Clauses 4.4 and 4.5 are not intended to be the same. Clause 4.4 refers to an admission of misconduct at any time during the investigation process. Clause 4.5 is intended to give the student an opportunity to avoid an investigation, and the consequent stress of not knowing the outcome or potential penalty, by
admitting the misconduct at an early stage.] The use of the word “may” in clause 3.4 was questioned and Ms Henderson also took this under advisement. [Note: The Office of General Counsel has subsequently suggested that ‘may’ be changed to ‘must’ and that a clause be added stating that other relevant matters may be taken into account as appropriate.]

Limitation of who may raise a complaint under clause 4.2(1) was discussed, with the intention of tightening this up to prevent vexatious claims. Professor Carlin advised that an evidentiary threshold needs to be met before proceeding with any matter, and it is therefore undesirable to limit who may raise a concern. The option for the investigator not to interview a witness (provided for in clause 4.6(5) could be exercised, for example, when there was good documentary evidence. It was agreed that the use of gender-binary language be avoided where possible and references to “his or her” be changed throughout.

The challenge of preventing students who have been excluded from campus from being on University property was raised, and members were advised that it is intended to put such students in a “position of peril” if they act against the exclusion. Campus Security and/or the police will be used to address any infringement if necessary. Protections for people reporting misconduct were also discussed, with Ms Henderson advising that the Reporting Wrongdoing Policy 2012 and Resolution of Complaints Policy 2015 set out the University’s position on this matter, with consideration to procedural fairness to preserve where reasonably possible the anonymity of complainants.

The simplification of the Rule in comparison to Chapter 8 of the By-Law was highlighted as a means of ensuring that processes are clear, involve as few transactions as is consistent with good practice, and should both speed up processing and reduce the grounds for appeal.

Resolution ASPC16/5-4
That the Academic Standards and Policy Committee consider the proposed Student Discipline Rule and provide feedback to the Deputy Vice-Chancellor (Registrar).

4.2 Definition of ‘academic honesty’
This item was raised by Dr Knight, who asked whether the matter of student publication or dissemination of assessment questions or responses, whether for profit or not, needs to be explicitly addressed in a University-level policy. Noting the challenge of addressing this matter via existing Academic Honesty or Learning and Teaching policies and procedures, the possibility of including provisions to prevent such action in the Student Discipline Rule was suggested. In light of the discussion of Item 4.1 above, Ms Henderson advised that if this is to be accommodated in policy, it would be more appropriately located in the Academic Honesty Policy 2015 than the Student Discipline Rule, as the Rule provides high-level responsibilities and processes and is more difficult to adjust. If a student is explicitly instructed not to disseminate assessment tasks or responses, breaches can be addressed by recourse to the Student Code of Conduct and the Academic Honesty Policy; the Employment Law team in the Office of General Counsel are able to advise on how to proceed in such cases. The Chair undertook to contact the Director, Educational Strategy, to clarify this.

[Note: Subsequent to the meeting, Ms Henderson suggested the following addition to clause 7(2) of the Academic Honesty in Coursework Policy 2015:

(m) providing assessment questions or answers (for payment or otherwise) to operators of websites, or other third parties, which or who the student knew (or ought reasonably to have known) may use them to facilitate academic dishonesty or other improper use of the material.

This amendment will be proposed to a future meeting.]

4.3 Simplified End of Semester Examination Arrangements – Changes to Assessment Procedures 2011
The Chair advised that this proposal provides a refinement of clauses 8(3), 8(4) and 8(5) of the Assessment Procedures 2011 to reduce the number of exam durations and standardise reading time for formal examinations. Professor Carlin advised that the proposal has arisen from a desire to improve the academic integrity of examination conditions (such as use of venues and invigilation), and will also simplify the administration of examinations (which is currently
Clarification was sought as to whether writing of any sort was permitted during reading time, and Professor Carlin undertook to consider the matter. In the absence of an explicit definition, he suggested that the common-sense definition of ‘reading’ is ‘reading’, and not ‘reading and writing’. The issue of ‘take-home’ exams was also briefly discussed, with advice that Business has seen an increase in the number of UoS Coordinators who assign take-home exams rise since implementing a more rigorous exam schedule. The Chair advised that in her opinion, a ‘take-home exam’ is an essay, and does not fall under the definition of an exam.

The proposed amendment of the Assessment Procedures 2011 was endorsed as presented.

Resolution ASPC16/5-5
That the Academic Standards and Policy Committee recommend that Academic Board approve the proposed changes to the Assessment Procedures 2011, with effect from 1 January 2017.

4.4 Academic Delegations of Authority

Ms Henderson contextualised this item with the observation that the current Academic Delegations of Authority are old and in many cases out-dated. Amended Delegations have been under development for some time, and the current organisational changes to the University provide an opportunity to update the document. A draft was circulated with the agenda, which provides cross-references to current policies where they explicitly identify responsibility for an academic activity. In some cases, this is different to the current Delegations.

Members were asked not to concentrate on nomenclature, but to determine whether the proposed levels of decision are appropriate, and to ensure inclusion of all issues that need to be covered. Mismatches between current and future structures for sub-faculty level academic administration were discussed and members were advised that the development of a more consistent faculty structure and nomenclature is in progress, with the specifics of definition to be refined as the organisational design work continues. The desirability of having a level of delegation between Dean and Associate Dean, especially in the larger faculties, was raised, and feedback was requested as to what activities might be undertaken by a position at this level (such as currently undertaken by a Pro-Dean or Deputy Dean).

The purpose of delegation was briefly discussed, and members were advised that the day-to-day management and administration of the delegated activity can be undertaken by others but that the named delegate is responsible for “making the call” and cannot sub-delegate the final decision.

Further refinements to the draft will be developed and distributed for consultation in due course, with any feedback to be returned directly to Ms Henderson.

Resolution ASPC16/5-6
That the Academic Standards and Policy Committee discuss the proposed framework for a new University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

4.5 Lecture Recordings

Associate Professor Masters advised that several comments have been received by the Academic Board from the SRC regarding lecture recording, with some lecturers reportedly circumventing the University’s policy on mandatory recording. Members were reminded that the Unit of Study Coordinator, not the lecturer, must make a case to opt out, and that lecturers who elect not to record a lecture are in breach of policy. Associate Professor Masters is preparing a paper for SEG and the Board which will provide guidelines to aid deans in considering opt out requests.

Members were advised that approximately ten per cent of the population have a disability and that it is therefore almost certain that any sizable unit of study will have at least one disabled student. To better enable access for these students, the University arguably has a moral obligation to record lectures, which can also be used by students with carer responsibilities or timetable clashes. Members were requested to communicate these impacts of non-recording to their faculty colleagues and remind all staff that lecture recording is mandatory unless an opt out is approved by the Dean.

In discussion, concern was expressed as to protection of intellectual property and Associate Professor Masters advised that recordings are removed from availability at the end of each
Non-Confidential semester. The potential use of lecture recordings as part of the academic performance review and promotion processes was also raised. Associate Professor Masters advised that in his experience as a panel member, panels invariably look at how staff reflect on and improve performance based on feedback and that encouraging a reflective culture is paramount. He also advised that the University has just concluded an ‘open door’ week to encourage lecturers to attend classes delivered by their colleagues in order to enable reflection on their own lecture practice.

5 ITEMS FOR NOTING

5.1 2017 Meeting Schedule

Members noted the 2017 meeting schedule as presented.

Resolution ASPC16/5-7
That the Academic Standards & Policy Committee note the 2017 Committee meeting schedule, as approved by the Academic Board at its meeting of 17 August 2016.

6 OTHER BUSINESS

6.1 Any Other Business

Associate Professor Masters informed members that he had received a request from a student for permission to not undertake the Academic Honesty training module, and that he had declined the request.

Support for carers was further discussed, with primary carers covered by the Coursework Policy but not by Special Consideration. Ms Henderson advised that carer responsibilities are better accommodated under Special Arrangements, although Mrs Agus observed that Special Arrangements currently require advanced notice; this may therefore need to be refined.

Next meeting: 2:00pm – 4:00pm, Wednesday 12 October 2016
Senate Room, Quadrangle

Remaining Meeting Dates for 2016:
2:00pm – 4:00pm, Wednesday 12 October 2016
2:00pm – 4:00pm, Wednesday 9 November 2016

A full copy of the Academic Standards and Policy Committee papers is available at: sydney.edu.au/ab/committees/ac_stands/ac_stands_agendas.shtml.
RECOMMENDATION

That the Academic Standards and Policy Committee note the report of the Academic Board meeting held on 14 September 2016.

REPORT OF ACADEMIC BOARD MEETING

Items related to the Academic Standards and Policy Committee
The Academic Board:
- Noted the report from the meeting of the Academic Standards and Policy Committee held on 24 August 2016;
- Referred back to the Academic Standards and Policy Committee the proposal to amend the Assessment Procedures 2011 to enable Simplified End of Semester Examinations Arrangements; and
- Discussed the proposed repeal of Chapter 8 of the University of Sydney By-Law 1999 and its replacement by a new Student Discipline Rule.

Other matters
The Academic Board also:
- Received a focus topic presentation by the Deputy Vice-Chancellor (Education) on the University’s Undergraduate Degree Profile, 2018 and Beyond;
- Noted the report from the Chair of the Academic Board on matters considered by Senate at its meeting of 15 August 2016;
- Noted the General Report of the Chair of the Board, including an update from the Equity and Diversity Working Group, the Review of the Academic Board, a Statement on Students with Carer’s Responsibilities, and an update on Academic Board representation;
- Noted a report from student members, including the Academic Board review, the Phase 4 Review of the Faculty of Arts & Social Sciences, the SCA campaign, Student Elections, Lecture Recordings and the Student Discipline Rule;
- Noted the Vice-Chancellor’s Report on matters considered by Senate at its meeting of 15 August 2016;
- Noted the General Report of the Vice-Chancellor;
- Approved the Faculty of Nursing and Midwifery Academic Calendar for 2017, with immediate effect;
- Noted that there had been no meeting of the Admissions Committee since the previous meeting of the Academic Board;
- Noted the report from the meeting of the Undergraduate Studies Committee held on 31 August 2016, and:
- Approved a proposal from the Sydney Law School to amend the Bachelor of Laws and combined degrees; the amendment of the Resolutions of the Faculty of Law for coursework awards; and the amendment of the Course Resolutions for the Bachelor of Laws, Bachelor of Arts and Bachelor of Laws, Bachelor of Arts (Media and Communications) and Bachelor of Laws, Bachelor of Commerce and Bachelor of Laws, Bachelor of Design in Architecture and Bachelor of Laws, Bachelor of Economics and Bachelor of Laws, Bachelor of Information Technology and Bachelor of Laws, Bachelor of International and Global Studies and Bachelor of Laws, Bachelor of Engineering Honours and Bachelor of Laws, and Bachelor of Science and Bachelor of Laws, with effect from 1 January 2017;
• Approved a proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Exercise and Sport Science), Bachelor of Applied Science (Exercise and Sport Science)/Master of Nutrition and Dietetics, Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Exercise Physiology) (Honours), Bachelor of Applied Science (Diagnostic Radiography), and Bachelor of Applied Science (Diagnostic Radiography) (Honours); and approved the amendment of the table of Units of Study arising from the proposal, with effect from 1 January 2017;

• Approved a proposal from the Faculty of Dentistry to amend the Bachelor of Oral Health; approved the amendment of the table of Units of Study arising from the proposal; and noted the explanation for the proposed introduction of new units of study with a credit point value other than six, with effect from 1 January 2017;

• Approved a proposal from the Faculty of Nursing and Midwifery to amend the Bachelor of Nursing (Advanced Studies) and the amendment of the table of Units of Study arising from the proposal, with effect from 1 January 2017; and

• Approved a proposal from Sydney Medical School to amend the Bachelor of Medicine and Bachelor of Surgery and amendment of Course Resolutions arising from the proposal, with effect from 1 January 2017;

• Noted the report from the meeting of the Graduate Studies Committee held on 31 August 2016 and:

  • Approved a proposal from the Sydney Law School to delete the Master of Global Law and Graduate Diploma in Public Health Law and amend the Master of Health Law with effect from 1 January 2017;

  • Approved a proposal from the Sydney Law School to delete the Master of International Taxation and Master of Law and International Development with effect from 1 July 2017; recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Law; and approved the deletion of Course Resolutions arising from this proposal;

  • Approved a proposal from Sydney Law School to introduce the Graduate Diploma in Business Law, amend the Master of Business Law and Master of Laws, and delete the Graduate Diploma in Corporate, Securities and Finance Law and Graduate Diploma in International Business Law; recommend that Senate endorse the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in Sydney Law School; and approved the amendment of the course resolutions arising from this proposal, with effect from 1 January 2018;

  • Approved a proposal from the Sydney Law School to amend the Juris Doctor, Graduate Diploma in Law and Master of Laws; approved the amendment of Resolutions of the Faculty of Law for Coursework Awards arising from the proposal; and approved the amendment of Course Resolutions arising from the proposal, with effect from 1 January 2017;

  • Approved a proposal from the Sydney Law School to amend the Master of Administrative Law and Policy, Master of Business Law, Master of Criminology (Coursework), Master of Environmental Law, Master of Global Law, Master of Health Law, Master of International Law, Master of International Taxation, Master of Jurisprudence, Master of Labour Law and Relations, Master of Law and International Development, Master of Laws (Coursework), Master of Taxation, Graduate Diploma in Commercial Law, Graduate Diploma in Corporate, Securities and Finance Law, Graduate Diploma in Criminology, Graduate Diploma in Environmental Law, Graduate Diploma in Health Law, Graduate Diploma in International Business Law, Graduate Diploma in International Law, Graduate Diploma in Jurisprudence, Graduate Diploma in Law, Graduate Diploma in Public Health Law and Graduate Diploma in Taxation; and approved the amendment of Course Resolutions arising from the proposal, with effect from 1 January 2017;

  • Approved a proposal from the Sydney Law School to amend the Master of Administrative Law and Policy, Master of Environmental Law, Master of Global Law, Master of Laws, Graduate Diploma in Environmental Law and Graduate Diploma in Law; and approved the amendment of the unit of study tables arising from the proposal, with effect from 1 January 2017;

  • Approved a proposal from Sydney Medical School to amend the Doctor of Medicine; and approved the amendment of Course Resolutions arising from the proposal, with effect from 1 January 2017;

  • Approved a proposal from the Sydney Medical School to amend the Master of Medicine (HIV, STIs and Sexual Health); Graduate Diploma in Medicine (HIV, STIs and Sexual Health); Graduate Diploma of Science in Medicine (HIV, STIs and Sexual Health); Master of Medicine (Advanced) (HIV, STIs and Sexual Health); Master of Science in Medicine (HIV, STIs and Sexual Health); Master of Science in Medicine (Advanced) (HIV, STIs and Sexual Health); Master of Medicine (HIV, STIs and Sexual Health) and Master of Philosophy; Master of Science in Medicine (HIV, STIs and Sexual Health) and Master of
Non-Confidential

Philosophy; and approved the amendment of the table of units of study arising from the proposal, with effect from 1 January 2017;

• Approved a proposal from the Sydney Medical School to amend the Master of Surgery; and approved the amendment of the table of units of study arising from the proposal, with effect from 1 January 2017;
• Approved a proposal from the Business School to amend the Master of Philosophy; and approved the amendment of Course Resolutions arising from this proposal, with immediate effect;
• Approved a proposal from the Sydney Law School to amend the Juris Doctor; and approved the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2017; and
• Noted an administrative correction to the Resolutions of the Senate related to the Degrees, Diplomas and Certificates in the Faculty of Engineering and Information Technologies; and recommend that Senate note the Academic Board’s approval of the proposal and approve amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Engineering and Information Technologies, with effect from 1 January 2017.
Non-Confidential

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<th>Author</th>
<th>Deputy Vice-Chancellor (Registrar), Professor Tyrone Carlin</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Deputy Vice-Chancellor (Registrar), Professor Tyrone Carlin</td>
</tr>
<tr>
<td>Paper title</td>
<td>Simplified End of Semester Examinations Arrangements: proposed changes to the Assessment Procedures 2011</td>
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<tr>
<td>Purpose</td>
<td>This paper outlines the proposed changes to the Assessment Procedures 2011, for a standardised whole-of-university examination duration framework held during the formal period.</td>
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**RECOMMENDATION**

That the Academic Standards and Policy Committee recommend that the Academic Board approve the amendment of the Assessment Procedures 2011, as presented, with effect from 1 January 2017.

**EXECUTIVE SUMMARY**

The changes endorsed by the Academic Standards and Policy Committee in August were considered by the Academic Board in September and referred back to the Committee for review. The Assessment Procedures 2011 have been revised to address the issues highlighted by the Academic Board and provide greater clarity around examinations held during the formal exam period.

**BACKGROUND**

A review of practice across the University in relation to end of semester written examinations was conducted by the DVC (Register) Portfolio. This revealed high levels of complexity and variation in practice, with adverse consequences for the academic integrity of the examinations process, the student experience and the cost of examination oversight and administration.

A set of principles have been distilled from a University wide consultation process designed to remedy these challenges. These principles were endorsed in principle by the SEG Committee at its 28 March meeting.

The Chair of the Academic Board convened the Simplification of Examination Processes Working Group which met in May 2016 to consider the principles. The proposed changes take into account the advice provided by this working group.

**PROPOSED CHANGES**

Proposed changes to the Assessment Procedures 2011 as attached, specifically address:

- Written examinations during the University’s formal examination period to be administered by the Examinations Office.
- The University will adopt only the following standard lengths for written end of semester examinations: 1 hour, 1.5 hours, 2 hours, 2.5 hours or 3 hours.
- The University will adopt as a standard the practice of providing 10 minutes of examination reading time for all examinations, except for law examinations which will have a standard 30 minute reading period. The reading time will be in addition to the stated examination duration.
ASSESSMENT PROCEDURES 2011

Issued by: Academic Board

Date: 9 November 2011

Last Amended: 29 June 2016, commencing 29 June 2016

Signature:

Name: Associate Professor Tony Masters

Position: Chair, Academic Board

1 Purpose and application

(1) These procedures are to give effect to Part 14 of the Coursework Policy 2014 ("the policy").
(2) These procedures apply to:
   (a) all coursework programs offered by the University; and
   (b) assessment tasks at unit and program or course level, including individual and group tasks.

2 Commencement

These procedures commence on 1 January 2012 with full compliance with these procedures to be reached by 31 December 2013.

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 5 of the policy.

(2) In these procedures:
academic unit means a faculty, academic college, board of studies, school, department, centre or interdisciplinary committee of the University.

assessment rubrics means marking guides that state the criteria against which an assessment will be marked.

examination means the final examination of a unit of study and which is held during the formal examination period.

Examinations Office means the University administrative unit responsible for the management of all examinations held during the formal examination period.

formal examination period means weeks 15 and 16 of each semester.

late results means results that are not entered into the student management system by the date determined by the Registrar for that purpose.

peer assessment means students commenting upon and judging the work of a fellow student.

retention period means the mandatory period for which records must be maintained, as mandated by the NSW State Records Authority under the State Records Act 1998 (NSW).

Note: See also the University Recordkeeping Manual, which at the date of this policy can be found at http://sydney.edu.au/arms/records_mgmt/uni_rec_manual.shtml

The State Records Act 1998 (NSW) can be found at: http://www.legislation.nsw.gov.au

self assessment means students making judgments about their own learning, both in relation to their process of learning and its outcomes.

standards-based assessment means the awarding of marks to students to reflect the level of performance (or standard) they have achieved. Students' grades are therefore not determined in relation to the performance of others, nor to predetermined distributions.

test means any test not conducted under full examination conditions.

4 Application of implementation statements to assessment principles

(1) These procedures set out the implementation statements designed to give effect to the assessment principles established by the policy.

(2) Schedule 1 to these procedures is a table correlating assessment principles to implementation statements.

5 Assessment standards, design and quality assurance - Principles 1 to 4
(1) Standards or levels of expected performance should be described for assessment tasks in sufficient detail that students can improve the quality of their work.

(2) Standards should typically be defined in the context of the discipline, course or level of the unit.

(3) Standards (including threshold or pass standards) should be benchmarked against comparable disciplinary and/or professional standards, within the University and beyond.

Note: See also the Learning and Teaching Policy 2015

(4) Peer review or moderation of assessment tasks should be used to ensure the appropriateness of the tasks set and their conformity with the policy.

(5) Program learning outcomes must be consistent with the Learning and Teaching Policy 2015, and assessed at appropriate points throughout the degree.

(6) Students should have the opportunity for formative practice or experience on each type of instrument that is used to determine grades.

(7) Where possible, program-level coordination should aim to have assessments timetabled to take account of other academic demands on a student’s time, such as other assessments or the requirements of other units of study.

(8) Moderation of marking between markers should ensure that shared understandings of the expected standards are developed, along with consistent application of these standards.

(9) Feedback on student work should be sufficiently timely to allow improvement where necessary.

(10) Where possible, assessments should be designed to enable students to apply feedback provided for an earlier task to a later task. This is particularly relevant to first year units.

(11) Feedback on student work, either individually or in a group, should be sufficiently detailed to be a useful identification of strengths and areas for improvement, yet not so detailed as to discourage self-reliance in learning and assessment.

(12) Evaluative feedback from students in relation to assessment should be incorporated by teachers, where appropriate, into teaching and learning strategies and future assessments.

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;

   (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.

7 Marking and determination of grades - Principles 2 and 3

(1) Grades must be applied consistently in accordance with clause 66 and Schedule 1 of the policy, including the use of prescribed grade descriptors.

(2) Tasks must be marked according to the published criteria provided to students.

Note: See Learning and Teaching Policy 2015.

(3) Assessment must be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes. In the interests of transparency of grading the University uses a standards-based approach to assessing the achievements of students. In this approach, grades are allocated using pre-determined standards.

(4) Faculties and departments should implement the following aspects of standards-based assessment.

(a) At unit of study level, where possible, examples of students’ work should be identified which are characteristic of achievement for at least two different merit grades (benchmarks).

(b) If samples involve examples of real students’ work, then a copy of the signed permission of the student author must be kept for as long as the example is used for this purpose.

(c) When it is not possible to provide samples of work, a suitable description of the task and expected standards associated with different levels of achievement should be provided.

(d) The differences between work at different achievement levels should be described in information given to students. These grade descriptors should be statements such as:

At HD level, a student demonstrates a comprehensive understanding of the unit material, and exhibits initiative.
and self-reliance in critically evaluating and synthesizing ideas related to the unit.

(e) Assessments and examinations must be graded against the benchmarks and outcomes discussed among colleagues teaching within the unit and in similar units to refine the standards.

(5) Each faculty should have and publish a written statement on standards applying in that faculty and how they are being assured.

(6) All students within a unit of study will be assessed according to the same standards and using the same or comparable assessment instruments.

(7) Assessment related decisions which may impact on a student’s progression or graduation:
   (a) must be based solely on the assessments specified for that purpose; and
   (b) must not depend on judgements made by a single marker without review by colleagues for calibration or moderation.

(8) When marks from tasks are combined, the methods used should be statistically and educationally defensible.

(9) Due account must be taken of any special consideration granted under clause 67, and reasonable adjustment under clause 68, of the policy.

8 Conduct of examinations - Principles 1 to 4

(1) The principal examiner is responsible for:
   (a) complying with and completing all administrative requirements for the examination by the specified deadline;
   (b) providing the examination paper to the Examinations Office by the specified deadline;
   (c) securing working papers developed in preparation for examinations; and
   (d) accounting for all secure papers.

(2) Examiners are strongly encouraged to require no more than 30 minutes of final examination per credit point to a maximum of 3 hours. A shorter time is acceptable, especially when students are also assessed progressively.

(3) Examinations should typically be of higher weight than tests or other assessments required in a unit of study.

(4) Examinations may consist of either written elements, non-written elements or a combination of both written or non-written elements.

(5) All examinations other than those which include non-written elements must be administered by the Examinations Office.

(6) In relation to all examinations, the Examinations Office is responsible for:
   (a) managing examination venue bookings;
   (b) security protocol and printing examination papers;
   (c) retaining final examination papers in the University archives;
   (d) scheduling examinations generally;
   (e) scheduling examinations in postgraduate coursework units of study, as far as practicable, at times consistent with class times; and
(f) recruiting and training examination invigilators.

(7) All examinations must be of one of the following durations:
   (a) 1 hour;
   (b) 1.5 hours;
   (c) 2 hours;
   (d) 2.5 hours; or
   (e) 3 hours.

(8) All examinations, except for those in the University of Sydney Law School, must provide for ten minutes reading time in addition to the stated examination duration. Examinations in the University of Sydney Law School must provide 30 minutes reading time.

(9) All examinations must be invigilated by University trained invigilators.

(10) Any unit of study with a value of six or fewer credit points should be examined in no more than one examination, apart from exceptional cases approved by the relevant dean.

(11) Any unit of study with a value of more than six credit points should be examined in no more than two examinations sessions.

(12) No student may be required to sit for more than two examinations on the same day. Where a student has three examinations scheduled for the same day, the Examinations Office must provide for one to be taken at an alternative time.

(13) To avoid examination timetable clashes, end of semester take-home tests should have a scheduled due date on either the last day before the formal examination period, or the last day of the formal examination period.

(14) Tests may be held during classes provided that faculties ensure that the overall assessment practices in all units of study are reasonable and not structured in a way that may disrupt attendance at other classes.

(15) The week after the end of teaching in each semester will be a study break (Stu-Vac, week 14) with examinations to commence the following week, week 15.

(16) Principal examiners seeking to directly administer written examinations must obtain the Registrar’s written permission to do so each year. Such requests must:
   (a) set out the reason why the examination cannot be administered by the Examinations Office; and
   (b) detail the arrangements for secure printing and storage of examination papers.

(17) In relation to written examinations administered other than by the Examinations Office, the principle examiner is responsible for:
   (a) providing the Examinations Office with all necessary information to schedule the examination, within the timeframes specified by the Examinations Office;
   (b) arranging the Examinations Office to book an appropriate examination venue;
   (c) arranging secure printing and storage of examination papers;
   (d) providing a copy of the final examination paper to the Examinations office for retention in the University archives; and
   (e) arranging for invigilation of the examination by University trained invigilators.
9 Security of examination papers - Principles 1 to 4

(1) In the preparation of examination papers, it is essential to ensure the security of questions and papers, so that examinations are fair to all students and the opportunity for unfair advantage for any individual or group is precluded.

(2) Results must be kept secure while they are being entered and summed up, so that they cannot be fraudulently changed.

(3) When questions are re-used in subsequent examination papers, variation is encouraged as far as practicable, within the constraint that questions requiring selected responses (including multiple choice variants) need to be trialled adequately to ensure their validity and reliability.

(4) Students’ examination scripts should be retained by the department for the specified retention period, after which they should be destroyed.

Note: At the date of these procedures this is 6 months. See the Recordkeeping Manual.

(5) Students are entitled to access their own written scripts, provided the request is made during the script retention period.

(a) Written work which answers questions from examinations not secured for re-use may be copied by students.

(b) Written work which answers questions from secured or confidential examination papers may not be copied, and may only be viewed by appointment, either individually or in groups, under appropriate academic supervision.

(6) All possible breaches of security or incidences of misconduct during an examination must be reported to the principal examiner and, if appropriate, to the Registrar. All unusual events, breaches of security or difficulties encountered in the setting, transport, marking or entering of results should be reported to the head, if possible before the head determines the results of the examination.

(7) Any paper whose security may have been compromised should be re-set.

10 Emergency evacuations during examinations - Principles 1 to 4

(1) If an evacuation is required, presiding examination invigilators:

(a) should make a note of the time at which the examination is stopped;

(b) should adhere to the instructions of precinct officers or security staff;

(c) if time permits, should attempt to contact the Examinations Office to inform them of the evacuation.

(2) Precinct officers and or security staff will direct students and invigilators to an appropriate area, where they must await further information. Unless otherwise instructed by precinct officers or security staff, students must remain in the immediate vicinity.

(3) Examination invigilators should inform students that, until otherwise instructed, there must be no communication between them and that the use of mobile phones or other communication devices, is not permitted except in exceptional circumstances and under strict supervision.

(4) If, after 20 minutes have elapsed from the time of evacuation, a student’s circumstances require them to make electronic contact (for example, to telephone someone for whom they have carer’s responsibilities or to an employer so as to
ensure their employment is not adversely affected), the student may make a communication which is:

(a) as brief as possible; and
(b) under the direction and supervision of an examination invigilator.

(5) When notified that an examination room has been evacuated, the Examinations Office must notify:

(a) the principal examiner
(b) the relevant dean;
(c) the director of the Student Centre; and
(d) the Registrar.

(6) The relevant dean will determine whether the examination is to be resumed at the earliest opportunity, or whether it must be re-sat by the affected students. If the dean is not available, the following persons will be consulted, in the order below, and the first available will make the determination.

(a) the appropriate associate or sub-dean;
(b) the head of the relevant school or department.

(7) In making a determination under subclause 10(6), the decision maker will consult with security staff and or precinct officers as appropriate to determine whether a continuing threat exists and, if not, whether the examination rooms were secured at all times.

(8) The examination will be deemed to have been abandoned if:

(a) none of the individuals referred to in subclause 10(6) of these procedures is available; or
(b) the emergency or evacuation has compromised the examination room itself.

(9) When a decision is taken to abandon an examination, the Examinations Office will notify the relevant presiding invigilators who will inform students that the University will contact them as soon as possible about alternative arrangements.

(10) If an examination is abandoned due to an evacuation, only the examination sessions in the affected room(s) are deemed to have been abandoned. Where the examination is also being held in other locations unaffected by the emergency, those sessions will continue as normal.

(11) When an examination is abandoned, students’ work (such as answer booklets or computer answer sheets) is deemed null and void for the purposes of marking.

(12) After an examination has been abandoned, the Examinations Office will consult with the examiners and departments concerned and make arrangements for the affected students to re-sit the examination(s) as soon as possible.

(13) Students affected by an abandoned examination are advised to remain in Sydney and not make any travel plans until the official end of the examination period.

(14) All University policies, including those relating to illness and misadventure, apply in the circumstances of the re-sitting of an abandoned examination as they would have to the original examination.

(15) Serious incidents affecting more than one examination location should be assessed immediately by the Registrar who should obtain the advice of the Campus Security Unit, the Examinations Office and the director of the Student Centre.
(a) The Registrar should determine as soon as possible whether some examinations may proceed or the entire examination session should be postponed.

(b) All relevant deans, heads of departments, examiners and students should be notified immediately.

16 If an examination is re-commenced after an evacuation, the presiding invigilators must allow students the full time lost to the evacuation, along with an additional 5 minutes to compensate for the disruption involved.

11 Use of handheld computing devices in examinations - Principle 3

1. Hand held computing devices, including computers, calculators and internet-capable devices, are not normally permitted in examinations.

2. Departments may develop examinations and assessments in which such devices are permitted but in doing so must consider the equity, supervisory and logistical implications of their use.

3. The University adopts the approved calculator list for 2 Unit Mathematics issued by the NSW Board of Studies from time to time as its list of non-programmable calculators acceptable for use in examinations at the University.

(a) A copy of this list must be provided to:

(i) students sitting examinations which permit use of non-programmable calculators;

(ii) principal examiners who specify that non-programmable calculators may be used by candidates for their papers; and

(iii) examination invigilators.

(b) Examination invigilators must report any use of an unauthorised device in an examination.

4. Students who own a non-programmable calculator which they wish to use in an appropriate examination may take the unit to the Examinations Office for approval, where the unit will be marked indelibly if it is approved for use.

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 must 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.

12 Accessible examination and assessment arrangements - Principle 3
(1) Students 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 or accessible examination and assessment arrangements.

(2) At the time the examination timetable is released, Disability Services will send registered students an email asking students to submit their examination adjustment requirements by a specific date for accessible examination and assessment conditions to be provided.

(3) Disability Services will notify Examinations – Student Centre of approved reasonable adjustments.

(4) In-department examinations, within-semester assessments, practical and oral assessments are managed by the faculty. Faculty responsibilities include:

(a) notifying students in a timely manner of the confirmed adjustments, and time and location of any adjusted examination;

(b) providing notified adjustments and accommodations, including supervision, scribes or equipment;

Note: Disability Services provides assistance with specialist equipment, ergonomic furniture and access to assistive technology, and can also provide a list of trained scribes and invigilators.

(c) ensuring that adjustments approved for the original formal examination period apply to and are delivered for any replacement assessment, unless the form of assessment has changed, in which case Disability Services must be informed.

(5) University staff are generally required to implement the examination and assessment adjustments notified by Disability Services, with the exceptions described in the Disability Standards for Education (2005).

(6) Staff should familiarise themselves with the Disability Standards for Education (2005) and discuss any concerns about notified adjustments with Disability Services.

(7) Even if registered with Disability Services and reasonable accommodations or adjustments have been provided, a student with a disability may still make a claim for special consideration due to illness or misadventure.

Note: See also clause 14 of these procedures and clause 67 of the policy.

13 Special arrangements for assessment or examinations - Principle 3

(1) Except as otherwise provided in this clause, special arrangements for assessment or examination should follow the provisions for special consideration set out in clause 67 of the policy and clause 14 of these procedures.

(2) In cases of extended absence, faculties should discuss with the affected student the option of withdrawal without failure. Unit of study and course co-ordinators are most likely to be best placed to determine when a student’s absence is such as to make it improbable or impossible for that student to meet the requirements, even with special arrangements.

(3) A student seeking special arrangements for assessment or examination should make a request:
a) in the case of religious commitments that might have an impact on the types of assessment or examination they can undertake, at the date of commencement of semester; and

b) in the case of other types of commitment, as soon as the student becomes aware of a requirement to be absent from the University.

(4) Faculties must advise students of any cut-off dates for requests for special arrangements for assessments or tests.

(5) Late requests for special arrangements for assessment or examination will be considered only where the student provides a reasonable explanation for the delay.

(6) Requests for special arrangements for examinations must be lodged, with all necessary forms and supporting documentation, no later than the close of business 14 days after the publication of the examination timetable.

(7) A request for special arrangements must be accompanied by sufficient and relevant supporting documentation, in English. This may include, but is not limited to:

a) in the case of religious beliefs, a supporting letter from the student’s imam, pastor, rabbi or equivalent spiritual or community leader;

b) in the case of compulsory absence, a copy of the summons, subpoena, court order or notice of selection for jury duty;

c) in the case of sporting, cultural or political/union commitments, supporting documentation from the organising body;

d) in the case of parental or adoption commitments, a certificate from a medical practitioner or midwife stating the expected date of birth or documentation from the relevant adoption agency stating the expected date of placement;

e) in the case of defence force or emergency services commitments, supporting documentation from the student’s brigade or unit;

f) in the case where continuing employment would be jeopardised, supporting documentation from the student’s employer;

g) in the case of other situations, such documentation as is considered necessary by the University.

(8) Students requesting special arrangements must provide contact details for those individuals or organisations providing supporting documentation, so that further information or advice may be obtained.

14 Special consideration due to illness, injury or misadventure - Principle 3

(1) In this section, relevant delegate means:

a) an Associate Dean;

b) a Deputy Dean;

c) a Pro-Dean;

d) a Sub-Dean;

e) a Head of Department;

f) a Head of School;

g) a Program Coordinator; or
(h) a Unit of Study Coordinator.

(2) All requests for special consideration should be considered in the same manner across the University, although the response may vary according to the circumstances.

(3) Occasionally circumstances of a longer term nature may have a substantial impact on a student's ability to study and undertake assessments. In such cases, affected students should discuss their circumstances with an advisor or counsellor within or outside their faculty before lodging a request for special consideration.

(4) Multiple and recurring requests for special consideration may be an indicator of a student at academic risk, and may be referred to the faculty for consideration under Part 15 of the policy.

(5) Requests for special consideration should be lodged no later than three working days after the assessment.

(a) Where circumstances preclude this, a student may still request special consideration but must provide a reasonable explanation for the delay.

(b) The University will not decline a request on the grounds of late lodgement where a reasonable explanation is provided.

(6) A request for special consideration must:

(a) use the form specified for this purpose by the University;

(b) clearly set out the basis for the request;

(c) for illness or injury, provide an appropriate professional practitioner certificate completed by a registered health practitioner or counsellor operating within the scope of their practice and who is not a family member and which includes:

(i) the practitioner's name, contact details, provider number and signature;

(ii) the date of consultation;

(iii) an evaluation of the duration and degree of impact on the student's ability to attend classes, learn or complete assessment requirements; and

(iv) the date the certificate was written and issued; or

(d) where a professional practitioner certificate is not possible, include a statutory declaration:

(i) setting out the duration and degree of impact of the illness, injury or misadventure on the student's ability to attend classes, learn or complete assessment requirements; and

(ii) attaching relevant supporting documents; and

(e) provide details of any group work which might be affected.

(7) The University may contact the author of a professional practitioner certificate or other supporting document to verify its authenticity.

(8) Students must retain the originals of any documents submitted in support of a special consideration request until their degree has been conferred, or their candidature is otherwise terminated.

Note: The University may require students to supply the originals of any documents submitted in support of a special consideration request at any time during their candidature.
International students suffering illness, injury or misadventure should also contact the University for information about possible impacts on visa and other arrangements.

A student may withdraw a request for special consideration made prior to, during or immediately after an assessment (usually an examination) at any time prior to the earlier of:

(a) release of results for that assessment; or
(b) completion of a replacement assessment.

A student may seek academic advice before doing so, but not from an academic associated with the assessment.

The University will maintain detailed records of the process of determination, and outcome, of any special consideration request.

The relevant delegate will determine the form of special consideration to be provided if a request is successful.

Note: Where appropriate, the University will apply standard determinations on the form of special consideration to be provided, based on precedents approved by the relevant delegate. Where a special consideration request falls outside the scope of an approved precedent, the University will refer the request to the relevant delegate for determination.

The following forms of special consideration may be provided in relation to individual work.

(a) Replacement assessment.

(i) This may be made available where a request relates to an examination or test. All students who make a successful request for special consideration relating to an examination will receive a replacement assessment. Other forms of assessment, such as weekly quizzes, may be more appropriately accommodated by reweighting or averaging.

(ii) A replacement assessment should assess the same skills and knowledge, with appropriate preparation, as the original assessment.

(iii) Where a successful request for special consideration is made prior to, or during or immediately after an assessment, any replacement assessment will be treated by the faculty as a first attempt and the original attempt at the assessment will be deemed not to have occurred.

(iv) The faculty is responsible for setting the date of the replacement assessment, except for replacement assessments for examinations which will be set by the Deputy Vice-Chancellor (Registrar). A student may lodge a further request for special consideration if they are unable to attend the replacement assessment due to injury, illness or misadventure.

(v) The replacement assessment for an examination will be held within three weeks of the date of the examination.

(vi) If the student is unable to attempt the replacement assessment due to injury, illness or misadventure, or the faculty is unable to construct a valid form of replacement assessment, the faculty will determine alternative means of assessment. If this is not possible, the faculty will award a grade of DC (discontinue not to count as failure).
(b) **Extension.**

(i) This may be made available in relation to a non-examination assessment task which is not an examination or test.

(ii) The relevant delegate will determine the length of any extension, and in doing so must consider the extent to which the student's ability to prepare was affected.

(iii) Extensions of up to 20 working days may be granted.

(iv) Extensions longer than 20 working days may only be granted if doing so would not advantage the student against the rest of the cohort. If unfair advantage would occur, an alternative assessment should be set.

(c) **Reweighting or averaging.**

(i) This may be made available in relation to assessments that repeat on a regular basis. These are typically assessments that occur throughout the semester (such as weekly class tests, tutorial participation marks or laboratory work) where each assessment alone is not worth a high percentage of the total unit mark.

(ii) The non-completion of a minor component of assessment must not compromise the integrity of the assessment of the curriculum. Where re-weighting is inappropriate on academic grounds this should be declared in the description of assessment for the unit of study or curriculum. In these cases an alternative assessment should be provided.

(iii) Should a student miss more than one third of the regular assessment components, the student will be required to submit an alternative assessment. The mark for this alternative assessment will replace the missing component of the regular assessment.

(14) The following provisions will apply where one or more members of a group involved in group work suffer an illness, injury or misadventure.

(a) Consideration must be given to the interests of:

(i) the member(s) suffering the illness injury or misadventure; and

(ii) the remaining group members whose ability to complete the task as originally assigned may be impacted, and may therefore also be considered to have suffered a form of misadventure. Ideally special consideration requests should be submitted by all affected parties.

(b) If the relevant delegate considers that the illness, injury or misadventure has no impact on the functioning of the group or its ability to complete the task as assigned, no special consideration will be provided.

(c) If the relevant delegate considers that the functioning of the group is not impaired but that its ability to complete the task as assigned is impaired, an extension of time or an alternative assessment will be provided as appropriate.

(d) If the relevant delegate considers that the group can no longer function, the assessment task will be redefined for the remaining active members, based on the contributions they were to make.

(i) Assessment will then be based on the redefined task.

(ii) The lecturer or teacher may also allow an extension of time.
(iii) The group member(s) who suffered the illness, injury or misadventure will, if their request is accepted, be given an alternative assessment.

(e) If a group submits a request for special consideration on the basis of an absence of one or more members, and no matching request is submitted by the relevant member(s), the group request should be considered on its merits in accordance with this policy even if the relevant delegate has no knowledge of the absent member(s) suffering any illness, injury or misadventure.

(15) Aegrotat and posthumous awards may be made in circumstances involving serious illness or death. For the purposes of clause 92A of the Coursework Policy, a Dean will not recommend the conferral of an aegrotat or posthumous award unless the conditions for the award have been substantially met.

15 Processing and release of results - Principles 1 to 4

(1) The Registrar will determine in advance, and publish, dates for release of results to students. The Registrar may also determine, and publish the determination, that results for a specific unit of study be released on an earlier date than the originally determined date, if requested to do so by the relevant dean or associate dean.

(2) Principal examiners must:

(a) assemble all marks and records of assessment for the unit of study;
(b) ensure security of marks;
(c) arrange the collation of marks;
(d) verify the returned result from evidence such as mark sheets, annotated examination scripts, and minutes of departmental meetings in case an appeal process requires such evidence;
(e) submit the results to the relevant head of academic unit by the required date; and
(f) keep appropriate records to justify the final mark.

Note: See Recordkeeping Manual.

(3) The Dean and head of the relevant academic unit must ensure that:

(a) the results for all units of study comply with applicable policies, procedures and local provisions;
(b) appropriate information and training about processes for entering results is provided to those who require it; and
(c) final results are entered and agreed in the student management system by the date determined by the Registrar.

(4) Late results must be:

(a) approved by the head of the relevant academic unit;
(b) entered into the student management system as soon as they become available; and
(c) released as soon as possible after the release date determined by the Registrar.

(5) Changes to marks or grades after entry into the student management system must be:
(a) approved by the relevant dean, deputy dean, pro-dean, sub-dean or associate dean after consideration of an explanation for the change;
(b) submitted and entered in the manner specified by the Registrar; and
(c) released as soon as possible after the release date determined by the Registrar.

(6) If a grade of “incomplete” (IC) has been recorded for a unit of study and no other result has been received by the date determined by the Registrar for the date to convert all IC results to AF, the grade will be automatically converted either to “absent fail” (AF) or, if an incomplete mark has been entered with the IC grade, to the grade corresponding to that mark (note: an incomplete mark entered with an IC grade should be the maximum mark to which the student would be entitled if the assessment remains incomplete).

(7) The Registrar must ensure that results are released to students by the dates determined.

(a) Final results of students in completed units of study will be provided to students through the student management system.

(8) Departments must, on request, provide students with the numerical mark for each assessment task which comprises the final numerical mark reported on the student’s Examination Result Notice.

(a) Records of such marks must be retained for 12 months.

(9) To ensure confidentiality, students' results must not be displayed in public places.

(10) The faculty must establish mechanisms for review of results, including those for students affected by illness or misadventure, in accordance with applicable University policies.

Note: See also clause 16 of these procedures and University of Sydney (Student Appeals Against Academic Decisions) Rule 2006

(11) The faculty will determine the award of honours degrees and the levels at which they are awarded.

(12) After the expiry of the applicable retention period, examination scripts and marking sheets may be destroyed. The destruction must be authorised by the head of the unit and documented as required by the Recordkeeping Manual.

16 Appeals - Principles 1 to 4

(1) Students may appeal against the procedures used to arrive at an academic decision, as provided in the University of Sydney (Student Appeals Against Academic Decisions) Rule 2006.

(2) If an appeal is made:

(a) all documentation relevant to that student’s assessment must be placed on the student’s appeal file;
(b) all other annotated scripts must be retained together for each examination for the appeal period;
(c) mark sheets must be retained for 12 months; and
(d) minutes of departmental meetings must be centrally filed.
17 Professional development - Principles 2 and 4

(1) Staff with teaching responsibilities should be provided with professional development opportunities related to design, implementation, moderation and quality assurance of assessment.

(2) Faculties should provide opportunities for recognition and sharing of effective assessment practices. The University will also provide such opportunities on a University-wide basis.

(3) Professional development support will be provided by the Institute for Teaching and Learning in collaboration with faculties for assessment review as part of course quality improvement process to facilitate effective learning.

18 Effectiveness of assessment policies - Principle 4

(1) The Academic Board will ensure that the effectiveness of its policies is measured:

   (a) through a comparison of the University’s standards with those adopted elsewhere;

   (b) through information available from Academic Board faculty reviews; and

   (c) through feedback from students on assessment (directly and via unit of study evaluations and related feedback tools).

NOTES

Assessment Procedures 2011

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Disability Discrimination Act 1992 (Cth)

Disability Services for Education

University of Sydney By-Law 1999 (as amended)

University of Sydney (Coursework) Rule 2014

University of Sydney (Student Appeals Against Academic Decisions) Rule 2006
### AMENDMENT HISTORY

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<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
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<tbody>
<tr>
<td>Clause 14(8)</td>
<td>Amended to allow the consideration of further information with the discretion of the Faculty</td>
<td>4 October 2012</td>
</tr>
<tr>
<td>Clause 3(2)</td>
<td>Amended to insert definition of late result</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 14 (14)(a)(v)</td>
<td>Amended to align processing time with new student information system</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15 (1)</td>
<td>New clause inserted on determination of results dates</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15 (2)</td>
<td>Amended to clarify the responsibilities of principal examiners</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15 (3)</td>
<td>Amended to clarify the responsibility of deans and heads of academic units</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15 (4) (5) (6)</td>
<td>Inserted to clarify processing of late results, changes to marks or grades and incompletes</td>
<td>3 July 2014</td>
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<tr>
<td>Clause 15 (7)</td>
<td>Amended to clarify release of results</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Various</td>
<td>Updated references to the Coursework Policy 2014 and relevant parts and clauses</td>
<td>22 January 2015</td>
</tr>
<tr>
<td>Clause 14(16)</td>
<td>Updated following the addition of clause 92A to the Coursework Policy 2014</td>
<td>25 March 2015</td>
</tr>
<tr>
<td>9(4) note</td>
<td>Updated retention period to reflect Recordkeeping Manual – administrative amendment only.</td>
<td>25 March 2015</td>
</tr>
<tr>
<td>8(6) (deleted), 13, 14</td>
<td>Amended to align with changes to the Coursework Policy 2014 related to the administration of special consideration and special arrangements.</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>6(1), 6(2) (added)</td>
<td>Amended to clarify that amending assessment requirements should not disadvantage students</td>
<td>4 April 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<tr>
<td>Clause 6(6)</td>
<td>Added</td>
<td>29 June 2016</td>
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<tr>
<td>Clause 11A</td>
<td>Added</td>
<td>29 June 2016</td>
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### Principle and implementation statements

<table>
<thead>
<tr>
<th>Principle and implementation statements</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment practices must advance student learning</td>
<td>1.1 Assessment practices align with goals, context, learning activities and learning outcomes.</td>
</tr>
<tr>
<td></td>
<td>1.2 A variety of assessment tasks are used while ensuring that student and staff workloads are considered.</td>
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<td></td>
<td>1.3 Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.</td>
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<td></td>
<td>1.4 Constructive, timely and respectful feedback develops student skills of self and peer evaluation and guides the development of future student work.</td>
</tr>
<tr>
<td>2. Assessment practices must be clearly communicated to students and staff</td>
<td>2.1 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.</td>
</tr>
<tr>
<td></td>
<td>2.2 Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.</td>
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<tr>
<td></td>
<td>2.3 Procedures exist to ensure that all staff involved in teaching of a unit share a common understanding of assessment practices.</td>
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<tr>
<td></td>
<td>2.4 The process of marking and of combining individual task marks is explicitly explained in the unit outline.</td>
</tr>
<tr>
<td>3. Assessment practices must be valid and fair</td>
<td>3.1 Assessment tasks are authentic and appropriate to disciplinary and/or professional context.</td>
</tr>
<tr>
<td></td>
<td>3.2 Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria that students actively engage with.</td>
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<td></td>
<td>3.2 Assessment will be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes.</td>
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<td></td>
<td>3.4 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.</td>
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<tr>
<td>4. Assessment practices must be continuously improved and updated</td>
<td>4.1 Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.</td>
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<tr>
<td></td>
<td>4.2 Assessment is regularly updated to ensure alignment with program learning outcomes or graduate attributes.</td>
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<tr>
<td></td>
<td>4.3 Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.</td>
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</tbody>
</table>
RECOMMENDATION

That the Academic Standards and Policy Committee recommend that the Academic Board approve the amendment of the Assessment Procedures 2011, as presented, with effect from 1 January 2017.

EXECUTIVE SUMMARY

These changes to the Assessment Procedure give effect to the decision of the Academic Standards and Policy Committee of 20 April to support the use of anonymous marking for examinations.

BACKGROUND / CONTEXT

On 20 April 2016, the Academic Standards and Policy Committee considered a paper on Anonymous and De-Identified Marking. The recommendation of the paper was: That Academic Standards and Policy Committee
• endorse de-identified marking (identification by SID only) for all assignments and examinations;
• recommend consequent amendments to the Coursework Policy and Assessment procedure be prepared.

Following discussion, the ASPC resolved to advise the Academic Board that it supported the use of anonymous marking for examinations. It was also decided to delay any changes to the Coursework Policy and Assessment Procedure arising from this change pending proposed changes to the examination process being proposed by the DVC – Registrar. (see minutes of this meeting: Attachment 1)

The paper recommended revision of the Coursework Policy (2014) and the Assessment Procedure (2011).

The Coursework Policy outlines principles of assessment under Part 14. Principle 3 is that Assessment practices must be valid and fair.

As outlined in the April paper on Anonymous and De-Identified Marking, the purpose of the anonymous and de-identified marking is to minimise perceived or actual, conscious or unconscious bias. The initiative is therefore compatible with Principle 3.

Several sections of the Assessment Procedures specify process in pursuit of Principle 3. See proposed revisions in Attachment 2.

CONSULTATION

The matter has been discussed at SEG Education Committee, the Academic Standards and Policy Committee (20 April 2016) and noted at the Academic Board.
Non-Confidential

ATTACHMENTS

Attachment 1: Excerpt of the minutes of the Academic Standards and Policy Committee of 20 April 2016
Attachment 2: Proposed changes to Assessment Procedures 2011 marked in red and box.
Attachment 1: Excerpt of the minutes of the Academic Standards and Policy Committee of 20 April 2016

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.

ASPC16/2-5

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.
1 Purpose and application

(1) These procedures are to give effect to Part 14 of the Coursework Policy 2014 (“the policy”).

(2) These procedures apply to:
   (a) all coursework programs offered by the University; and
   (b) assessment tasks at unit and program or course level, including individual and group tasks.

2 Commencement

(1) These procedures commence on 1 January 2012 with full compliance with these procedures to be reached by 31 December 2013.

   (2) Sub-clause 5(6A) commences on [insert date, to be determined by the Registrar].

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 5 of the policy.

(2) In these procedures:

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

assessment rubrics means marking guides that state the criteria against which an assessment will be marked.

late results means results that are not entered into the student management system by the date determined by the Registrar for that purpose.

peer assessment means students commenting upon and judging the work of a fellow student.

retention period means the mandatory period for which records must be maintained, as mandated by the NSW State Records Authority under the State Records Act 1998 (NSW).

Note: See also the University Recordkeeping Manual, which at the date of this policy can be found at http://sydney.edu.au/arms/records_mgmt/uni_rec_manual.shtml

The State Records Act 1998 (NSW) can be found at: http://www.legislation.nsw.gov.au

self assessment means students making judgments about their own learning, both in relation to their process of learning and its outcomes.

standards-based assessment means the awarding of marks to students to reflect the level of performance (or standard) they have achieved. Students' grades are therefore not determined in relation to the performance of others, nor to predetermined distributions.

Student Identification Number means the unique identification number assigned to each student upon their first enrolment at the University.

4 Application of implementation statements to assessment principles

(1) These procedures set out the implementation statements designed to give effect to the assessment principles established by the policy.

(2) Schedule 1 to these procedures is a table correlating assessment principles to implementation statements.

5 Assessment standards, design and quality assurance - Principles 1 to 4

(1) Standards or levels of expected performance should be described for assessment tasks in sufficient detail that students can improve the quality of their work.

(2) Standards should typically be defined in the context of the discipline, course or level of the unit.

(3) Standards (including threshold or pass standards) should be benchmarked against comparable disciplinary and/or professional standards, within the University and beyond.

Note: See also the Learning and Teaching Policy 2015
(4) Peer review or moderation of assessment tasks should be used to ensure the appropriateness of the tasks set and their conformity with the policy.

(5) Program learning outcomes must be consistent with the Learning and Teaching Policy 2015, and assessed at appropriate points throughout the degree.

(6) Students should have the opportunity for formative practice or experience on each type of instrument that is used to determine grades.

(6A) In examinations, test or other assessments consisting of written elements, students should be identified on scripts, essay books or answers sheets by Student Identification Number only. Names should not be used.

(7) Where possible, program-level coordination should aim to have assessments timetabled to take account of other academic demands on a student’s time, such as other assessments or the requirements of other units of study.

(8) Moderation of marking between markers should ensure that shared understandings of the expected standards are developed, along with consistent application of these standards.

(9) Feedback on student work should be sufficiently timely to allow improvement where necessary.

(10) Where possible, assessments should be designed to enable students to apply feedback provided for an earlier task to a later task. This is particularly relevant to first year units.

(11) Feedback on student work, either individually or in a group, should be sufficiently detailed to be a useful identification of strengths and areas for improvement, yet not so detailed as to discourage self-reliance in learning and assessment.

(12) Evaluative feedback from students in relation to assessment should be incorporated by teachers, where appropriate, into teaching and learning strategies and future assessments.

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;
(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.

7 Marking and determination of grades - Principles 2 and 3

(1) Grades must be applied consistently in accordance with clause 66 and Schedule 1 of the policy, including the use of prescribed grade descriptors.

(2) Tasks must be marked according to the published criteria provided to students.

Note: See Learning and Teaching Policy 2015.

(3) Assessment must be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes. In the interests of transparency of grading the University uses a standards-based approach to assessing the achievements of students. In this approach, grades are allocated using pre-determined standards.

(4) Faculties and departments should implement the following aspects of standards-based assessment.

(a) At unit of study level, where possible, examples of students’ work should be identified which are characteristic of achievement for at least two different merit grades (benchmarks).

(b) If samples involve examples of real students’ work, then a copy of the signed permission of the student author must be kept for as long as the example is used for this purpose.

(c) When it is not possible to provide samples of work, a suitable description of the task and expected standards associated with different levels of achievement should be provided.

(d) The differences between work at different achievement levels should be described in information given to students. These grade descriptors should be statements such as:

At HD level, a student demonstrates a comprehensive understanding of the unit material, and exhibits initiative and self-reliance in critically evaluating and synthesizing ideas related to the unit.

(e) Assessments and examinations must be graded against the benchmarks and outcomes discussed among colleagues teaching within the unit and in similar units to refine the standards.

(5) Each faculty should have and publish a written statement on standards applying in that faculty and how they are being assured.
(6) All students within a unit of study will be assessed according to the same standards and using the same or comparable assessment instruments.

(7) Assessment related decisions which may impact on a student’s progression or graduation:
   (a) must be based solely on the assessments specified for that purpose; and
   (b) must not depend on judgements made by a single marker without review by colleagues for calibration or moderation.

(8) When marks from tasks are combined, the methods used should be statistically and educationally defensible.

(9) Due account must be taken of any special consideration granted under clause 67, and reasonable adjustment under clause 68, of the policy.

8 Conduct of assessment - Principles 1 to 4

(1) The principal examiner is responsible for:
   (a) complying with and completing all administrative requirements for assessment;
   (b) providing, as appropriate, a copy of any examination paper to the Examinations Office by the specified deadline, or, failing this, printing the examination paper(s) locally;
   (c) providing copies of all final examination papers to Examinations Office for retention in the University archives;
   (d) ensuring security of working papers developed in preparation for examinations; and
   (e) ensuring that all secure papers are accounted for.

(2) Examiners are strongly encouraged to require no more than 30 minutes of final examination per credit point. A shorter time is quite acceptable, especially when students are also assessed progressively.

(3) Examinations during the formal period should normally be no longer than 2 hours. The responsible dean may make provision for 3 hour examinations or those that which are in total longer than the equivalent of 30 minutes per credit point.

(4) Where a final examination is conducted for a unit of study:
   (a) any unit of study with a value of 6 or fewer credit points should be examined in no more than one examination in the formal examination period, apart from exceptional cases approved by the relevant dean;
   (b) any unit of study with a value of more than 6 credit points should be examined in no more than 2 examinations sessions; and
   (c) no student may be required to sit for more than 2 examinations on the same day. Where a student has 3 examinations scheduled for the same day, provision must be made for one of those examinations to be taken at an alternative time.

(5) To avoid examination timetable clashes, end of semester take-home examinations should have a scheduled due date on either the last day before the formal examination period, or the last day of the examination period.

(6) Examinations other than final examinations may be held during classes provided that faculties ensure that the overall assessment practices in all units of study are
reasonable and not structured in a way that may disrupt attendance at other classes.

(7) Examinations other than final examinations should typically be of lesser weight than the final examinations.

(8) The week after the end of teaching in each semester will be a study break (Stu-Vac) with final examinations to commence the following week.

(9) Faculties whose examination processes are fully quarantined or contained may conduct examinations outside the requirements of these procedures, but consistently with their spirit. This dispensation does not apply, however, when it leads to timetable clashes (e.g. in the case of combined degree students).

9 **Security of examination papers - Principles 1 to 4**

(1) In the preparation of examination papers, it is essential to ensure the security of questions and papers, so that examinations are fair to all students and the opportunity for unfair advantage for any individual or group is precluded.

(2) Results must be kept secure while they are being entered and summed up, so that they cannot be fraudulently changed.

(3) When questions are re-used in subsequent examination papers, variation is encouraged as far as practicable, within the constraint that questions requiring selected responses (including multiple choice variants) need to be trialled adequately to ensure their validity and reliability.

(4) Students' examination scripts should be retained by the department for the specified retention period, after which they should be destroyed.

**Note:** At the date of these procedures this is 6 months. See the *Recordkeeping Manual*.

(5) Students are entitled to access their own written scripts, provided the request is made during the script retention period.

(a) Written work which answers questions from examinations not secured for re-use may be copied by students.

(b) Written work which answers questions from secured or confidential examination papers may not be copied, and may only be viewed by appointment, either individually or in groups, under appropriate academic supervision.

(6) All possible breaches of security or incidences of misconduct during an examination must be reported to the principal examiner and, if appropriate, to the Registrar. All unusual events, breaches of security or difficulties encountered in the setting, transport, marking or entering of results should be reported to the head, if possible before the head determines the results of the examination.

(7) Any paper whose security may have been compromised should be re-set.

10 **Emergency evacuations during examinations - Principles 1 to 4**

(1) If an evacuation is required, presiding examination supervisors:

(a) should make a note of the time at which the examination is stopped;

(b) should adhere to the instructions of precinct officers or security staff;

(c) if time permits, should attempt to contact the Examinations Office to inform them of the evacuation.
(2) Precinct officers and or security staff will direct students and invigilators to an appropriate area, where they must await further information. Unless otherwise instructed by precinct officers or security staff, students must remain in the immediate vicinity.

(3) Examination supervisors should inform students that, until otherwise instructed, there must be no communication between them and that the use of mobile phones or other communication devices is not permitted except in exceptional circumstances and under strict supervision.

(4) If, after 20 minutes have elapsed from the time of evacuation, a student’s circumstances require them to make electronic contact (for example, to telephone someone for whom they have carer’s responsibilities or to an employer so as to ensure their employment is not adversely affected), the student may make a communication which is:

(a) as brief as possible; and
(b) under the direction and supervision of an examination invigilator.

(5) When notified that an examination room has been evacuated, the Examinations Office must notify:

(a) the principal examiner
(b) the relevant dean;
(c) the director of the Student Centre; and
(d) the Registrar.

(6) The relevant dean will determine whether the examination is to be resumed at the earliest opportunity, or whether it must be re-sat by the affected students. If the dean is not available, the following persons will be consulted, in the order below, and the first available will make the determination.

(a) the appropriate associate or sub-dean;
(b) the head of the relevant school or department.

(7) In making a determination under subclause 10(6), the decision maker will consult with security staff and or precinct officers as appropriate to determine whether a continuing threat exists and, if not, whether the examination rooms were secured at all times.

(8) The examination will be deemed to have been abandoned if:

(a) none of the individuals referred to in subclause 10(6) of these procedures is available; or
(b) the emergency or evacuation has compromised the examination room itself.

(9) When a decision is taken to abandon an examination, the Examinations Office will notify the relevant presiding supervisors who will inform students that the University will contact them as soon as possible about alternative arrangements.

(10) If an examination is abandoned due to an evacuation, only the examination sessions in the affected room(s) are deemed to have been abandoned. Where the examination is also being held in other locations unaffected by the emergency, those sessions will continue as normal.

(11) When an examination is abandoned, students’ work (such as answer booklets or computer answer sheets) is deemed null and void for the purposes of marking.
(12) After an examination has been abandoned, the Examinations Office will consult with the examiners and departments concerned and make arrangements for the affected students to re-sit the examination(s) as soon as possible.

(13) Students affected by an abandoned examination are advised to remain in Sydney and not make any travel plans until the official end of the examination period.

(14) All University policies, including those relating to illness and misadventure, apply in the circumstances of the re-sitting of an abandoned examination as they would have to the original examination.

(15) Serious incidents affecting more than one examination location should be assessed immediately by the Registrar who should obtain the advice of the Campus Security Unit, the Examinations Office and the director of the Student Centre.

(a) The Registrar should determine as soon as possible whether some examinations may proceed or the entire examination session should be postponed.

(b) All relevant deans, heads of departments, examiners and students should be notified immediately.

(16) If an examination is re-commenced after an evacuation, the presiding supervisors must allow students the full time lost to the evacuation, along with an additional 5 minutes to compensate for the disruption involved.

11 Use of handheld computing devices in examinations - Principle 3

(1) Hand held computing devices, including computers, calculators and internet-capable devices, are not normally permitted in invigilated final examinations.

(2) Departments may develop examinations and assessments in which such devices are permitted but in doing so must consider the equity, supervisory and logistical implications of their use.

(3) The University adopts the approved calculator list for 2 Unit Mathematics issued by the NSW Board of Studies from time to time as its list of non-programmable calculators acceptable for use in examinations at the University.

(a) A copy of this list must be provided to:

(i) students sitting examinations which permit use of non-programmable calculators;

(ii) principal examiners who specify that non-programmable calculators may be used by candidates for their papers; and

(iii) examination supervisors.

(b) Examination supervisors must report any use of an unauthorised device in an examination.

(4) Students who own a non-programmable calculator which they wish to use in an appropriate examination may take the unit to the Examinations Office for approval, where the unit will be marked indelibly if it is approved for use.

11A Simple extensions – Principle 3
12 Accessible examination and assessment arrangements - Principle 3

(1) Students 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 or accessible examination and assessment arrangements.

(2) At the time the examination timetable is released, Disability Services will send registered students an email asking students to submit their examination adjustment requirements by a specific date for accessible examination and assessment conditions to be provided.

(3) Disability Services will notify Examinations – Student Centre of approved reasonable adjustments.

(4) In-department examinations, within-semester assessments, practical and oral assessments are managed by the faculty. Faculty responsibilities include:

   (a) notifying students in a timely manner of the confirmed adjustments, and time and location of any adjusted examination;

   (b) providing notified adjustments and accommodations, including supervision, scribes or equipment;

   Note: Disability Services provides assistance with specialist equipment, ergonomic furniture and access to assistive technology, and can also provide a list of trained scribes and supervisors.

   (c) ensuring that adjustments approved for the original formal examination period apply to and are delivered for any replacement assessment, unless the form of assessment has changed, in which case Disability Services must be informed.

(5) University staff are generally required to implement the examination and assessment adjustments notified by Disability Services, with the exceptions described in the Disability Standards for Education (2005).

(6) Staff should familiarise themselves with the Disability Standards for Education (2005) and discuss any concerns about notified adjustments with Disability Services.

(7) Even if registered with Disability Services and reasonable accommodations or adjustments have been provided, a student with a disability may still make a claim for special consideration due to illness or misadventure.

Note: See also clause 14 of these procedures and clause 67 of the policy.
13 Special arrangements for assessment or examinations - Principle 3

(1) Except as otherwise provided in this clause, special arrangements for assessment or examination should follow the provisions for special consideration set out in clause 67 of the policy and clause 14 of these procedures.

(2) In cases of extended absence, faculties should discuss with the affected student the option of withdrawal without failure. Unit of study and course co-ordinators are most likely to be best placed to determine when a student’s absence is such as to make it improbable or impossible for that student to meet the requirements, even with special arrangements.

(3) A student seeking special arrangements for assessment or examination should make a request:

   (a) in the case of religious commitments that might have an impact on the types of assessment or examination they can undertake, at the date of commencement of semester; and

   (b) in the case of other types of commitment, as soon as the student becomes aware of a requirement to be absent from the University.

(4) Faculties must advise students of any cut-off dates for requests for special arrangements for assessments or examinations other than those held in formal University examination periods.

(5) Late requests for special arrangements for assessment or examination will be considered only where the student provides a reasonable explanation for the delay.

(6) Requests for special arrangements for assessments or examinations held in formal University examination periods must be lodged, with all necessary forms and supporting documentation, no later than the close of business 14 days after the publication of the examination timetable.

(7) A request for special arrangements must be accompanied by sufficient and relevant supporting documentation, in English. This may include, but is not limited to:

   (a) in the case of religious beliefs, a supporting letter from the student’s imam, pastor, rabbi or equivalent spiritual or community leader;

   (b) in the case of compulsory absence, a copy of the summons, subpoena, court order or notice of selection for jury duty;

   (c) in the case of sporting, cultural or political/union commitments, supporting documentation from the organising body;

   (d) in the case of parental or adoption commitments, a certificate from a medical practitioner or midwife stating the expected date of birth or documentation from the relevant adoption agency stating the expected date of placement;

   (e) in the case of defence force or emergency services commitments, supporting documentation from the student’s brigade or unit;

   (f) in the case where continuing employment would be jeopardised, supporting documentation from the student’s employer;

   (g) in the case of other situations, such documentation as is considered necessary by the University.

(8) Students requesting special arrangements must provide contact details for those individuals or organisations providing supporting documentation, so that further information or advice may be obtained.
14 Special consideration due to illness, injury or misadventure - Principle 3

(1) In this section, relevant delegate means:
   (a) an Associate Dean;
   (b) a Deputy Dean;
   (c) a Pro-Dean;
   (d) a Sub-Dean;
   (e) a Head of Department;
   (f) a Head of School;
   (g) a Program Coordinator; or
   (h) a Unit of Study Coordinator.

(2) All requests for special consideration should be considered in the same manner across the University, although the response may vary according to the circumstances.

(3) Occasionally circumstances of a longer term nature may have a substantial impact on a student’s ability to study and undertake assessments. In such cases, affected students should discuss their circumstances with an advisor or counsellor within or outside their faculty before lodging a request for special consideration.

(4) Multiple and recurring requests for special consideration may be an indicator of a student at academic risk, and may be referred to the faculty for consideration under Part 15 of the policy.

(5) Requests for special consideration should be lodged no later than three working days after the assessment.
   (a) Where circumstances preclude this, a student may still request special consideration but must provide a reasonable explanation for the delay.
   (b) The University will not decline a request on the grounds of late lodgement where a reasonable explanation is provided.

(6) A request for special consideration must:
   (a) use the form specified for this purpose by the University;
   (b) clearly set out the basis for the request;
   (c) for illness or injury, provide an appropriate professional practitioner certificate completed by a registered health practitioner or counsellor operating within the scope of their practice and who is not a family member and which includes:
      (i) the practitioner’s name, contact details, provider number and signature;
      (ii) the date of consultation;
      (iii) an evaluation of the duration and degree of impact on the student’s ability to attend classes, learn or complete assessment requirements; and
      (iv) the date the certificate was written and issued; or
   (d) where a professional practitioner certificate is not possible, include a statutory declaration:
(i) setting out the duration and degree of impact of the illness, injury or misadventure on the student’s ability to attend classes, learn or complete assessment requirements; and

(ii) attaching relevant supporting documents; and

(e) provide details of any group work which might be affected.

(7) The University may contact the author of a professional practitioner certificate or other supporting document to verify its authenticity.

(8) Students must retain the originals of any documents submitted in support of a special consideration request until their degree has been conferred, or their candidature is otherwise terminated.

Note: The University may require students to supply the originals of any documents submitted in support of a special consideration request at any time during their candidature.

(9) International students suffering illness, injury or misadventure should also contact the University for information about possible impacts on visa and other arrangements.

(10) A student may withdraw a request for special consideration made prior to, during or immediately after an assessment (usually an examination) at any time prior to the earlier of:

(a) release of results for that assessment; or

(b) completion of a replacement assessment.

A student may seek academic advice before doing so, but not from an academic associated with the assessment.

(11) The University will maintain detailed records of the process of determination, and outcome, of any special consideration request.

(12) The relevant delegate will determine the form of special consideration to be provided if a request is successful.

Note: Where appropriate, the University will apply standard determinations on the form of special consideration to be provided, based on precedents approved by the relevant delegate. Where a special consideration request falls outside the scope of an approved precedent, the University will refer the request to the relevant delegate for determination.

(13) The following forms of special consideration may be provided in relation to individual work.

(a) Replacement assessment.

(i) This may be made available where a request relates to an examination based assessment. All students who make a successful request for special consideration relating to a final examination will receive a replacement assessment. Other forms of assessment, such as weekly quizzes, may be more appropriately accommodated by reweighting or averaging.

(ii) A replacement assessment should assess the same skills and knowledge, with appropriate preparation, as the original assessment.

(iii) Where a successful request for special consideration is made prior to, or during or immediately after an assessment, any replacement assessment will be treated by the faculty as a first attempt and the original attempt at the assessment will be deemed not to have occurred.
(iv) The faculty is responsible for setting the date of the replacement assessment, except for replacement assessments for examinations undertaken in a formal exam period, which will be set by the Deputy Vice-Chancellor (Registrar). A student may lodge a further request for special consideration if they are unable to attend the replacement assessment due to injury, illness or misadventure.

(v) The replacement assessment for an examination undertaken in a formal exam period will be held within three weeks of the date of the examination.

(vi) If the student is unable to attempt the replacement assessment due to injury, illness or misadventure, or the faculty is unable to construct a valid form of replacement assessment, the faculty will determine alternative means of assessment. If this is not possible, the faculty will award a grade of DC (discontinue not to count as failure).

(b) Extension.

(i) This may be made available in relation to a non-examination based assessment task.

(ii) The relevant delegate will determine the length of any extension, and in doing so must consider the extent to which the student’s ability to prepare was affected.

(iii) Extensions of up to 20 working days may be granted.

(iv) Extensions longer than 20 working days may only be granted if doing so would not advantage the student against the rest of the cohort. If unfair advantage would occur, an alternative assessment should be set.

(c) Reweighting or averaging.

(i) This may be made available in relation to assessments that repeat on a regular basis. These are typically assessments that occur throughout the semester (such as weekly class tests, tutorial participation marks or laboratory work) where each assessment alone is not worth a high percentage of the total unit mark.

(ii) The non-completion of a minor component of assessment must not compromise the integrity of the assessment of the curriculum. Where re-weighting is inappropriate on academic grounds this should be declared in the description of assessment for the unit of study or curriculum. In these cases an alternative assessment should be provided.

(iii) Should a student miss more than one third of the regular assessment components, the student will be required to submit an alternative assessment. The mark for this alternative assessment will replace the missing component of the regular assessment.

(14) The following provisions will apply where one or more members of a group involved in group work suffer an illness, injury or misadventure.

(a) Consideration must be given to the interests of:

(i) the member(s) suffering the illness injury or misadventure; and

(ii) the remaining group members whose ability to complete the task as originally assigned may be impacted, and may therefore also be considered to have suffered a form of misadventure. Ideally special consideration requests should be submitted by all affected parties.
(b) If the relevant delegate considers that the illness, injury or misadventure has no impact on the functioning of the group or its ability to complete the task as assigned, no special consideration will be provided.

(c) If the relevant delegate considers that the functioning of the group is not impaired but that its ability to complete the task as assigned is impaired, an extension of time or an alternative assessment will be provided as appropriate.

(d) If the relevant delegate considers that the group can no longer function, the assessment task will be redefined for the remaining active members, based on the contributions they were to make.
   (i) Assessment will then be based on the redefined task.
   (ii) The lecturer or teacher may also allow an extension of time.
   (iii) The group member(s) who suffered the illness, injury or misadventure will, if their request is accepted, be given an alternative assessment.

(e) If a group submits a request for special consideration on the basis of an absence of one or more members, and no matching request is submitted by the relevant member(s), the group request should be considered on its merits in accordance with this policy even if the relevant delegate has no knowledge of the absent member(s) suffering any illness, injury or misadventure.

15 Processing and release of results - Principles 1 to 4

(1) The Registrar will determine in advance, and publish, dates for release of results to students. The Registrar may also determine, and publish the determination, that results for a specific unit of study be released on an earlier date than the originally determined date, if requested to do so by the relevant dean or associate dean.

(2) Principal examiners must:
   (a) assemble all marks and records of assessment for the unit of study;
   (b) ensure security of marks;
   (c) arrange the collation of marks;
   (d) verify the returned result from evidence such as mark sheets, annotated examination scripts, and minutes of departmental meetings in case an appeal process requires such evidence;
   (e) submit the results to the relevant head of academic unit by the required date; and
   (f) keep appropriate records to justify the final mark.
   Note: See Recordkeeping Manual.

(3) The Dean and head of the relevant academic unit must ensure that:
   (a) the results for all units of study comply with applicable policies, procedures and local provisions;

(15) Aegrotat and posthumous awards may be made in circumstances involving serious illness or death. For the purposes of clause 92A of the Coursework Policy, a Dean will not recommend the conferral of an aegrotat or posthumous award unless the conditions for the award have been substantially met.
(b) appropriate information and training about processes for entering results is provided to those who require it; and
(c) final results are entered and agreed in the student management system by the date determined by the Registrar.

(4) Late results must be:
(a) approved by the head of the relevant academic unit;
(b) entered into the student management system as soon as they become available; and
(c) released as soon as possible after the release date determined by the Registrar.

(5) Changes to marks or grades after entry into the student management system must be:
(a) approved by the relevant dean, deputy dean, pro-dean, sub-dean or associate dean after consideration of an explanation for the change;
(b) submitted and entered in the manner specified by the Registrar; and
(c) released as soon as possible after the release date determined by the Registrar.

(6) If a grade of “incomplete” (IC) has been recorded for a unit of study and no other result has been received by the date determined by the Registrar for the date to convert all IC results to AF, the grade will be automatically converted either to “absent fail” (AF) or, if an incomplete mark has been entered with the IC grade, to the grade corresponding to that mark (note: an incomplete mark entered with an IC grade should be the maximum mark to which the student would be entitled if the assessment remains incomplete).

(7) The Registrar must ensure that results are released to students by the dates determined.
(a) Final results of students in completed units of study will be provided to students through the student management system.

(8) Departments must, on request, provide students with the numerical mark for each assessment task which comprises the final numerical mark reported on the student’s Examination Result Notice.
(a) Records of such marks must be retained for 12 months.

(9) To ensure confidentiality, students’ results must not be displayed in public places.

(10) The faculty must establish mechanisms for review of results, including those for students affected by illness or misadventure, in accordance with applicable University policies.

**Note:** See also clause 16 of these procedures and University of Sydney (Student Appeals Against Academic Decisions) Rule 2006

(11) The faculty will determine the award of honours degrees and the levels at which they are awarded.

(12) After the expiry of the applicable retention period, examination scripts and marking sheets may be destroyed. The destruction must be authorised by the head of the unit and documented as required by the Recordkeeping Manual.
16 Appeals - Principles 1 to 4

(1) Students may appeal against the procedures used to arrive at an academic decision, as provided in the *University of Sydney (Student Appeals Against Academic Decisions) Rule 2006*.

(2) If an appeal is made:
   (a) all documentation relevant to that student’s assessment must be placed on the student’s appeal file;
   (b) all other annotated scripts must be retained together for each examination for the appeal period;
   (c) mark sheets must be retained for 12 months; and
   (d) minutes of departmental meetings must be centrally filed.

17 Professional development - Principles 2 and 4

(1) Staff with teaching responsibilities should be provided with professional development opportunities related to design, implementation, moderation and quality assurance of assessment.

(2) Faculties should provide opportunities for recognition and sharing of effective assessment practices. The University will also provide such opportunities on a University-wide basis.

(3) Professional development support will be provided by the Institute for Teaching and Learning in collaboration with faculties for assessment review as part of course quality improvement process to facilitate effective learning.

18 Effectiveness of assessment policies - Principle 4

(1) The Academic Board will ensure that the effectiveness of its policies is measured:
   (a) through a comparison of the University’s standards with those adopted elsewhere;
   (b) through information available from Academic Board faculty reviews; and
   (c) through feedback from students on assessment (directly and via unit of study evaluations and related feedback tools).

NOTES

Assessment Procedures 2011

Date adopted: 9 November 2011

Date amended: 19 August 2015, commencing 1 January 2016
   30 April 2016, commencing 4 April 2016
   29 June 2016, commencing 29 June 2016

Date registered:

Date commenced: 1 January 2012
### AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause 14(8)</td>
<td>Amended to allow the consideration of further information with the discretion of the Faculty</td>
<td>4 October 2012</td>
</tr>
<tr>
<td>Clause 3(2)</td>
<td>Amended to insert definition of late result</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 14 (14)(a)(v)</td>
<td>Amended to align processing time with new student information system</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15 (1)</td>
<td>New clause inserted on determination of results dates</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15 (2)</td>
<td>Amended to clarify the responsibilities of principal examiners</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15 (3)</td>
<td>Amended to clarify the responsibility of deans and heads of academic units</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15 (4) (5) (6)</td>
<td>Inserted to clarify processing of late results, changes to marks or grades and incompletes</td>
<td>3 July 2014</td>
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<tr>
<td>Clause 15(7)</td>
<td>Amended to clarify release of results</td>
<td>3 July 2014</td>
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<tr>
<td>Various</td>
<td>Updated references to the <em>Coursework Policy 2014</em> and relevant parts and clauses</td>
<td>22 January 2015</td>
</tr>
<tr>
<td>Clause 14(16)</td>
<td>Updated following the addition of clause 92A to the <em>Coursework Policy 2014</em></td>
<td>25 March 2015</td>
</tr>
<tr>
<td>9(4) note</td>
<td>Updated retention period to reflect <em>Recordkeeping Manual</em> – administrative amendment only.</td>
<td>25 March 2015</td>
</tr>
<tr>
<td>8(6) (deleted), 13, 14</td>
<td>Amended to align with changes to the <em>Coursework Policy 2014</em> related to the administration of special consideration and special arrangements.</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>6(1), 6(2) (added)</td>
<td>Amended to clarify that amending assessment requirements should not disadvantage students</td>
<td>4 April 2016</td>
</tr>
<tr>
<td>Clause 6(6)</td>
<td>Added</td>
<td>29 June 2016</td>
</tr>
<tr>
<td>Clause 11A</td>
<td>Added</td>
<td>29 June 2016</td>
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</table>
**SCHEDULE 1 – Implementation table**

<table>
<thead>
<tr>
<th>Principle and implementation statements</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Assessment practices must advance student learning</strong></td>
<td>clause</td>
</tr>
<tr>
<td>1.1 Assessment practices align with goals, context, learning activities and learning outcomes.</td>
<td>5</td>
</tr>
<tr>
<td>1.2 A variety of assessment tasks are used while ensuring that student and staff workloads are considered.</td>
<td>5</td>
</tr>
<tr>
<td>1.3 Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Constructive, timely and respectful feedback develops student skills of self and peer evaluation and guides the development of future student work.</td>
<td>5</td>
</tr>
<tr>
<td><strong>2. Assessment practices must be clearly communicated to students and staff</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 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.</td>
<td>6</td>
</tr>
<tr>
<td>2.2 Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.</td>
<td>5, 6</td>
</tr>
<tr>
<td>2.3 Procedures exist to ensure that all staff involved in teaching of a unit share a common understanding of assessment practices.</td>
<td>5</td>
</tr>
<tr>
<td>2.4 The process of marking and of combining individual task marks is explicitly explained in the unit outline.</td>
<td>5, 7</td>
</tr>
<tr>
<td><strong>3. Assessment practices must be valid and fair</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Assessment tasks are authentic and appropriate to disciplinary and/or professional context.</td>
<td>5</td>
</tr>
<tr>
<td>3.2 Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria that students actively engage with.</td>
<td>7-10</td>
</tr>
<tr>
<td>3.3 Assessment will be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes.</td>
<td>7</td>
</tr>
<tr>
<td>3.4 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.</td>
<td>11A-14</td>
</tr>
<tr>
<td><strong>4. Assessment practices must be continuously improved and updated</strong></td>
<td></td>
</tr>
<tr>
<td>4.1 Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.</td>
<td>5</td>
</tr>
<tr>
<td>4.2 Assessment is regularly updated to ensure alignment with program learning outcomes or graduate attributes.</td>
<td>5</td>
</tr>
<tr>
<td>4.3 Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.</td>
<td>17</td>
</tr>
</tbody>
</table>
RECOMMENDATION

That the Academic Standards and Policy Committee recommend that the Academic Board recommend to the Deputy Vice-Chancellor (Registrar) the adoption of the Student Recognition Awards Policy 2016, with effect from 1 January 2017.

EXECUTIVE SUMMARY

In September, the SEG Education Committee endorsed the Student Recognition Awards Policy 2016 for recommendation to the Academic Standards and Policy Committee.

BACKGROUND

The current approach and practice for the management and awarding of scholarships and prizes is inconsistent and varied. The Scholarships and Prizes Working Group, was convened to provide advice about the requirements for a standardised framework for the establishment and management of all new scholarships and prizes across the University. Chaired by Associate Professor Tony Masters (Chair of the Academic Board), membership of the working group included: academic, administrative and student representatives.

The Student Recognition Awards Policy 2016 as attached, proposes a standardised approach to the management of scholarships, prizes and subsidies at the University of Sydney consolidating current policies into a single policy with associated procedures. Feedback received about the policy has been overwhelmingly positive. The Scholarships and Prizes Working Group will commence developing the associated procedures to support the implementation of the policy.

It also addresses the prospective policy implications outlined in the Sharper incentives for engagement: New research block grant arrangements for universities consultation paper released by the Department of Education and Training in May 2016. Although the final Research Training Program guidelines have not yet been determined, the Department has assumed that most universities already have policies in place to accommodate any new recommendations. Part 4: Research Training Student Awards in the attached is in anticipation of the impending government guidelines.

PROPOSED CHANGES

The attached Student Recognition Awards Policy 2016 proposes the following:

- Streamlining the establishment, management and award of student recognition awards i.e. scholarships, prizes and subsidies.
- Improving the advertising of award opportunities for students. The SAS PSU will establish and maintain a publicly available page on the University’s website, which will be the core communications channel for all student recognition awards.
- Including student recognition awards on student transcripts. Students have indicated this is important when applying for employment or other competitive opportunities. Currently there is an inconsistency with what appears on student transcripts.
- The consolidation of the Scholarships Policy 2005 and the Establishment and Award of Scholarships and Prizes Policy 2000 into a single policy owned by the DVC Registrar, as opposed to the current ownership by the Academic Board. The view of the working groups was that aligns the policy with the standardised approach to the administration of student awards.
STUDENT RECOGNITION AWARDS
POLICY 2016

The Deputy Vice-Chancellor (Registrar), as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated:

Last amended: DRAFT FOR CONSULTATION

Signature:

Position: Deputy Vice-Chancellor (Registrar)

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PART 1 PRELIMINARY

1 Name of policy

This is the Student Recognition Awards Policy 2016.
2 Commencement
This policy commences on 1 January 2017.

3 Statement of intent
This policy establishes the framework for establishing and managing student recognition awards.

4 Application
(1) This policy applies to all student recognition awards at the University, except to the extent that it conflicts with the terms or conditions required by applicable trust conditions or contractual terms.
(2) This policy does not apply to loans, bursaries or ex-gratia payments made by the University to students.

Note: Information about student financial support is available at http://sydney.edu.au/stuserv/financial_assistance_office/index.shtml. Student loans are administered according to the Student Loans Procedures – Accounts Receivable.

5 Definitions
delegate means an officer, employee or committee of the University to whom Senate has made a delegation of authority.

prize means a payment or benefit that carries no condition of further study which is received by a student on the basis of either or both of prior academic performance or fulfilling relevant selection and eligibility criteria. The benefit can be monetary or non-monetary.

procedures means the procedures associated with this policy.

SAS PSU means the Student Administrative Services professional services unit, within the portfolio of the Deputy Vice-Chancellor (Registrar).

scholarship means a payment or benefit to a student which is:
• usually monetary;
• awarded on the basis of academic merit or potential alone, or in combination with other criteria;
• awarded in connection with ongoing or future study;
• subject to satisfactory future performance requirements; and
• awarded for a specified period up to a maximum duration of a full course of study.

student recognition award means any form of scholarship, prize or subsidy.

subsidy means a form of scholarship consisting of a monetary benefit to support a student or graduate for a specific activity or purpose (such as travel or accommodation), usually for a minimum
teaching or research period.

6 Principles for student recognition awards

(1) Student recognition awards may take the form of:
   (a) scholarships;
   (b) subsidies; or
   (c) prizes.

(2) New student recognition awards may only be established:
   (a) by a relevant delegate;
   (b) if there is sufficient funding available; and
   (c) if gift funded, consistently with the requirements of the Gift Acceptance Policy 2013.

(3) New student recognition awards must:
   (a) recognise and support any or all of:
       (i) academic excellence;
       (ii) equity of access;
       (iii) fairness; and
       (iv) the University’s strategic priorities;
   (b) have appropriately broad, inclusive and fair eligibility and selection criteria; and
   (c) provide for the University to be the ultimate decision maker in relation to recipients.

(4) Student recognition awards funded by third parties should recognise donor philanthropy and foster partnerships and shared objectives with third party participants.

(5) Existing student recognition awards may only be awarded in any given year if the relevant delegate is satisfied that there are sufficient funds available.

(6) All student recognition awards must be established and administered consistently and transparently, and in accordance with this policy and the procedures.

(7) Except with the prior approval of the Deputy Vice-Chancellor (Registrar) the availability of all student recognition awards must be appropriately advertised.

PART 2 ESTABLISHING STUDENT RECOGNITION AWARDS

7 Funding and approval

(1) The Deputy Vice-Chancellor (Registrar), in consultation with the relevant delegates, will establish annually the categories and minimum values for
categories of student recognition awards. In doing so, the Deputy Vice-Chancellor (Registrar) will take into consideration currently applicable government allowance and payment thresholds where relevant.

(2) Student recognition awards may be funded by any, or a mixture, of:
   (a) donated funds;
   (b) contractually provided funds, including sponsorships; or
   (c) internal University funds.

(3) Where internal University funds are to be used, the relevant academic or business unit must obtain the funds through the annual budget process in the financial year before the year in which the student recognition award is offered.

Note: See University of Sydney (Delegations of Authority – Administrative Functions) Rule 2010 (as amended).

8 Terms and conditions

(1) In establishing a student recognition award the relevant delegate must determine its terms and conditions.

(2) The terms and conditions for a student recognition award must:
   (a) except to the extent that they are governed by trust or contractual requirements, comply with this policy and the procedures;
   (b) be drafted in consultation with the SAS PSU; and
   (c) be endorsed by the Office of General Counsel.

(3) The terms and conditions for each student recognition award must specify:
   (a) the eligibility criteria for applicants;
   (b) selection criteria for recipients;
   (c) any ongoing eligibility criteria;
   (d) the total value of the recognition award;
   (e) the payment schedule;
   (f) the composition of a selection committee which will determine recipients; and
   (g) the circumstances in which the award may be terminated prematurely.

(4) Eligibility and selection criteria must:
   (a) set clear standards and benchmarks against which applicants can be ranked and recipients selected; and
   (b) be broad enough to allow a reasonable number of people to be eligible.
PART 3 MANAGING STUDENT RECOGNITION AWARDS

9 Marketing and applications

(1) SAS PSU will establish and maintain a publicly available page on the University’s website, which will be the core communications channel for all student recognition awards.
   (a) Delegates must provide details of each student recognition award they approve to the SAS PSU in the manner and form specified in the procedures, as soon as possible after approval is given.
   (b) Any reference to a student recognition award in any publication or website published by or on behalf of the University must link to, or provide details of, the relevant webpage.

(2) In relation to each student recognition award, the relevant webpage must publish or link to:
   (a) its terms and conditions;
   (b) application dates and processes; and
   (c) details of information about applicants or recipients which need to be provided to any donor or other third party.

(3) Wherever possible, application rounds will be aligned to the teaching or research period appropriate to the relevant student recognition award.

(4) Applications must be submitted electronically in the form and manner specified in the procedures.

(5) SAS PSU will confirm receipt of applications, and advise applicants of outcomes in the form and manner specified in the procedures.

10 Making student recognition awards

(1) SAS PSU is responsible for the receipt, collection and, where possible, initial ranking of applications.

(2) Ranked applications must be considered by the relevant selection committee, consistently with the applicable terms and conditions.

(3) The selection committee will then determine the final ranking of the applicants.
   (a) Unless the terms and conditions specify otherwise, the selection committee will determine which of the selection criteria will be prioritised in order to resolve any deadlock in ranking.

(4) SAS PSU will notify applicants of the outcome of their applications, in the form and manner specified in the procedures.

(5) Notifications to successful applicants must include:
   (a) the terms and conditions of the award;
   (b) instructions on how and by when to accept it;
   (c) details of any proposed awards ceremony or other public recognition;
   (d) details of any additional information about the recipient proposed to be provided to a donor or other third party; and
(e) whether, and if so how, a recipient may elect:
  (i) not to participate in any public recognition; or
  (ii) not to have their information provided to any donor or other third party.

(6) SAS PSU will manage student recognition award payments by:
  (a) identifying appropriate methods of payment based on the value of award;
  (b) using University systems and processes to issue funds to recipients.

11 Recognition

(1) The Alumni and Development Office, in collaboration with faculties and University Schools, may hold ceremonies or events to recognise both student recognition award recipients and donors.

(2) The Deputy Vice-Chancellor (Registrar) will determine which student recognition awards will appear on academic transcripts.

(3) Recipients may elect:
  (a) not to participate in any recognition ceremony or similar event;
  (b) not to have a student recognition award appear on their academic transcript.

(4) SAS PSU will maintain award and merit lists that may be published and made publically available on the University website.

12 Terminating individual students’ recognition awards

(1) The recipient of a student recognition award may terminate it at any time by:
  (a) notice in writing to the SAS PSU; or
  (b) terminating their candidature in their award course.

(2) The delegate responsible for establishing the student recognition award may terminate an individual award if:
  (a) satisfied that the holder has failed to fulfil the eligibility criteria or breached any term on which the award is conditional; or
  (b) the holder has been found guilty of misconduct.

Note: See Chapter 8 of the University of Sydney By-Law 1999

(3) Prior to any decision to terminate an award under subclause 12(2):
  (a) SAS PSU will inform the holder of the proposal to consider termination and invite them to make submissions as to why it should not be terminated, in a specified manner and within a specified time; and
  (b) will provide the relevant delegate with any such submissions received.

(4) SAS PSU will inform the holder of the delegate’s decision in writing.

13 Reviewing student awards

(1) SAS PSU will conduct an annual review of all student recognition awards to identify those with:
(a) low numbers of eligible students;
(b) low numbers of applicant numbers; or
(c) possibly insufficient funds to continue.

(2) At least once in every five years, the SAS PSU will recommend to the relevant delegate(s) any student recognition awards which should be considered for cessation.

(3) The relevant delegate will determine whether or not a student recognition and support award should cease to be offered.

PART 4 RESEARCH TRAINING STUDENT AWARDS

14 Research Training Program

(1) The Deputy Vice-Chancellor (Registrar), in consultation with the Deputy Vice-Chancellor (Education) and the Deputy Vice-Chancellor (Research), will determine the terms and conditions on which research training program scholarships will be offered and awarded, consistently with government and University funding requirements.

(2) The terms and conditions for research training program scholarships must specify:
   (a) eligibility requirements;
   (b) benefits provided;
   (c) duration of support;
   (d) application, selection and offer processes;
   (e) extension and suspension arrangements;
   (f) paid leave or work arrangements;
   (g) arrangements for changes in student circumstances, such as:
      (i) change in award course;
      (ii) change from full time to part time study or vice versa;
      (iii) change of institution;
      (iv) change of research area.
   (h) circumstances in which support may be terminated; and
   (i) any necessary transitional arrangements for scholarship holders under prior schemes.

(3) SAS PSU will establish and maintain a publicly available page on the University’s website for research training program scholarships. This web page:
   (a) must be linked to the student recognition and support awards web page established under clause 9 and
   (b) will be the core communications channel for all research training program scholarships.
PART 5  ADMINISTRATIVE MATTERS

15  Transitional provisions
(1) SAS PSU, together with the relevant delegates, will undertake a review of currently offered student recognition awards within one year of the commencement of this policy.
(2) That review will classify the student recognition awards as follows:
   (a) those which should continue as presently operating (this will include those subject to trust or contract terms);
   (b) those which should continue, but should be brought into compliance with this policy and the procedures; and
   (c) those which should cease to be offered.
(3) SAS PSU, together with the relevant delegates must then establish and implement a programme for conversion or cessation of relevant student recognition and support awards.

16  Rescissions and replacements
This document replaces the following, which are rescinded as from the date of commencement of this document:
(1) Scholarships Policy, which commenced on 16 June 2005.
(2) Establishment and Award of Scholarships and Prizes Policy, which commenced on 15 March 2000.
(3) Scholarships: Prizes and Scholarships – Academic Board Resolutions approved by the Academic Board prior to 1992.

NOTES
Student Recognition Awards Policy 2016.
Date adopted: [This is the date on which the policy is formally signed]
Date commenced: 1 January 2017.
Administrator: [List the position title of the most senior person responsible for the day to day operation of the policy]
Review date: [This date must be no more than 5 years from the date of commencement.]
Rescinded documents: Scholarships Policy.
   Establishment and Award of Scholarships and Prizes Policy.
   Scholarships: Prizes and Scholarships – Academic Board Resolutions.
Related documents:  
- University of Sydney By-Law 1999  
- Brand Policy 2015  
- Gift Administration Policy 2012  
- Gift Acceptance Policy 2013  
- Gift Acceptance Procedures 2014  
- Student Loans Procedures – Accounts Receivable

## AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
</table>


RECOMMENDATION

That the Academic Standards and Policy Committee recommend that the Academic Board approve the amendment of the Assessment Procedures 2011, as presented.

EXECUTIVE SUMMARY

Completeness and accuracy of assessment information in unit of study outlines is essential to enable the development of Academic Plans, processing of special consideration and special arrangement requests and the timely management of formal exams for students registered with Disability Services. Currently, unit of study outlines vary across the University and the mandatory inclusion of a standard assessment table will provide students with consistent information.

At its meeting on Monday 10 October, the SEG Education Committee endorsed in principle:
   a) the mandatory inclusion of a standard assessment table in all unit of study outlines from Semester 1, 2017; and
   b) the related changes detailed in the Assessment Procedures 2011 attached.

The SEG Education Committee will be making a recommendation for the adoption of standardised word count and electronic submission time. The Committee has also requested clarification of Assessment Type. This will be provided for consideration and endorsement by circulation.

The SEG Education Committee recommend the proposal for consideration by the Academic Standards and Policy Committee at its meeting on Wednesday 12 October. Any further advice from the SEG Education Committee will be tabled at ASCP.

BACKGROUND

In October 2015, SEG endorsed the introduction of Academic Plans commencing semester 1 2016, to provide a consistent experience for students registered with Disability Services. As part of this implementation, a standard unit of study assessment table was created to ensure the availability of assessment information when Academic Plans are created.

Whilst Disability Services has access to unit of study outlines, to date, the standard assessment table has not been consistently adopted and assessment information is often incomplete (for example, exam type information). This has meant that students received incomplete Academic Plans at the start of each semester. In 2016, in both semesters 1 and 2, approximately 50% of unit outlines used to complete Academic Plans required follow up due to incomplete and/or inconsistent assessment information. In addition, many unit of study outlines did not include information regarding exam type, which has meant that specific information regarding a student’s required exam adjustments, could not be communicated on the Academic Plan at the commencement of the semester, which caused delays to the management of formal exams for students registered with Disability Services.
STANDARD ASSESSMENT SCHEDULE

The inclusion of a standard assessment table needs to be included in all unit of study outlines. See example provided in Figure 1. To ensure consistency across the University, the table needs to be completed in accordance with the guidelines (valid options) detailed in Attachment 1. This is based on the table adopted by Disability Services in Semester 1, 2016, and includes Assessment Type, Assessment Category and Test Type.

Figure 1. Example of a standard unit of study assessment table completed using the guidelines in Attachment 1.

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Exam / Quiz Type</th>
<th>Individual/ Group</th>
<th>Length / Duration</th>
<th>Weight</th>
<th>Due Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay Proposal</td>
<td>Submitted Work</td>
<td>Assignment</td>
<td>N/A</td>
<td>Individual</td>
<td>500 words</td>
<td>5%</td>
<td>16:00 31-Mar-2016</td>
</tr>
<tr>
<td>Weekly Online Quizzes</td>
<td>In-class assessments</td>
<td>Tutorial quiz or small test or small continuous assessment</td>
<td>Online Quiz</td>
<td>Individual</td>
<td>1 hour</td>
<td>5%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Mid-Semester Exam</td>
<td>Exam</td>
<td>In-seesmter exam</td>
<td>Multiple Choice</td>
<td>Individual</td>
<td>N/A</td>
<td>15%</td>
<td>06-Apr-2016</td>
</tr>
<tr>
<td>Major Essay</td>
<td>Submitted work</td>
<td>Assignment</td>
<td>N/A</td>
<td>Individual</td>
<td>2000 words</td>
<td>15%</td>
<td>17:00 29-Apr-2016</td>
</tr>
<tr>
<td>Case Study</td>
<td>Group work</td>
<td>Written assignment</td>
<td>N/A</td>
<td>Group</td>
<td>1000 words</td>
<td>10%</td>
<td>11-May-2016</td>
</tr>
<tr>
<td>Presentation</td>
<td>In-class assessments</td>
<td>Presentation</td>
<td>N/A</td>
<td>Individual</td>
<td>200 words</td>
<td>10%</td>
<td>25-May-2016</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Exam</td>
<td>Final exam</td>
<td>Short/Long Answer</td>
<td>Individual</td>
<td>2 hours</td>
<td>35%</td>
<td>Final Exam Period</td>
</tr>
<tr>
<td>Tutorial Participation &amp; Attendance</td>
<td>In-class assessments</td>
<td>Attendance</td>
<td>N/A</td>
<td>Individual</td>
<td>N/A</td>
<td>5%</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

POLICY CHANGES

The mandatory inclusion of a standard assessment table should be reflected in the Assessment Procedures 2011 as attached.
**ATTACHMENT 1**

Standard assessment table (for inclusion in the *Assessment Procedures 2011* as a schedule). See Figure 1 for example of a standard unit of study assessment schedule completed using these guidelines.

<table>
<thead>
<tr>
<th>#</th>
<th>Table heading</th>
<th>Valid values</th>
<th>Notes</th>
<th>Additional comments about heading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment title</td>
<td>Free format text</td>
<td>Name of assessment task.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assessment category</td>
<td>1) Exam</td>
<td>Category as listed in Special Consideration Decisions Matrix and System.</td>
<td>Required for Special Consideration and Special Arrangements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Group work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) In-class assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4) Skills-based assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5) Submitted work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Assessment type</td>
<td>Valid Assessment type values (in blue) for each Assessment category above: 1. Exam</td>
<td>Assessment types as listed in Decisions Matrix and Special Consideration system.</td>
<td>Required for Special Consideration and Special Arrangements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1. Final exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2. In-semester exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Group Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1. Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2. Written assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. In-class assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1. Attendance and Tutorial Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2. Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.3. Optional assignment or test</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.4. Tutorial quiz or small test or small continuous assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Skills-based assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.1. Creative assessments / demonstrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2. Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3. Skills based evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.4. Tutorial quiz or small test or small continuous assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.5. Online Quiz</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.6. Formative Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.7. Oral/Viva Voce</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Submitted work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.1. Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.2. Dissertation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.3. Honours thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.4. Take-Home Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Exam / Quiz type</td>
<td>Values to be confirmed</td>
<td>Values currently in draft format.</td>
<td>Required for Academic Plan.</td>
</tr>
<tr>
<td>5</td>
<td>Individual / Group</td>
<td>Individual, Group</td>
<td></td>
<td>Required for Academic Plan.</td>
</tr>
<tr>
<td>6</td>
<td>Length / duration</td>
<td>Number of words / Time limit</td>
<td>Uses standard exam durations.</td>
<td>Required for Academic Plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Assessment Category: Exams and Assessment Type: Final exam, valid options (in blue): 1 hour, 1.5 hours, 2 hours, 2.5 hours, 3 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Weight</td>
<td>Percentage contribution to final mark (%)</td>
<td></td>
<td>Required for Academic Plan.</td>
</tr>
<tr>
<td>8</td>
<td>Due date and time</td>
<td>Time and date assessment is due</td>
<td>Due date may be expressed as a time period when exact date not known (E.g., final exam period, week 7) Time to be included (24hr format) where assessment must be submitted by a cut-off time e.g. 23:59 or COB.</td>
<td>Required for Academic Plan.</td>
</tr>
</tbody>
</table>
1 Purpose and application

(1) These procedures are to give effect to Part 14 of the Coursework Policy 2014 (“the policy”).

(2) These procedures apply to:
   (a) all coursework programs offered by the University; and
   (b) assessment tasks at unit and program or course level, including individual and group tasks.

2 Commencement

These procedures commence on 1 January 2012 with full compliance with these procedures to be reached by 31 December 2013.

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 5 of the policy.

(2) In these procedures:

   academic unit means a faculty, academic college, board of studies, school, department, centre or interdisciplinary committee of the University.
assessment rubrics means marking guides that state the criteria against which an assessment will be marked.

late results means results that are not entered into the student management system by the date determined by the Registrar for that purpose.

peer assessment means students commenting upon and judging the work of a fellow student.

retention period means the mandatory period for which records must be maintained, as mandated by the NSW State Records Authority under the State Records Act 1998 (NSW).

Note: See also the University Recordkeeping Manual, which at the date of this policy can be found at http://sydney.edu.au/arms/records_mgmt/uni_rec_manual.shtml

self assessment means students making judgments about their own learning, both in relation to their process of learning and its outcomes.

standards-based assessment means the awarding of marks to students to reflect the level of performance (or standard) they have achieved. Students’ grades are therefore not determined in relation to the performance of others, nor to predetermined distributions.

4 Application of implementation statements to assessment principles

(1) These procedures set out the implementation statements designed to give effect to the assessment principles established by the policy.

(2) Schedule 1 to these procedures is a table correlating assessment principles to implementation statements.

5 Assessment standards, design and quality assurance - Principles 1 to 4

(1) Standards or levels of expected performance should be described for assessment tasks in sufficient detail that students can improve the quality of their work.

(2) Standards should typically be defined in the context of the discipline, course or level of the unit.

(3) Standards (including threshold or pass standards) should be benchmarked against comparable disciplinary and/or professional standards, within the University and beyond.

Note: See also the Learning and Teaching Policy 2015

(4) Peer review or moderation of assessment tasks should be used to ensure the appropriateness of the tasks set and their conformity with the policy.
(5) Program learning outcomes must be consistent with the Learning and Teaching Policy 2015, and assessed at appropriate points throughout the degree.

(6) Students should have the opportunity for formative practice or experience on each type of instrument that is used to determine grades.

(7) Where possible, program-level coordination should aim to have assessments timetabled to take account of other academic demands on a student’s time, such as other assessments or the requirements of other units of study.

(8) Moderation of marking between markers should ensure that shared understandings of the expected standards are developed, along with consistent application of these standards.

(9) Feedback on student work should be sufficiently timely to allow improvement where necessary.

(10) Where possible, assessments should be designed to enable students to apply feedback provided for an earlier task to a later task. This is particularly relevant to first year units.

(11) Feedback on student work, either individually or in a group, should be sufficiently detailed to be a useful identification of strengths and areas for improvement, yet not so detailed as to discourage self-reliance in learning and assessment.

(12) Evaluative feedback from students in relation to assessment should be incorporated by teachers, where appropriate, into teaching and learning strategies and future assessments.

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) an assessment table in the form specified in Schedule 2.;
(d) the conditions for extensions of time (if any); and
(e) 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.

7 Marking and determination of grades - Principles 2 and 3

(1) Grades must be applied consistently in accordance with clause 66 and Schedule 1 of the policy, including the use of prescribed grade descriptors.

(2) Tasks must be marked according to the published criteria provided to students.

Note: See Learning and Teaching Policy 2015.

(3) Assessment must be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes. In the interests of transparency of grading the University uses a standards-based approach to assessing the achievements of students. In this approach, grades are allocated using pre-determined standards.

(4) Faculties and departments should implement the following aspects of standards-based assessment.

(a) At unit of study level, where possible, examples of students’ work should be identified which are characteristic of achievement for at least two different merit grades (benchmarks).

(b) If samples involve examples of real students’ work, then a copy of the signed permission of the student author must be kept for as long as the example is used for this purpose.

(c) When it is not possible to provide samples of work, a suitable description of the task and expected standards associated with different levels of achievement should be provided.

(d) The differences between work at different achievement levels should be described in information given to students. These grade descriptors should be statements such as:

   At HD level, a student demonstrates a comprehensive understanding of the unit material, and exhibits initiative and self-reliance in critically evaluating and synthesizing ideas related to the unit.

(e) Assessments and examinations must be graded against the benchmarks and outcomes discussed among colleagues teaching within the unit and in similar units to refine the standards.

(5) Each faculty should have and publish a written statement on standards applying in that faculty and how they are being assured.

(6) All students within a unit of study will be assessed according to the same standards and using the same or comparable assessment instruments.
7 Assessment related decisions which may impact on a student’s progression or graduation:
   (a) must be based solely on the assessments specified for that purpose; and
   (b) must not depend on judgements made by a single marker without review by colleagues for calibration or moderation.

8 When marks from tasks are combined, the methods used should be statistically and educationally defensible.

9 Due account must be taken of any special consideration granted under clause 67, and reasonable adjustment under clause 68, of the policy.

8 Conduct of assessment - Principles 1 to 4

1 The principal examiner is responsible for:
   (a) complying with and completing all administrative requirements for assessment;
   (b) providing, as appropriate, a copy of any examination paper to the Examinations Office by the specified deadline, or, failing this, printing the examination paper(s) locally;
   (c) providing copies of all final examination papers to Examinations Office for retention in the University archives;
   (d) ensuring security of working papers developed in preparation for examinations; and
   (e) ensuring that all secure papers are accounted for.

2 Examiners are strongly encouraged to require no more than 30 minutes of final examination per credit point. A shorter time is quite acceptable, especially when students are also assessed progressively.

3 Examinations during the formal period should normally be no longer than 2 hours. The responsible dean may make provision for 3 hour examinations or those that which are in total longer than the equivalent of 30 minutes per credit point.

4 Where a final examination is conducted for a unit of study:
   (a) any unit of study with a value of 6 or fewer credit points should be examined in no more than one examination in the formal examination period, apart from exceptional cases approved by the relevant dean;
   (b) any unit of study with a value of more than 6 credit points should be examined in no more than 2 examinations sessions; and
   (c) no student may be required to sit for more than 2 examinations on the same day. Where a student has 3 examinations scheduled for the same day, provision must be made for one of those examinations to be taken at an alternative time.

5 To avoid examination timetable clashes, end of semester take-home examinations should have a scheduled due date on either the last day before the formal examination period, or the last day of the examination period.

6 Examinations other than final examinations may be held during classes provided that faculties ensure that the overall assessment practices in all units of study are
reasonable and not structured in a way that may disrupt attendance at other classes.

(7) Examinations other than final examinations should typically be of lesser weight than the final examinations.

(8) The week after the end of teaching in each semester will be a study break (Stu-Vac) with final examinations to commence the following week.

(9) Faculties whose examination processes are fully quarantined or contained may conduct examinations outside the requirements of these procedures, but consistently with their spirit. This dispensation does not apply, however, when it leads to timetable clashes (e.g. in the case of combined degree students).

9 Security of examination papers - Principles 1 to 4

(1) In the preparation of examination papers, it is essential to ensure the security of questions and papers, so that examinations are fair to all students and the opportunity for unfair advantage for any individual or group is precluded.

(2) Results must be kept secure while they are being entered and summed up, so that they cannot be fraudulently changed.

(3) When questions are re-used in subsequent examination papers, variation is encouraged as far as practicable, within the constraint that questions requiring selected responses (including multiple choice variants) need to be trialled adequately to ensure their validity and reliability.

(4) Students’ examination scripts should be retained by the department for the specified retention period, after which they should be destroyed.

Note: At the date of these procedures this is 6 months. See the Recordkeeping Manual.

(5) Students are entitled to access their own written scripts, provided the request is made during the script retention period.

(a) Written work which answers questions from examinations not secured for re-use may be copied by students.

(b) Written work which answers questions from secured or confidential examination papers may not be copied, and may only be viewed by appointment, either individually or in groups, under appropriate academic supervision.

(6) All possible breaches of security or incidences of misconduct during an examination must be reported to the principal examiner and, if appropriate, to the Registrar. All unusual events, breaches of security or difficulties encountered in the setting, transport, marking or entering of results should be reported to the head, if possible before the head determines the results of the examination.

(7) Any paper whose security may have been compromised should be re-set.

10 Emergency evacuations during examinations - Principles 1 to 4

(1) If an evacuation is required, presiding examination supervisors:

(a) should make a note of the time at which the examination is stopped;

(b) should adhere to the instructions of precinct officers or security staff;
(c) if time permits, should attempt to contact the Examinations Office to inform them of the evacuation.

(2) Precinct officers and or security staff will direct students and invigilators to an appropriate area, where they must await further information. Unless otherwise instructed by precinct officers or security staff, students must remain in the immediate vicinity.

(3) Examination supervisors should inform students that, until otherwise instructed, there must be no communication between them and that the use of mobile phones or other communication devices, is not permitted except in exceptional circumstances and under strict supervision.

(4) If, after 20 minutes have elapsed from the time of evacuation, a student’s circumstances require them to make electronic contact (for example, to telephone someone for whom they have carer’s responsibilities or to an employer so as to ensure their employment is not adversely affected), the student may make a communication which is:

(a) as brief as possible; and
(b) under the direction and supervision of an examination invigilator.

(5) When notified that an examination room has been evacuated, the Examinations Office must notify:

(a) the principal examiner
(b) the relevant dean;
(c) the director of the Student Centre; and
(d) the Registrar.

(6) The relevant dean will determine whether the examination is to be resumed at the earliest opportunity, or whether it must be re-sat by the affected students. If the dean is not available, the following persons will be consulted, in the order below, and the first available will make the determination.

(a) the appropriate associate or sub-dean;
(b) the head of the relevant school or department.

(7) In making a determination under subclause 10(6), the decision maker will consult with security staff and or precinct officers as appropriate to determine whether a continuing threat exists and, if not, whether the examination rooms were secured at all times.

(8) The examination will be deemed to have been abandoned if:

(a) none of the individuals referred to in subclause 10(6) of these procedures is available; or
(b) the emergency or evacuation has compromised the examination room itself.

(9) When a decision is taken to abandon an examination, the Examinations Office will notify the relevant presiding supervisors who will inform students that the University will contact them as soon as possible about alternative arrangements.

(10) If an examination is abandoned due to an evacuation, only the examination sessions in the affected room(s) are deemed to have been abandoned. Where the examination is also being held in other locations unaffected by the emergency, those sessions will continue as normal.
When an examination is abandoned, students’ work (such as answer booklets or computer answer sheets) is deemed null and void for the purposes of marking.

After an examination has been abandoned, the Examinations Office will consult with the examiners and departments concerned and make arrangements for the affected students to re-sit the examination(s) as soon as possible.

Students affected by an abandoned examination are advised to remain in Sydney and not make any travel plans until the official end of the examination period.

All University policies, including those relating to illness and misadventure, apply in the circumstances of the re-sitting of an abandoned examination as they would have to the original examination.

Serious incidents affecting more than one examination location should be assessed immediately by the Registrar who should obtain the advice of the Campus Security Unit, the Examinations Office and the director of the Student Centre.

(a) The Registrar should determine as soon as possible whether some examinations may proceed or the entire examination session should be postponed.

(b) All relevant deans, heads of departments, examiners and students should be notified immediately.

If an examination is re-commenced after an evacuation, the presiding supervisors must allow students the full time lost to the evacuation, along with an additional 5 minutes to compensate for the disruption involved.

11 Use of handheld computing devices in examinations - Principle 3

Hand held computing devices, including computers, calculators and internet-capable devices, are not normally permitted in invigilated final examinations.

Departments may develop examinations and assessments in which such devices are permitted but in doing so must consider the equity, supervisory and logistical implications of their use.

The University adopts the approved calculator list for 2 Unit Mathematics issued by the NSW Board of Studies from time to time as its list of non-programmable calculators acceptable for use in examinations at the University.

(a) A copy of this list must be provided to:

(i) students sitting examinations which permit use of non-programmable calculators;

(ii) principal examiners who specify that non-programmable calculators may be used by candidates for their papers; and

(iii) examination supervisors.

(b) Examination supervisors must report any use of an unauthorised device in an examination.

Students who own a non-programmable calculator which they wish to use in an appropriate examination may take the unit to the Examinations Office for approval, where the unit will be marked indelibly if it is approved for use.
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 must 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.

12 Accessible examination and assessment arrangements - Principle 3

(1) Students 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 or accessible examination and assessment arrangements.

(2) At the time the examination timetable is released, Disability Services will send registered students an email asking students to submit their examination adjustment requirements by a specific date for accessible examination and assessment conditions to be provided.

(3) Disability Services will notify Examinations – Student Centre of approved reasonable adjustments.

(4) In-department examinations, within-semester assessments, practical and oral assessments are managed by the faculty. Faculty responsibilities include:

(a) notifying students in a timely manner of the confirmed adjustments, and time and location of any adjusted examination;
(b) providing notified adjustments and accommodations, including supervision, scribes or equipment;

Note: Disability Services provides assistance with specialist equipment, ergonomic furniture and access to assistive technology, and can also provide a list of trained scribes and supervisors.

(c) ensuring that adjustments approved for the original formal examination period apply to and are delivered for any replacement assessment, unless the form of assessment has changed, in which case Disability Services must be informed.

(5) University staff are generally required to implement the examination and assessment adjustments notified by Disability Services, with the exceptions described in the Disability Standards for Education (2005).

(6) Staff should familiarise themselves with the Disability Standards for Education (2005) and discuss any concerns about notified adjustments with Disability Services.

(7) Even if registered with Disability Services and reasonable accommodations or adjustments have been provided, a student with a disability may still make a claim for special consideration due to illness or misadventure.
13 Special arrangements for assessment or examinations - Principle 3

(1) Except as otherwise provided in this clause, special arrangements for assessment or examination should follow the provisions for special consideration set out in clause 67 of the policy and clause 14 of these procedures.

(2) In cases of extended absence, faculties should discuss with the affected student the option of withdrawal without failure. Unit of study and course co-ordinators are most likely to be best placed to determine when a student’s absence is such as to make it improbable or impossible for that student to meet the requirements, even with special arrangements.

(3) A student seeking special arrangements for assessment or examination should make a request:

(a) in the case of religious commitments that might have an impact on the types of assessment or examination they can undertake, at the date of commencement of semester; and

(b) in the case of other types of commitment, as soon as the student becomes aware of a requirement to be absent from the University.

(4) Faculties must advise students of any cut-off dates for requests for special arrangements for assessments or examinations other than those held in formal University examination periods.

(5) Late requests for special arrangements for assessment or examination will be considered only where the student provides a reasonable explanation for the delay.

(6) Requests for special arrangements for assessments or examinations held in formal University examination periods must be lodged, with all necessary forms and supporting documentation, no later than the close of business 14 days after the publication of the examination timetable.

(7) A request for special arrangements must be accompanied by sufficient and relevant supporting documentation, in English. This may include, but is not limited to:

(a) in the case of religious beliefs, a supporting letter from the student’s imam, pastor, rabbi or equivalent spiritual or community leader;

(b) in the case of compulsory absence, a copy of the summons, subpoena, court order or notice of selection for jury duty;

(c) in the case of sporting, cultural or political/union commitments, supporting documentation from the organising body;

(d) in the case of parental or adoption commitments, a certificate from a medical practitioner or midwife stating the expected date of birth or documentation from the relevant adoption agency stating the expected date of placement;

(e) in the case of defence force or emergency services commitments, supporting documentation from the student’s brigade or unit;

(f) in the case where continuing employment would be jeopardised, supporting documentation from the student’s employer;
(g) in the case of other situations, such documentation as is considered necessary by the University.

(8) Students requesting special arrangements must provide contact details for those individuals or organisations providing supporting documentation, so that further information or advice may be obtained.

14 Special consideration due to illness, injury or misadventure - Principle 3

(1) In this section, relevant delegate means:

(a) an Associate Dean;
(b) a Deputy Dean;
(c) a Pro-Dean;
(d) a Sub-Dean;
(e) a Head of Department;
(f) a Head of School;
(g) a Program Coordinator; or
(h) a Unit of Study Coordinator.

(2) All requests for special consideration should be considered in the same manner across the University, although the response may vary according to the circumstances.

(3) Occasionally circumstances of a longer term nature may have a substantial impact on a student’s ability to study and undertake assessments. In such cases, affected students should discuss their circumstances with an advisor or counsellor within or outside their faculty before lodging a request for special consideration.

(4) Multiple and recurring requests for special consideration may be an indicator of a student at academic risk, and may be referred to the faculty for consideration under Part 15 of the policy.

(5) Requests for special consideration should be lodged no later than three working days after the assessment.

(a) Where circumstances preclude this, a student may still request special consideration but must provide a reasonable explanation for the delay.

(b) The University will not decline a request on the grounds of late lodgement where a reasonable explanation is provided.

(6) A request for special consideration must:

(a) use the form specified for this purpose by the University;
(b) clearly set out the basis for the request;
(c) for illness or injury, provide an appropriate professional practitioner certificate completed by a registered health practitioner or counsellor operating within the scope of their practice and who is not a family member and which includes:

(i) the practitioner’s name, contact details, provider number and signature;
(ii) the date of consultation;
(iii) an evaluation of the duration and degree of impact on the student’s ability to attend classes, learn or complete assessment requirements; and
(iv) the date the certificate was written and issued; or

d) where a professional practitioner certificate is not possible, include a statutory declaration:
(i) setting out the duration and degree of impact of the illness, injury or misadventure on the student’s ability to attend classes, learn or complete assessment requirements; and
(ii) attaching relevant supporting documents; and

(e) provide details of any group work which might be affected.

7) The University may contact the author of a professional practitioner certificate or other supporting document to verify its authenticity.

8) Students must retain the originals of any documents submitted in support of a special consideration request until their degree has been conferred, or their candidature is otherwise terminated.

Note: The University may require students to supply the originals of any documents submitted in support of a special consideration request at any time during their candidature.

9) International students suffering illness, injury or misadventure should also contact the University for information about possible impacts on visa and other arrangements.

10) A student may withdraw a request for special consideration made prior to, during or immediately after an assessment (usually an examination) at any time prior to the earlier of:
    (a) release of results for that assessment; or
    (b) completion of a replacement assessment.

A student may seek academic advice before doing so, but not from an academic associated with the assessment.

11) The University will maintain detailed records of the process of determination, and outcome, of any special consideration request.

12) The relevant delegate will determine the form of special consideration to be provided if a request is successful.

Note: Where appropriate, the University will apply standard determinations on the form of special consideration to be provided, based on precedents approved by the relevant delegate. Where a special consideration request falls outside the scope of an approved precedent, the University will refer the request to the relevant delegate for determination.

13) The following forms of special consideration may be provided in relation to individual work.

(a) Replacement assessment.

(i) This may be made available where a request relates to an examination based assessment. All students who make a successful request for special consideration relating to a final examination will
receive a replacement assessment. Other forms of assessment, such as weekly quizzes, may be more appropriately accommodated by reweighting or averaging.

(ii) A replacement assessment should assess the same skills and knowledge, with appropriate preparation, as the original assessment.

(iii) Where a successful request for special consideration is made prior to, or during or immediately after an assessment, any replacement assessment will be treated by the faculty as a first attempt and the original attempt at the assessment will be deemed not to have occurred.

(iv) The faculty is responsible for setting the date of the replacement assessment, except for replacement assessments for examinations undertaken in a formal exam period, which will be set by the Deputy Vice-Chancellor (Registrar). A student may lodge a further request for special consideration if they are unable to attend the replacement assessment due to injury, illness or misadventure.

(v) The replacement assessment for an examination undertaken in a formal exam period will be held within three weeks of the date of the examination.

(vi) If the student is unable to attempt the replacement assessment due to injury, illness or misadventure, or the faculty is unable to construct a valid form of replacement assessment, the faculty will determine alternative means of assessment. If this is not possible, the faculty will award a grade of DC (discontinue not to count as failure).

(b) Extension.

(i) This may be made available in relation to a non-examination based assessment task.

(ii) The relevant delegate will determine the length of any extension, and in doing so must consider the extent to which the student’s ability to prepare was affected.

(iii) Extensions of up to 20 working days may be granted.

(iv) Extensions longer than 20 working days may only be granted if doing so would not advantage the student against the rest of the cohort. If unfair advantage would occur, an alternative assessment should be set.

(c) Reweighting or averaging.

(i) This may be made available in relation to assessments that repeat on a regular basis. These are typically assessments that occur throughout the semester (such as weekly class tests, tutorial participation marks or laboratory work) where each assessment alone is not worth a high percentage of the total unit mark.

(ii) The non-completion of a minor component of assessment must not compromise the integrity of the assessment of the curriculum. Where re-weighting is inappropriate on academic grounds this should be declared in the description of assessment for the unit of study or curriculum. In these cases an alternative assessment should be provided.
(iii) Should a student miss more than one third of the regular assessment components, the student will be required to submit an alternative assessment. The mark for this alternative assessment will replace the missing component of the regular assessment.

(14) The following provisions will apply where one or more members of a group involved in group work suffer an illness, injury or misadventure.

(a) Consideration must be given to the interests of:
   (i) the member(s) suffering the illness, injury or misadventure; and
   (ii) the remaining group members whose ability to complete the task as originally assigned may be impacted, and may therefore also be considered to have suffered a form of misadventure. Ideally, special consideration requests should be submitted by all affected parties.

(b) If the relevant delegate considers that the illness, injury or misadventure has no impact on the functioning of the group or its ability to complete the task as assigned, no special consideration will be provided.

(c) If the relevant delegate considers that the functioning of the group is not impaired but that its ability to complete the task as assigned is impaired, an extension of time or an alternative assessment will be provided as appropriate.

(d) If the relevant delegate considers that the group can no longer function, the assessment task will be redefined for the remaining active members, based on the contributions they were to make.
   (i) Assessment will then be based on the redefined task.
   (ii) The lecturer or teacher may also allow an extension of time.
   (iii) The group member(s) who suffered the illness, injury or misadventure will, if their request is accepted, be given an alternative assessment.

(e) If a group submits a request for special consideration on the basis of an absence of one or more members, and no matching request is submitted by the relevant member(s), the group request should be considered on its merits in accordance with this policy even if the relevant delegate has no knowledge of the absent member(s) suffering any illness, injury or misadventure.

(15) *Aegrotat* and posthumous awards may be made in circumstances involving serious illness or death. For the purposes of clause 92A of the Coursework Policy, a Dean will not recommend the conferral of an *aegrotat* or posthumous award unless the conditions for the award have been substantially met.

### 15 Processing and release of results - Principles 1 to 4

(1) The Registrar will determine in advance, and publish, dates for release of results to students. The Registrar may also determine, and publish the determination, that results for a specific unit of study be released on an earlier date than the originally determined date, if requested to do so by the relevant dean or associate dean.

(2) Principal examiners must:
   (a) assemble all marks and records of assessment for the unit of study;
   (b) ensure security of marks;
(c) arrange the collation of marks;
(d) verify the returned result from evidence such as mark sheets, annotated examination scripts, and minutes of departmental meetings in case an appeal process requires such evidence;
(e) submit the results to the relevant head of academic unit by the required date; and
(f) keep appropriate records to justify the final mark.

Note: See Recordkeeping Manual.

(3) The Dean and head of the relevant academic unit must ensure that:

(a) the results for all units of study comply with applicable policies, procedures and local provisions;
(b) appropriate information and training about processes for entering results is provided to those who require it; and
(c) final results are entered and agreed in the student management system by the date determined by the Registrar.

(4) Late results must be:

(a) approved by the head of the relevant academic unit;
(b) entered into the student management system as soon as they become available; and
(c) released as soon as possible after the release date determined by the Registrar.

(5) Changes to marks or grades after entry into the student management system must be:

(a) approved by the relevant dean, deputy dean, pro-dean, sub-dean or associate dean after consideration of an explanation for the change;
(b) submitted and entered in the manner specified by the Registrar; and
(c) released as soon as possible after the release date determined by the Registrar.

(6) If a grade of “incomplete” (IC) has been recorded for a unit of study and no other result has been received by the date determined by the Registrar for the date to convert all IC results to AF, the grade will be automatically converted either to “absent fail” (AF) or, if an incomplete mark has been entered with the IC grade, to the grade corresponding to that mark (note: an incomplete mark entered with an IC grade should be the maximum mark to which the student would be entitled if the assessment remains incomplete).

(7) The Registrar must ensure that results are released to students by the dates determined.

(a) Final results of students in completed units of study will be provided to students through the student management system.

(8) Departments must, on request, provide students with the numerical mark for each assessment task which comprises the final numerical mark reported on the student’s Examination Result Notice.

(a) Records of such marks must be retained for 12 months.
(9) To ensure confidentiality, students’ results must not be displayed in public places.

(10) The faculty must establish mechanisms for review of results, including those for students affected by illness or misadventure, in accordance with applicable University policies.

Note: See also clause 16 of these procedures and University of Sydney (Student Appeals Against Academic Decisions) Rule 2006.

(11) The faculty will determine the award of honours degrees and the levels at which they are awarded.

(12) After the expiry of the applicable retention period, examination scripts and marking sheets may be destroyed. The destruction must be authorised by the head of the unit and documented as required by the Recordkeeping Manual.

16 Appeals - Principles 1 to 4

(1) Students may appeal against the procedures used to arrive at an academic decision, as provided in the University of Sydney (Student Appeals Against Academic Decisions) Rule 2006.

(2) If an appeal is made:
   (a) all documentation relevant to that student’s assessment must be placed on the student’s appeal file;
   (b) all other annotated scripts must be retained together for each examination for the appeal period;
   (c) mark sheets must be retained for 12 months; and
   (d) minutes of departmental meetings must be centrally filed.

17 Professional development - Principles 2 and 4

(1) Staff with teaching responsibilities should be provided with professional development opportunities related to design, implementation, moderation and quality assurance of assessment.

(2) Faculties should provide opportunities for recognition and sharing of effective assessment practices. The University will also provide such opportunities on a University-wide basis.

(3) Professional development support will be provided by the Institute for Teaching and Learning in collaboration with faculties for assessment review as part of course quality improvement process to facilitate effective learning.

18 Effectiveness of assessment policies - Principle 4

(1) The Academic Board will ensure that the effectiveness of its policies is measured:
   (a) through a comparison of the University’s standards with those adopted elsewhere;
   (b) through information available from Academic Board faculty reviews; and
   (c) through feedback from students on assessment (directly and via unit of study evaluations and related feedback tools).
NOTES

Assessment Procedures 2011

Date adopted: 9 November 2011
Date amended: 19 August 2015, commencing 1 January 2016
            30 April 2016, commencing 4 April 2016
            29 June 2016, commencing 29 June 2016
Date registered:
Date commenced: 1 January 2012
Administrator: Executive Officer, Academic Board
Review date: 9 November 2016
Related documents:

Disability Discrimination Act 1992 (Cth)
Disability Services for Education
University of Sydney By-Law 1999 (as amended)
University of Sydney (Coursework) Rule 2014
University of Sydney (Student Appeals Against Academic
Decisions) Rule 2006
Academic Honesty in Coursework Policy 2016
Coursework Policy 2014
Learning and Teaching Policy 2016
Academic Dishonesty and Plagiarism in Coursework Procedures
2012
Recordkeeping Manual
## AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause 14(8)</td>
<td>Amended to allow the consideration of further information with the discretion of the Faculty</td>
<td>4 October 2012</td>
</tr>
<tr>
<td>Clause 3(2)</td>
<td>Amended to insert definition of late result</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 14(14)(a)(v)</td>
<td>Amended to align processing time with new student information system</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15(1)</td>
<td>New clause inserted on determination of results dates</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15(2)</td>
<td>Amended to clarify the responsibilities of principal examiners</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15(3)</td>
<td>Amended to clarify the responsibility of deans and heads of academic units</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15(4) (5) (6)</td>
<td>Inserted to clarify processing of late results, changes to marks or grades and incompletes</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15(7)</td>
<td>Amended to clarify release of results</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Various</td>
<td>Updated references to the Coursework Policy 2014 and relevant parts and clauses</td>
<td>22 January 2015</td>
</tr>
<tr>
<td>Clause 14(16)</td>
<td>Updated following the addition of clause 92A to the Coursework Policy 2014</td>
<td>25 March 2015</td>
</tr>
<tr>
<td>9(4) note</td>
<td>Updated retention period to reflect Recordkeeping Manual – administrative amendment only.</td>
<td>25 March 2015</td>
</tr>
<tr>
<td>8(6)(deleted), 13, 14</td>
<td>Amended to align with changes to the Coursework Policy 2014 related to the administration of special consideration and special arrangements.</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>6(1), 6(2) (added)</td>
<td>Amended to clarify that amending assessment requirements should not disadvantage students</td>
<td>4 April 2016</td>
</tr>
<tr>
<td>Clause 6(6)</td>
<td>Added</td>
<td>29 June 2016</td>
</tr>
<tr>
<td>Clause 11A</td>
<td>Added</td>
<td>29 June 2016</td>
</tr>
</tbody>
</table>
## SCHEDULE 1 – Implementation table

<table>
<thead>
<tr>
<th>Principle and implementation statements</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Assessment practices must advance student learning</strong></td>
<td>clause</td>
</tr>
<tr>
<td>1.1 Assessment practices align with goals, context, learning activities and learning outcomes.</td>
<td>5</td>
</tr>
<tr>
<td>1.2 A variety of assessment tasks are used while ensuring that student and staff workloads are considered.</td>
<td>5</td>
</tr>
<tr>
<td>1.3 Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Constructive, timely and respectful feedback develops student skills of self and peer evaluation and guides the development of future student work.</td>
<td>5</td>
</tr>
<tr>
<td><strong>2. Assessment practices must be clearly communicated to students and staff</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 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.</td>
<td>6</td>
</tr>
<tr>
<td>2.2 Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.</td>
<td>5, 6</td>
</tr>
<tr>
<td>2.3 Procedures exist to ensure that all staff involved in teaching of a unit share a common understanding of assessment practices.</td>
<td>5</td>
</tr>
<tr>
<td>2.4 The process of marking and of combining individual task marks is explicitly explained in the unit outline.</td>
<td>5, 7</td>
</tr>
<tr>
<td><strong>3. Assessment practices must be valid and fair</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Assessment tasks are authentic and appropriate to disciplinary and/or professional context.</td>
<td>5</td>
</tr>
<tr>
<td>3.2 Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria that students actively engage with.</td>
<td>7-10</td>
</tr>
<tr>
<td>3.3 Assessment will be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes.</td>
<td>7</td>
</tr>
<tr>
<td>3.4 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.</td>
<td>11A-14</td>
</tr>
<tr>
<td><strong>4. Assessment practices must be continuously improved and updated</strong></td>
<td></td>
</tr>
<tr>
<td>4.1 Assessment tasks and outcomes are moderated through academic peer review and used to inform subsequent practice.</td>
<td>5</td>
</tr>
<tr>
<td>4.2 Assessment is regularly updated to ensure alignment with program learning outcomes or graduate attributes.</td>
<td>5, 17</td>
</tr>
</tbody>
</table>
4.3 Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.

## SCHEDULE 2 - Standard assessment table

<table>
<thead>
<tr>
<th>#</th>
<th>Table heading</th>
<th>Valid values</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment title</td>
<td>Free format text</td>
<td>Name of assessment task.</td>
</tr>
</tbody>
</table>
| 2  | Assessment category | 1) Exam  
2) Group work  
3) In-class assessments  
4) Skills-based assessment  
5) Submitted work | Category as listed in Special Consideration Decisions Matrix and System. |
| 3  | Assessment type | Valid Assessment type values (in blue) for each Assessment category above:  
1. Exam  
   1.1. Final exam  
   1.2. In-semester exams  
2. Group Work  
   2.1. Presentation  
   2.2. Written assignment  
3. In-class assessments  
   3.1. Attendance and Tutorial Participation  
   3.2. Presentation  
   3.3. Optional assignment or test  
   3.4. Tutorial quiz or small test or small continuous assessment  
4. Skills-based assessment  
   4.1. Creative assessments / demonstrations  
   4.2. Placement  
   4.3. Skills based evaluation  
   4.4. Tutorial quiz or small test or small continuous assessment  
   4.5. Online Quiz  
   4.6. Formative Assessment  
   4.7. Oral/Viva Voce  
5. Submitted work  
   5.1. Assignment  
   5.2. Dissertation  
   5.3. Honours thesis  
   5.4. Take-Home Exam | Assessment types as listed in Decisions Matrix and Special Consideration system. |
| 4  | Exam / Quiz type | Values to be confirmed | Values currently in draft format. |
| 5  | Individual / Group | Individual, Group | - |
| 6  | Length / duration | Number of words / Time limit  
For Assessment Category: Exams and Assessment Type:  
Final exam, valid options (in blue):  
1 hour, 1.5 hours, 2 hours, 2.5 hours, 3 hours | Uses standard exam durations. |
| 7  | Weight | Percentage contribution to final mark (%) | - |
| 8  | Due date and time | Time and date assessment is due | Due date may be expressed as a
| time period when exact date not known (E.g., final exam period, week 7) |
| Time to be included (24hr format) where assessment must be submitted by a cut-off time e.g. 23:59 or COB. |
**RECOMMENDATION**

That the Academic Standards and Policy Committee discuss and provide feedback on the attached draft.
UNIVERSITY OF SYDNEY
(DELEGATIONS OF AUTHORITY – ACAD\nMIC FUNCTIONS) RULE 2016

The Senate of the University of Sydney, as the governing authority of the University of Sydney, by resolution adopts the following Rule under subsection 37 (1) of the University of Sydney Act 1989 for the purposes of the University of Sydney By-law 1999.

Adopted on:
Amended on:
Amendment effective from:

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University of Sydney (Delegations of Authority – Academic Functions) Rule 2016..1
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PART 1 PRELIMINARY

1.1 Citation

This Rule is made by the Senate of the University, pursuant to section 37(1) of the University of Sydney Act 1989 (‘Act’) and section 5(1) of the University of Sydney By-law 1999 (as amended).
1.2 Commencement
This Rule commences on [date].

1.3 Purpose of Rule
(1) The purpose of this Rule is to provide for the delegation by Senate to the University committees, authorities, officers, employees and consultants set out in Parts 4 to 14 of this Rule the activities and functions prescribed in those Parts.

1.4 Effect
(1) Pursuant to section 37(2)(a) of the Act, this Rule has the same force and effect as a by-law.
(2) The Senate delegates to the University committees, authorities, officers, employees and consultants set out in Parts 4 to 14 of this Rule the activities and functions prescribed in those Parts.
(3) This Rule supersedes and revokes:
   (a) the Delegations of Authority: Academic Functions 1999;
   (b) the Supplementary Delegations of Authority: Academic Functions 2014; and
   (c) all earlier delegations of authority for academic functions.
(4) Nothing in this Rule has the effect of invalidating past acts validly performed by delegates under any previous delegations.
(5) In exercising a delegation of authority conferred by this Rule, a delegate must ensure that he or she is familiar with, and complies with:
   (a) the Act and any delegated legislation (such as by-laws or rules of the University) as amended from time to time;
   (b) applicable industrial instruments (i.e. the University’s Enterprise Agreement, Awards, Australian Workplace Agreements and Individual Transitional Employment Agreements);
   (c) University policies and procedures, and guidelines as amended from time to time (except to the extent of any inconsistency with this Rule).
(6) A University committee, authority, officer, employee or consultant may not exercise a function without delegated authority from the Senate.

PART 2  PRINCIPLES GOVERNING THE EXERCISE OF DELEGATIONS

(1) The following principles apply to a delegate’s level and scope of authority under any delegation of authority (whether it appears in this Rule or elsewhere).
(2) This Rule constitutes an important legal document (not a policy or guideline) conferring on the individual delegates specified the authority of the Senate to perform the particular functions delegated to them. To the extent of any inconsistency, this Rule prevails over any University policy, procedure or guideline.
(3) If the exercise of a function in accordance with this Rule requires the exercise of some preliminary or ancillary administrative function, then the delegated authority extends to the exercise of that function.

(4) Where authority is delegated in this Rule to approve transactions, then that authority extends to the negotiation of all terms and execution of all documents necessary to give effect to those transactions, as prescribed in the section relevant to such transactions.

(5) A delegation applies only to a delegate’s unless otherwise specified.

(6) A delegate of the Senate is not authorised to sub-delegate (by way of an agency or in any other way) any or all of the delegate’s delegated functions to another person or group of persons.

(7) In the performance of a delegated function that a delegate has been authorised to perform, a delegate may use input from a designated source of expertise provided that the Senate delegate retains ultimate responsibility and accountability for the exercise of the delegation. Some delegations include a specific requirement to consult with a named officer, body, or person more senior in the lines of responsibility. When exercising their delegations, delegates should undertake consultation to the extent required by this Rule, or otherwise as reasonably considered appropriate, whilst retaining ultimate responsibility and accountability for the performance of the delegated function.

(8) A delegation of authority applies to the occupant of the position described in this document, and may be exercised by a person formally appointed in writing, whether by means of the person’s job description or otherwise, on an acting or temporary basis to that position.

(9) These delegations of authority apply to all University activities including foundations, centres, associations and institutes not separately incorporated.

(10) A delegate who is ultimately subject to the direction and supervision of the Vice-Chancellor through established lines of accountability is, in the exercise of delegations, also subject to the direction and supervision of delegates more senior than the delegate in the lines of accountability. Delegates more senior in the lines of accountability to a delegate named in these delegations of authority may exercise a delegation conferred on that named delegate but in accordance only with its terms.

(11) For Faculties, the line of accountability is:
(a) Provost;
(b) Dean;
(c) Deputy Dean;
(d) Associate Dean;
(e) Program Director.

(12) For University Schools, the line of accountability is:
(a) Provost;
(b) Head of School and Dean (University School);
(c) Deputy Head and Dean;
(d) Associate Dean;
(e) Program Director.
(13) Delegations to a Faculty or University School must be exercised by resolution of the Faculty or University School, in accordance with the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

(14) The Vice-Chancellor has authority to exercise any delegations made by Senate in this Rule.

(15) Where the Senate or an authorised delegate of the Senate approves a change to the University’s administrative structure or to the title of an employee’s position, with the effect that there is a reassignment of responsibility for a particular delegated function, authority to perform that delegated function is reassigned accordingly.

PART 3 INTERPRETATION

(1) The delegations are specified in table form, using a standard framework with the following elements:

(2) In this Rule:

Activity
Function
Appointed Delegate
Exercise Conditions
Expertise
Consultation
Notification

the strategic University activity to which the function relates.

the subject of the delegation.

the specified position, on the holder of which the delegation is conferred.

the conditions governing the exercise of the delegation.

the advice required for the delegate to effectively exercise the delegation.

the consultation required for the delegate to effectively exercise the delegation.

notification required to be made to a specified person, body or register after a delegation is exercised.

(3) For the purpose of this Rule only, the following terms have these meanings:

academic staff
accountability area
Act
Associate Dean
Cadigal Program

means academic staff of the University, including teaching and research academic staff, research only and teaching focused academic staff.

means the organisational unit (e.g., a Faculty, School, University School, responsibility centre, administrative unit) for which a delegate is responsible.

means The University of Sydney Act 1989 (as amended).

means an Associate Dean of a Faculty or University School, appointed in accordance with relevant University rules, policy and procedures.

means the educational access scheme supporting
Aboriginal and Torres Strait Islander students.

Dean means the Dean of a Faculty.

delegate means an employee, member or Committee of Senate or any other person or entity to whom or to which a delegation has been made by Senate in these delegations of authority

Faculty means a Faculty established by Senate and constituted in accordance with the University of Sydney (Governance of Faculties and University Schools) rule 2016.

Head of School means the head of a school within a Faculty, including a Head of School and Dean, and a Head of School and Dean of a University School, appointed in accordance with relevant University rules, policies and procedures.

Head of School and Dean (University School) means the Head of School and Dean of a University School.

OGC means the Office of General Counsel

Provost means the Provost and Deputy Vice-Chancellor

School means an organisational unit or equivalent budget unit reporting through a Faculty, established by the Vice-Chancellor on the recommendation of the Provost.

University School means a University School established by Senate and constituted in accordance with the University of Sydney (Governance of Faculties and University Schools) rule 2016.

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

(5) A note, marginal note, footnote or endnote is not a provision of this Rule.
## PART 4 ADMISSION

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<th>DELEGATION EXERCISE CONDITIONS</th>
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<td>4.1 Quotas</td>
<td>4.1.1 Determine enrolment quotas for courses</td>
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<td>Relevant Dean or Head of School and Dean (University School)</td>
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<td>4.1.2 Determine enrolment quotas for units of study</td>
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<td>Relevant Dean or Head of School and Dean (University School)</td>
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<td>4.2 Qualifications for undergraduate admission</td>
<td>4.2.1 Approve school leaving examinations for the purposes of admission</td>
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<td>4.2.2 Approve method for converting overseas or interstate school leaving results</td>
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<td>4.2.3 Approve tertiary foundation and preparation programs for the purposes of eligibility for admission</td>
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<td>4.2.4 Approve any other form of prior learning for the purposes of eligibility for admission</td>
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<td>4.2.5 Approve forecast scores for the purposes of admission of international students</td>
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### 4.3 Qualifications for postgraduate coursework admission

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<th>Delegated to</th>
<th>Expertise</th>
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<tbody>
<tr>
<td>4.3.1 Determine whether a qualification is from a relevant discipline, for purposes of admission to a postgraduate coursework award course</td>
<td>Associate Dean</td>
<td>Relevant Head of School or Head of Discipline</td>
<td>Coursework Policy 2014</td>
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<tr>
<td>4.3.2 Determine whether a qualification obtained at another tertiary institution is equivalent to an award from the University, for the purposes of admission to a postgraduate coursework award course</td>
<td>Associate Dean</td>
<td>Relevant Head of School or Head of Discipline</td>
<td>Coursework Policy 2014</td>
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<tr>
<td>4.3.3 Determine whether a program at another tertiary institution is equivalent to an embedded course at the University, for the purposes of admission to a postgraduate coursework award course.</td>
<td>Associate Dean</td>
<td>Relevant Head of School or Head of Discipline</td>
<td>Coursework Policy 2014</td>
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<tr>
<td>4.3.4 Grant exemption from eligibility requirements for admission to any of Graduate Certificate, Graduate Diploma or Professional Masters degree.</td>
<td>Dean; Head of School and Dean (University School)</td>
<td>Relevant Associate Dean, Head of School or Head of Discipline</td>
<td>Coursework Policy 2014</td>
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<td>4.4 English language requirements</td>
<td>4.4.1 Determine minimum English language requirements</td>
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<tr>
<td>4.4.2 Prescribe qualifications accepted as proof of English language proficiency for applicants who have undertaken study in specified countries</td>
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<td>Academic Board</td>
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<td>4.4.3 Approve higher than minimum English language requirements for a particular undergraduate or postgraduate coursework course</td>
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<td>Academic Board</td>
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<td>4.4.4 Approve higher than minimum English language requirements for a particular undergraduate or postgraduate coursework course</td>
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<td>4.4.5 Require further testing of an applicant’s written or spoken English</td>
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<td>Associate Dean</td>
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<td>4.4.6 Specify the limits within which exemption from English language requirements may be granted for postgraduate coursework award courses.</td>
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<td>Graduate Studies Committee, Academic Board</td>
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<th>DELEGATION EXERCISE CONDITIONS</th>
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Coursework Policy 2014

Academic Board

Relevant Associate Dean

Graduate Studies Committee, Academic Board
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<tr>
<th>DELEGATION</th>
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<td><strong>Activity</strong></td>
<td><strong>Function</strong></td>
<td><strong>Expertise</strong></td>
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<tr>
<td>4.4.7</td>
<td>Grant exemption from English language requirements for admission to a postgraduate coursework award course within specified limits</td>
<td>Dean; Head of School and Dean (University School)</td>
<td>Relevant Associate Dean</td>
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<tr>
<td>4.4.8</td>
<td>Grant exemption from English language requirements for admission to a higher degree by research course</td>
<td>Dean; Head of School and Dean (University School)</td>
<td>Relevant Associate Dean</td>
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<tr>
<td>4.4.9</td>
<td>Modify the prescribed English language requirement limits for research degree applicants in individual cases</td>
<td>Chair of the Graduate Studies Committee of the Academic Board</td>
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<td><strong>4.5 Special entry requirements</strong></td>
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<tr>
<td>4.5.1</td>
<td>Approve special entry requirements for a particular Faculty or University school</td>
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<td><strong>4.6 Special admission programs</strong></td>
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<tr>
<td>4.6.1</td>
<td>Approve special admission programs for a course, Faculty or University school</td>
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<td>4.6.2</td>
<td>Establish, amend or terminate a flexible entry scheme</td>
<td>Academic Board</td>
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<tr>
<td>4.6.3</td>
<td>Admit an applicant to an undergraduate</td>
<td>Associate Dean</td>
<td>Dean or Head of School and Dean</td>
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<td>DELEGATION EXERCISE CONDITIONS</td>
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<tr>
<td>Activity</td>
<td>Function</td>
<td>Appointed Delegate</td>
<td>Expertise</td>
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<tr>
<td>course under a flexible entry scheme</td>
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<tr>
<td>4.6.4 Place requirements or restrictions on enrolment of a student admitted to an undergraduate award course under the Cadigal Program.</td>
<td></td>
<td>Associate Dean</td>
<td>Dean or Head of School and Dean (University School)</td>
</tr>
<tr>
<td>4.6.5 Make a conditional offer of admission to an undergraduate course under the Conditional Early Offers Scheme or the Principal’s Recommendation Conditional Offer Scheme (E12)</td>
<td></td>
<td>Associate Dean</td>
<td>Dean or Head of School and Dean (University School), and relevant Head of School</td>
</tr>
<tr>
<td>4.6.6 Determine whether an applicant has suffered educational disadvantage for the purposes of admission through a Conditional Early Offers Scheme</td>
<td></td>
<td>Associate Dean</td>
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</tr>
<tr>
<td>4.6.7 Approve a test for determining whether an applicant has demonstrated early academic promise for the purposes of admission through a Conditional Early Offers Scheme</td>
<td></td>
<td>Academic Board</td>
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<tr>
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<tr>
<td>4.6.8 Determine whether an applicant has demonstrated early academic promise, consistently with the approved test, for the purposes of admission through a Conditional Early Offers Scheme or the Broadway Scheme</td>
<td>Associate Dean</td>
<td>Dean and relevant Head of School or Head of Discipline, or Head of School and Dean (University School)</td>
<td>Coursework Policy 2014</td>
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<tr>
<td>4.6.9 Determine that the Mature Age Applicants Scheme does not apply to a specified undergraduate course</td>
<td>Dean; Head of School and Dean (University School)</td>
<td>Relevant Head of School or Head of Discipline</td>
<td>Coursework Policy 2014</td>
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<tr>
<td>4.6.10 Determine the minimum level of academic merit required for admission to an undergraduate course under the Mature Age Applicants Scheme.</td>
<td>Dean; Head of School and Dean (University School)</td>
<td>Relevant Head of School or Head of Discipline</td>
<td>Coursework Policy 2014</td>
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<tr>
<td>4.6.11 Determine whether an applicant is an elite athlete or elite performer for the purposes of admission</td>
<td>Elite Athletes and Performers Selection Committee in consultation with the Elite Athletes Assessment Panel and the Elite Performers Assessment Panel</td>
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<td>Coursework Policy 2014</td>
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<tr>
<td>4.7 Admitting coursework</td>
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<td>Dean; Head of School and Dean</td>
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<tr>
<td><strong>candidates</strong></td>
<td>Faculty or University School</td>
<td>(University School)</td>
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<tr>
<td><strong>4.7.2</strong> Permit a person to enrol as a non-award student in a unit of study</td>
<td>Associate Dean</td>
<td>Relevant Head of School or Head of Discipline</td>
<td></td>
<td>Rule 2014</td>
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<tr>
<td><strong>4.7.3</strong> Approve withdrawal of an offer of admission made on the basis of incorrect results, and make any (or no) consequent revised offer</td>
<td>Deputy Vice-Chancellor (Registrar)</td>
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<td></td>
<td>Coursework Policy 2014</td>
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<tr>
<td><strong>4.7.4</strong> Admit to Bachelor of Visual Arts an applicant who has achieved an IELTS overall band score of 6.0</td>
<td>Head of School and Dean (University School), Sydney College of the Arts</td>
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<td></td>
<td>Coursework Policy 2014</td>
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<tr>
<td><strong>4.7.5</strong> Admit to Diploma of Music an applicant who has achieved an IELTS overall band score of 6.0</td>
<td>Head of School and Dean (University School), Sydney Conservatorium of Music</td>
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<td>Coursework Policy 2014</td>
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<tr>
<td><strong>4.7.6</strong> Determine whether an applicant for admission has provided a satisfactory explanation of the circumstances for exclusion from a diploma or degree program for failure to meet progress requirements</td>
<td>Associate Dean</td>
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<td><strong>4.8 Admitting higher degree</strong></td>
<td><strong>4.8.1</strong> Require a student to provide a statement</td>
<td>Associate Dean</td>
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<td>Activity</td>
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<td>Consultation</td>
<td>Notification</td>
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<td>by research candidates</td>
<td>from his or her employer acknowledging that the candidature is under the exclusive control of the University</td>
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<tr>
<td>4.8.2 Appoint suitably qualified supervisors</td>
<td>Postgraduate Coordinator</td>
<td>Relevant Head of School or Head of Discipline</td>
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<tr>
<td>4.8.3 Review and change supervisory requirements as required</td>
<td>Postgraduate Coordinator</td>
<td>Relevant Head of School or Head of Discipline</td>
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<tr>
<td>4.8.4 Permit a research supervisor to supervise more than five full-time equivalent postgraduate research students on the recommendation of the relevant Head of School or Postgraduate Coordinator</td>
<td>Associate Dean</td>
<td>Relevant Head of School or Head of Discipline</td>
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<tr>
<td>4.8.5 Assign a student to an auxiliary supervisor</td>
<td>Associate Dean</td>
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<tr>
<td>4.8.6 Approve the location of a student’s candidature</td>
<td>Postgraduate Coordinator</td>
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**Master’s degrees by research**

4.8.7 Admit candidates to Master’s degrees by research
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<td>4.8.8 Impose conditions on admission to candidacy in a Master’s degree by research</td>
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<td>4.8.9 Confirm a student’s candidacy in a Master’s degree by research following probation</td>
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<td>Relevant Head of School</td>
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<td>4.8.10 Admit candidates to Doctorates other than the PhD</td>
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<tr>
<td>4.8.11 Impose conditions on admission to candidacy in a Doctorate other than the PhD</td>
<td>Associate Dean</td>
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<tr>
<td>4.8.12 Approve a proposed course of advanced study and research for an applicant for admission to a Doctorate other than the PhD</td>
<td>Associate Dean</td>
<td>Postgraduate Coordinator</td>
<td></td>
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<tr>
<td>4.8.13 Where permitted by the course resolutions, admit a student to candidacy in a Doctorate other than the PhD on a probationary basis, for a period not exceeding four research periods</td>
<td>Associate Dean</td>
<td></td>
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<tr>
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<td>APPOINTED DELEGATE</td>
<td>DELEGATION EXERCISE CONDITIONS</td>
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<td>4.8.14</td>
<td>Confirm a student’s candidature in a Doctorate other than the PhD following probation</td>
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<td>Relevant Head of School</td>
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**Doctor of Philosophy (PhD)**

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<tr>
<td>4.8.15</td>
<td>Admit applicants to candidature in the PhD</td>
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<td>4.8.16</td>
<td>Admit applicants to candidature in the PhD who do not meet the prescribed requirements</td>
<td>Chair of the Graduate Studies Committee of the Academic Board</td>
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<td>4.8.17</td>
<td>Impose conditions on admission to candidature in the PhD</td>
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<td>4.8.18</td>
<td>Approve a proposed course of advanced study and research for an applicant for admission to the PhD</td>
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<td>4.8.19</td>
<td>Admit a student to candidature in a PhD on a probationary basis, for a period not exceeding four research periods</td>
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<td>Confirm a student’s candidature in a PhD following probation</td>
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**Higher Doctorates**

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<td>4.8.21</td>
<td>Admit candidates for higher doctorates</td>
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<td>4.8.22</td>
<td>Recognise an applicant for admission as having been involved in the teaching and research of the University to a level equivalent to the prescribed standards for admission</td>
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<td>Relevant Dean or Head of School and Dean (University School)</td>
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<tr>
<td>4.8.23</td>
<td>Recognise an applicant for admission as having equivalent academic standing of a person who meets the prescribed requirements for admission</td>
<td>Chair, Graduate Studies Committee of the Academic Board</td>
<td>Relevant Dean or Head of School and Dean (University School)</td>
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<tr>
<td>4.8.24</td>
<td>Appoint a committee to make a preliminary assessment of an application for admission</td>
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## PART 5  DEFERRALS

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<td>Consultation</td>
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<tr>
<td>5.1 Deferrals</td>
<td>5.1.1 Extend period of deferral for a domestic applicant for an undergraduate course who is a recent school leaver, to a maximum of 2 years</td>
<td>Associate Dean</td>
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<td></td>
<td>5.1.2 Decline to allow deferral for a particular course</td>
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## PART 6 RECOGNITION OF PRIOR LEARNING

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<td>6.1.1 Determine University credit transfer policy</td>
<td>Academic Board</td>
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<tr>
<td>6.1.2 Grant credit for prior study, including imposing limits relating to progression and time for completion</td>
<td>Associate Dean</td>
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<tr>
<td>6.1.3 Approve reduced volume of learning</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>6.1.4 Rescind specific credit, non-specific credit or reduced volume of learning on application by the student</td>
<td>Associate Dean</td>
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<tr>
<td>6.1.5 Vary limits on credit and reduced volume of learning consistently with approved policy</td>
<td>Associate Dean</td>
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<tr>
<td>6.1.6 Approve credit at a course level of greater than one third of the course requirements, for work completed at an institution other than a university</td>
<td>Academic Board</td>
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<tr>
<td>6.1.7 Grant a limited amount of credit for</td>
<td>Associate Dean</td>
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| DELEGATION EXERCISE CONDITIONS |
| Expertise | Consultation | Notification |

| GOVERNANCE |
| Policies | Procedures |

- Coursework Policy 2014
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<td>completed undergraduate award course</td>
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<td>6.1.8 Waive requirement to undertake a compulsory unit of study</td>
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<td>6.1.9 Waive requirement to meet a pre-requisite or co-requisite requirement for a unit of study</td>
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<tr>
<td>6.2 Postgraduate research candidates</td>
<td></td>
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<tr>
<td>6.2.1 Grant credit for previous research periods undertaken at the University</td>
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<tr>
<td>6.2.2 Grant credit for previous higher degree by research study at another university or institution</td>
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**Governance**

- Policy 2014
- Coursework Policy 2014
- Coursework Policy 2014
- Higher Degree by Research Rule 2011
- Higher Degree by Research Rule 2011
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<td>Activity</td>
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<tr>
<td>7.1 Course requirements</td>
<td>Academic Board</td>
<td>Consultation</td>
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<tr>
<td>7.1.1 Approve resolutions setting out admission, progression, course, curriculum and other requirements for award courses offered by a Faculty or University School</td>
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<tr>
<td>7.1.2 Make resolutions applying to all degrees within a certain category awarded by a Faculty or University School</td>
<td>Faculty or University School</td>
<td>Policies</td>
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<td>7.1.3 Approve changes to degree cores</td>
<td>Academic Board</td>
<td>Procedures</td>
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<tr>
<td>7.1.4 Approve addition and deletion of award courses, streams, programs, majors and minors</td>
<td>Academic Board</td>
<td></td>
</tr>
<tr>
<td>7.1.5 Approve list of majors, minors and units of study available in shared pool for Liberal Studies degrees and Bachelor of Advanced</td>
<td>Academic Board</td>
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</tbody>
</table>

Academic Board

Faculty or University School

Academic Board

Academic Board

Faculty, University School or Board of Interdisciplinary Studies

Faculty, University School or Board of Interdisciplinary Studies

Board of Interdisciplinary Studies

Coursework Policy 2014, Learning and Teaching Policy 2015

Learning and Teaching Policy 2015

Learning and Teaching Policy 2015

Learning and Teaching Policy 2015

Learning and Teaching Policy 2015
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<td>Consultation</td>
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<tr>
<td>7.1.6</td>
<td>Approve shorter than normal periods for completing course requirements for candidates in that course</td>
<td>Academic Board</td>
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<tr>
<td>7.1.7</td>
<td>Prescribe standards for Master's and Doctorate degrees by research, relating to admission, course requirements, candidature and examination</td>
<td>Academic Board</td>
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<tr>
<td>7.1.8</td>
<td>Specify prerequisites, assumed knowledge and recommended study areas for undergraduate courses</td>
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<tr>
<td>7.1.9</td>
<td>Specify qualifications for admission to undergraduate courses</td>
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<tr>
<td>7.1.10</td>
<td>Approve prerequisites for award courses</td>
<td>Academic Board</td>
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</tr>
<tr>
<td>7.1.11</td>
<td>Approve use of third party learning technologies for assessment purposes</td>
<td>Deputy Vice-Chancellor (Education)</td>
<td></td>
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<tr>
<td>7.2 New and amended award</td>
<td>Determine requirements, including</td>
<td>Academic Board</td>
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<tr>
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<td><strong>APPOINTED DELEGATE</strong></td>
<td><strong>DELEGATION EXERCISE CONDITIONS</strong></td>
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<tr>
<td>Activity</td>
<td>Function</td>
<td>Expertise</td>
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<tr>
<td>programs and courses</td>
<td>submission deadlines, for proposals for new and amended courses and programs</td>
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<tr>
<td>7.3 Unit of study requirements</td>
<td>7.3.1 Approve units of study for award courses in a Faculty or University School</td>
<td>Academic Board</td>
<td>Learning and Teaching Policy 2015</td>
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<tr>
<td></td>
<td>7.3.2 Determine elective units of study to be offered in any given year</td>
<td>Dean; Head of School and Dean (University School)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.3.3 Approve arrangements for teaching units of study</td>
<td>Head of School</td>
<td>Learning and Teaching Policy 2015</td>
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<tr>
<td></td>
<td>7.3.4 Approve curricula for units of study, minors, majors and programs</td>
<td>Dean; Head of School and Dean (University School)</td>
<td>Learning and Teaching Policy 2015</td>
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<tr>
<td></td>
<td>7.3.5 Prescribe professional experience or practical work required for a course</td>
<td>Faculty or University School</td>
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<tr>
<td>7.4 Higher degree by research degrees</td>
<td>7.4.1 Determine policies relating to supervision of candidature</td>
<td>Academic Board</td>
<td>Higher Degree by Research Rule 2011</td>
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<tr>
<td></td>
<td>7.4.2 Determine policy and standards relating to discontinuation, suspension, lapse of candidature and leave of absence</td>
<td>Academic Board</td>
<td>Higher Degree by Research Rule 2011</td>
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<td>DELEGATION</td>
<td>APPOINTED DELEGATE</td>
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<tr>
<td>7.4.3</td>
<td>Determine policy and standards relating to examination of candidature</td>
<td>Academic Board</td>
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<tr>
<td>7.4.4</td>
<td>Determine examination policy for the Doctor of Philosophy</td>
<td>Academic Board</td>
<td></td>
</tr>
<tr>
<td>7.4.5</td>
<td>Approve registration on the Supervisor Register of academic staff and affiliates who have not completed the Foundations of Research Supervision course run by ITL</td>
<td>Chair of the Graduate Studies Committee of the Academic Board</td>
<td></td>
</tr>
<tr>
<td>7.4.6</td>
<td>Approve removal of an approved Supervisor from the Supervisor Register for unsatisfactory performance</td>
<td>Associate Dean</td>
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<tr>
<td>7.4.7</td>
<td>Approve removal of an approved Supervisor from the Supervisor Register for misconduct</td>
<td>Provost</td>
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<td>7.4.8</td>
<td>Approve re-registration of a supervisor deregistered for reasons other than misconduct</td>
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### PART 8  ENROLMENT AND VARIATIONS TO ENROLMENT

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<td>Consultation</td>
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<tr>
<td>8.1 Pre-requisites and co-requisites</td>
<td>8.1.1 Determine pre-requisites and co-requisites for enrolment by a coursework student in a unit of study</td>
<td>Faculty or University School</td>
<td></td>
</tr>
<tr>
<td>8.2 Variations to standard enrolment</td>
<td>8.2.1 Permit a coursework student to enrol in and obtain credit for a unit of study not listed in the table of units for the relevant course</td>
<td>Associate Dean</td>
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<td></td>
<td>8.2.2 Approve cross-institutional study, including imposing conditions</td>
<td>Associate Dean</td>
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<tr>
<td></td>
<td>8.2.3 Permit a coursework student to enrol in a unit of study already completed or which overlaps substantially with a unit of study already completed or for which recognition of prior learning has been granted</td>
<td>Associate Dean</td>
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<td>8.2.4 Permit a coursework student to enrol in a unit of study additional to award course</td>
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<td>8.2.5 Permit a coursework student to enrol in a unit of study which exceeds maximum credit point limits</td>
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<tr>
<td>8.2.6 Permit a coursework student to enrol in a prohibited unit of study</td>
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<tr>
<td>8.2.7 Vary coursework award requirements (other than the maximum time limit for completion) for a particular coursework student in exceptional circumstances</td>
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<tr>
<td>8.3.1 Exempt a coursework student repeating a unit of study from participation, assessment or attendance requirements</td>
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<tr>
<td>8.4.1 Permit a student to enrol in more than one award course</td>
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<tr>
<td>8.5.1 Permit re-enrolment of a coursework student who discontinues during first year of enrolment in a coursework students</td>
<td>Associate Dean</td>
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<tr>
<td>Dean; Head of School and Dean (University School)</td>
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<td>8.5.2</td>
<td>Impose requirements for completing a course on a coursework student who re enrolls after a suspension</td>
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<td>Modify the application of course requirements in force at the time of a coursework student’s discontinuation or suspension, following the student’s return to candidature</td>
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<td>Determine process for a coursework student to re-enrol following automatic suspension for failure to enrol</td>
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<td>Research students</td>
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<td></td>
<td>Impose requirements for completing a course on a research student who re enrolls after a suspension</td>
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<td>Modify the application of the course resolutions with respect to a research student’s return to candidature following discontinuation</td>
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<td>or suspension</td>
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<td>8.5.7 Permit a research student who has discontinued enrolment without permission in his or her first year of the course to re-enrol in that course</td>
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<tr>
<td>9.1 Student attendance requirements</td>
<td>9.1.1 Specify attendance and participation requirements for courses and units of study</td>
<td>Faculty or University School</td>
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<td></td>
<td>9.1.2 Specify circumstances under which a student is deemed not to have completed a unit of study or award course due to failure to satisfy attendance requirements</td>
<td>Associate Dean</td>
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<td>9.1.3 Exempt a student from attendance or participation requirements, having regard to previous studies</td>
<td>Associate Dean</td>
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<tr>
<td>9.2 Academic year</td>
<td>9.2.1 Determine periods of instruction and commencement and conclusion dates of the academic year, including dates of semesters, teaching periods and research periods</td>
<td>Academic Board</td>
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<td>Activity</td>
<td>Function</td>
<td>DELEGATION EXERCISE CONDITIONS</td>
<td>GOVERNANCE</td>
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<td>9.2.2</td>
<td>Approve variations from standard teaching sessions requested by faculties</td>
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Academic Board | Learning and Teaching Policy 2015
### PART 10  SUSPENSION OF ENROLMENT AND LEAVE OF ABSENCE

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<th>DELEGATION EXERCISE CONDITIONS</th>
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<td><strong>Activity</strong></td>
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<td><strong>Expertise</strong></td>
<td><strong>Consultation</strong></td>
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<tr>
<td>10.1 Permit suspension and leave of absence</td>
<td><strong>Coursework students</strong></td>
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<tr>
<td>10.1.1 Permit a coursework student to suspend enrolment in a course for more than one year, up to a maximum of two years.</td>
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<tr>
<td>10.1.2 Permit a research student to suspend enrolment in a course for more than one year</td>
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<tr>
<td>10.1.3 Subject to the course resolutions, permit a research student to take leave of absence from a course for a period of less than one research period</td>
<td>Postgraduate Coordinator</td>
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## PART 11  ASSESSMENT AND EXAMINATION

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<td>11.1</td>
<td>Coursework</td>
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<td>11.1.1</td>
<td>Determine examination and assessment requirements for a unit of study</td>
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<td>11.1.2</td>
<td>Determine academic aspects of the conduct of an examination, consistently with registered policies and procedures</td>
<td>Unit of Study Coordinator</td>
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<td>11.1.3</td>
<td>Determine specific unit of study results of candidates</td>
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<td>11.1.4</td>
<td>Determine the outcome of applications for special consideration due to illness, injury or misadventure</td>
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<td>11.1.5</td>
<td>Set the date of a replacement assessment not undertaken in a formal exam period</td>
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<td>11.1.6</td>
<td>Set the date of a replacement assessment undertaken in a formal exam period</td>
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<td>11.1.7</td>
<td>Determine alternative means of</td>
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<td>Consultation</td>
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<tr>
<td>assessment, where a student is unable attempt a replacement assessment due to illness, injury or misadventure, or the Faculty or University School is unable to construct a valid form of replacement assessment</td>
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<td>11.1.8 Award a grade of DC where a Faculty or University School is unable to determine an alternative means of assessment</td>
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<tr>
<td>11.1.9 Determine the outcome of applications for special arrangements for assessments</td>
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<td>11.1.10 Determine the outcome of applications for reasonable adjustments or accessible examination and assessment arrangements for students with a disability</td>
<td>Unit of Study Coordinator</td>
<td>Disability Services Office</td>
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<tr>
<td>11.1.11 Approve three hour examinations and examinations that are longer than the equivalent of 30 minutes per credit point</td>
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<td>11.1.12</td>
<td>Determine whether an examination that has been interrupted due to an emergency evacuation should be resumed or re-sat by affected students</td>
<td>The most senior available of Dean, Deputy Dean, Head of School and Dean (University School), Deputy Head and Dean (University School), Associate Dean or Head of School</td>
<td>Expertise Consultation Notification Policies Procedures</td>
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<tr>
<td>11.1.13</td>
<td>Determine and publish dates for release of results</td>
<td>Deputy Vice-Chancellor (Registrar)</td>
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<tr>
<td>11.1.14</td>
<td>Authorise the release of results for a particular unit of study earlier than the published date</td>
<td>Deputy Vice-Chancellor (Registrar)  Associate Dean</td>
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**11.2 Postgraduate research**

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<td>11.2.1</td>
<td>Determine policy for the award and examination of the PhD</td>
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<td>Determine policy for supervision of postgraduate research students</td>
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<td>11.2.3</td>
<td>Require students to undertake other studies and training during candidature</td>
<td>Postgraduate Coordinator</td>
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<td>11.2.4</td>
<td>Require students to provide satisfactory evidence of progress in</td>
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<td>their candidature and participate in a progress review interview</td>
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<td>11.2.5 Determine that a student has demonstrated satisfactory or marginal progress, and specify conditions of candidature to apply the following year</td>
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<td>11.2.6 Determine that a student has demonstrated unsatisfactory progress and allow the student to continue to be enrolled with conditions, or recommend that the student be asked to show good cause why he or she should be permitted to continue the candidature</td>
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<td>11.2.7 Allow the student’s candidature to continue and specify conditions of candidature to apply the following year after considering the recommendation from the Postgraduate Coordinator.</td>
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<td>11.2.8 Grant a candidate an exemption to the prescribed requirements for dealing with confidential information in</td>
<td>Chair of the Graduate Studies Committee of the Academic Board</td>
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<td>Grant access by a</td>
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<td>Restrict access to a thesis for a period not exceeding six months from the date of the award of the degree</td>
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<td>11.2.11</td>
<td>Restrict access to a thesis for a limited period of time in excess of six months</td>
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<td>Dean; Head of School and Dean (University School)</td>
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<td>11.2.12</td>
<td>Approve an extension of candidature with a latest date for submission of thesis for examination beyond the maximum specified period</td>
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<td>11.2.13</td>
<td>Determine an application to submit a thesis in a language other than English</td>
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<td>11.2.14</td>
<td>Prescribe the required form of a thesis for examination</td>
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<td>11.2.15</td>
<td>Certify that the form of a student’s thesis is satisfactory</td>
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<td>11.2.16 Permit a student who has made exceptional progress in his or her candidature to submit a thesis for examination up to two research periods earlier than the prescribed period</td>
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<td>11.2.17 Permit a student who has made exceptional progress in his or her candidature to submit a thesis for examination more than two research periods earlier than the prescribed period</td>
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<td>11.2.19 Determine an application to submit a thesis in a language other than English</td>
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</table>

**Doctor of Philosophy (PhD)**

11.2.22 Permit a student who has made exceptional progress in his or her candidature to submit a thesis for examination up to two research periods earlier than the prescribed period

- APPOINTED DELEGATE: Associate Dean

11.2.23 Permit a student who has made exceptional progress in his or her candidature to submit a thesis for examination more than two research periods earlier than the prescribed period

- APPOINTED DELEGATE: Chair of the Academic Board

11.2.24 Approve an extension of candidature with a latest date for submission of thesis for examination beyond the maximum specified period

- APPOINTED DELEGATE: Associate Dean

11.2.25 Prescribe the required form of a thesis for examination

- APPOINTED DELEGATE: Academic Board

11.2.26 Determine an application to submit a thesis in a language other

- APPOINTED DELEGATE: Associate Dean
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<td>11.2.27 Appoint examiners</td>
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<td>11.2.28 Determine result of examination on the recommendation of the Dean or Head of School and Dean (University School)</td>
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Higher Degree by Research Rule 2011

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<td><strong>12.1 Progression requirements</strong></td>
<td><strong>12.1.1 Approve progression requirements for each course</strong></td>
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<td><strong>12.1.2 Approve a research student’s progress plan</strong></td>
<td>Postgraduate Coordinator</td>
<td>Coordinating Supervisor</td>
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<td><strong>12.1.3 Approve material variations to a research student’s progress plan</strong></td>
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<td>Coordinating Supervisor</td>
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<td><strong>12.1.4 Require that progress reviews be conducted for research students</strong></td>
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<td>Postgraduate Coordinator</td>
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12.2 Requirement to show good cause

<table>
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<th>Coursework students</th>
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<tbody>
<tr>
<td>12.2.1 Require a student who has not met progression requirements</td>
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<tr>
<td>to show good cause why re-enrolment should be permitted.</td>
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<tr>
<td>12.2.2 Require a student who has failed or discontinued a unit of study more than once to show good cause why re-enrolment in that unit should be permitted.</td>
</tr>
<tr>
<td>12.2.3 Require a student who fails or discontinues a year of a course or a unit of study having been admitted or re-admitted after failure or discontinuation in the immediately prior year to show cause why further re-enrolment should be permitted.</td>
</tr>
<tr>
<td>12.2.4 Permit a student who has shown good cause to re-enrol.</td>
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<tr>
<td>Research students</td>
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<tr>
<td>12.2.5 Require a student to show good cause why he or she should be permitted to continue the candidature</td>
</tr>
<tr>
<td>12.2.6 Determine that a student has shown good</td>
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**DELEGATION EXERCISE CONDITIONS**

- Expertise
- Consultation
- Notification
- Policies
- Procedures
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<td>Expertise</td>
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<td>cause and permit the student to continue</td>
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12.3 Failure to show good cause

**Coursework students**

12.3.1 Permit a student who has failed to show good cause to re-enrol in a course subject to restrictions on units of study

- Associate Dean

12.3.2 Exclude from a course a student who has failed to show good cause

- Associate Dean

**Research students**

12.3.3 Determine that a student has not shown good cause and terminate the student’s candidature or impose conditions or restrictions on the continuation of candidature

- Associate Dean

- Higher Degree by Research Rule 2011

12.3.4 Offer a student an option to transfer to another course, and impose conditions on any such transfer

- Associate Dean

- Higher Degree by Research Rule 2011

12.3.5 Preclude an excluded student from applying for admission to a higher degree by research within the Faculty or University

- Associate Dean

- Higher Degree by Research Rule 2011
<table>
<thead>
<tr>
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<th>DELEGATION EXERCISE CONDITIONS</th>
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<td>12.4 Re-admission and credit after exclusion</td>
<td>12.4.1 Re-admit a student who has been excluded from a coursework award course after at least two calendar years</td>
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<td>12.4.2 Grant credit for work completed at the University or at another institution during a period of exclusion from a coursework award course</td>
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## PART 13 TERMINATION OF CANDIDATURE

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Deputy Vice-Chancellor (Registrar) Student Discipline Rule 2016

University of Sydney (Delegations of Authority – Academic Functions) Rule 2016

18320/451790_1
**PART 14  HONOURS, UNIVERSITY MEDAL AND AEGROTAT AWARDS**

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NOTES
University of Sydney (Delegations of Authority – Academic Functions) Rule 2016

Date adopted:
Date commenced:
Related documents:

Commonwealth Statutes
State Statutes
Codes, protocols or similar, external to the University
University Policies
University Procedures
University Guidelines

AMENDMENT HISTORY

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<td>Purpose</td>
<td>To seek feedback from the ASPC Committee on the draft University of Sydney (Governance of Faculties and University Schools) Rule 2016</td>
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RECOMMENDATION

That the Academic Standards and Policy Committee discuss and provide feedback on the attached draft.
UNIVERSITY OF SYDNEY (GOVERNANCE OF FACULTIES AND UNIVERSITY SCHOOLS) RULE 2016

The Senate, as the governing authority of the University of Sydney, by resolution adopts the following Rule under subsection 37(1) of the University of Sydney Act 1989 (as amended) for the purposes of the University of Sydney By-law 1999.

Adopted on:

Effective from:

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PART 1 - PRELIMINARY

1.1 Name of Rule
This is the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

1.2 Commencement
This Rule commences on [date].

1.3 Statement of intent
(2) This Rule stipulates the requirements for academic governance within Faculties and University Schools.
(3) This Rule binds:

(a) Deans, Heads of School, Heads of School and Deans (University Schools);
(b) Deputy Deans, Deputy Heads and Deans (University Schools), Associate Deans; and
(c) all members of Faculty, school and University School committees, including faculty boards, executive committees, leadership groups, sub-committees, working committees and advisory committees.

1.4 Interpretation

(1) In this Rule:

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.

Dean means the Dean of the relevant faculty, appointed in accordance with relevant University policy and procedures.

department means an intellectual community within a faculty, responsible for research leadership and unit of study development within an internationally recognised field of inquiry.

discipline means an intellectual community within a faculty, responsible for curriculum development and research endeavour within an internationally recognised field of inquiry.

executive committee means an executive committee established by a Dean or Head of School and Dean (University School) in accordance with section 2.10 or 4.7 of this Rule, to deal with administrative (including financial) matters.

Faculty means a faculty constituted in accordance with Part 2 of this Rule, to address academic matters.

faculty board means a board established by a Faculty in accordance with section 2.6 of this Rule, to address academic matters.

Head of School means the head of a school within a Faculty, including a Head of School and Dean, appointed in accordance with relevant University policy and procedures.

Head of School and Dean (University School) means a Head of School and Dean of a University School, appointed in accordance with relevant University policy and procedures.

leadership group means a group established by a Dean, or Head of School and Dean (University School), in accordance with section 2.13 or 4.10 of this Rule.

school means a school within a Faculty established in accordance with section 3.1 of this Rule;
A heading to a Part or Schedule is a provision of this Rule. Other headings are not provisions of this Rule, but the number of a section or subsection is a provision of this Rule even if it is in a heading.

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

(4) A reference to a rule (other than this Rule) or policy is a reference to the rule or policy as amended or replaced by the University from time to time.

PART 2 - FACULTIES

2.1 Faculty leadership

(1) Each Faculty will have:
   (a) a Dean;
   (b) up to two Deputy Deans;
   (c) a number of core Associate Deans, to reflect each of the committees of the University Executive which it designates from time to time as principal committees, and
   (d) a Faculty General Manager.

(2) Each Faculty may have one or more optional Associate Deans, as approved by the Provost on the recommendation of the Dean.

(3) Faculties must not create Faculty leadership positions other than those prescribed in subsections (1) and (2) without the approval of the Provost.

2.2 Faculty governance

(1) The academic affairs of each Faculty will be governed by:
   (a) the Faculty;
   (b) the faculty board; and
   (c) sub-committees, working parties and advisory committees established by the faculty board in accordance with subsection 2.7(6).

(2) The administrative affairs of each Faculty will be governed by:
   (a) the Dean’s Executive Committee; and
   (b) the leadership group.
2.3 Membership of Faculties

(1) Each Faculty will comprise:
   (a) all full-time and part-time permanent and temporary (but not casual) members of the academic and professional staff of the Faculty;
   (b) up to five members elected by the undergraduate students of the Faculty in accordance with this Rule; and
   (c) up to five members elected by the postgraduate students of the Faculty in accordance with this Rule.

2.4 Powers and functions of Faculties

(1) The Faculty will receive and consider reports on academic matters from the faculty board at least once per semester.

(2) The Faculty may make such recommendations to the faculty board as it thinks fit, in respect of the affairs and concerns of the faculty.

2.5 Faculty meetings

(1) The Dean or their nominee will convene and chair a meeting of the Faculty at least once per semester.

(2) The Dean or their nominee will convene and chair such other meetings of the Faculty as they consider necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Provost; or
   (c) faculty board.

(3) The Dean or their nominee will, at least one month before the date fixed for the holding of a Faculty meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.

(4) The lesser of any 40 members of the Faculty, or one eighth of the membership (calculated to the nearest whole number), will constitute a quorum for the transaction of business at a faculty meeting.

(5) No business may be transacted at a meeting of the Faculty unless a quorum is present.

(6) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(7) Every member will have one vote on a show of hands and on a poll.

(8) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(9) If the number of votes are equal, the Chair will have the casting vote.

(10) A meeting of the Faculty may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.
2.6 Membership of faculty boards

(1) Each faculty board will comprise:

(a) the ex-officio members:
   (i) the Dean or their nominee, who will perform the role of Chair;
   (ii) the Deputy Dean(s);
   (iii) the Associate Dean(s);
   (iv) the Heads of School (where relevant);
   (v) the Faculty General Manager;
   (vi) the Provost or their nominee;

(b) the elected members:
   (i) 15 members elected by the full-time and part-time permanent and temporary (but not casual) members of the academic staff of the Faculty in accordance with this Rule;
   (ii) five members elected by the full-time and part-time permanent and temporary (but not casual) members of the professional staff of the Faculty in accordance with this Rule;
   (iii) two members elected by the undergraduate students of the Faculty in accordance with this Rule (who may also be members of the Faculty); and
   (iv) two members elected by the postgraduate students of the Faculty in accordance with this Rule (who may also be members of the Faculty).

2.7 Powers and functions of the faculty board

(1) The faculty board will control and manage the academic affairs of the Faculty.

(2) A reference in rules, policies or procedures to a decision of a Faculty is a reference to a decision of the faculty board, unless otherwise specified.

(3) The faculty board will exercise its powers and functions subject to:

(a) the authority of the Senate and the Academic Board;

(b) the Act, the By-law, and relevant rules, policies and procedures.

Note: See in particular the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2010 and the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016. [hyperlink to be added]

(4) The faculty board will:

(a) make decisions on proposals for new award courses;

(b) make decisions on revisions to award courses;

(c) make resolutions for the coursework award courses offered by the Faculty including, as appropriate:
   (i) admission;
   (ii) enrolment restrictions;
   (iii) time limits;
(iv) suspension, discontinuation and lapse of candidature;
(v) recognition of prior learning;
(vi) attendance;
(vii) cross-institutional study;
(viii) international exchange;
(ix) assessment;
(x) late submission of assessments;
(xi) special consideration;
(xii) satisfactory progress;
(xiii) admission to honours;
(xiv) the award of honours and the levels at which honours is awarded;

(d) make resolutions for each degree, diploma and certificate offered by the Faculty including, as appropriate:
(i) admission;
(ii) attendance;
(iii) majors;
(iv) recognition of prior learning;
(v) progression;
(vi) requirements for the award;
(vii) requirements for the award of honours;
(viii) award of the degree;
(ix) award of honours;

(e) report to the Faculty at least once per semester;
(f) consider and report to the Faculty on recommendations made by the faculty;

(g) consider and report on all matters referred to it by the Senate, the Vice-Chancellor or the Academic Board.

(5) The faculty board may, of its own motion, report to the Academic Board on all matters relating to research, studies, lectures, examinations, degrees, diplomas and certificates offered by the Faculty.

(6) The faculty board may establish sub-committees, working parties and advisory committees to:

(a) facilitate the conduct of its business; and
(b) make recommendations to the faculty board for decision.

(7) Where a faculty board approves an internal inter-school course of study or research, the faculty board will establish an inter-school sub-committee to oversee that course of study or research.

(8) Subject to section 2.9, the faculty board of each Faculty will establish a postgraduate studies committee.

(9) The postgraduate studies committee will exercise the powers of the faculty board in respect of:
(a) each student admitted to candidature in a higher degree by research award course; and
(b) such postgraduate degrees, diplomas and certificates as the faculty board determines.

(10) A sub-committee, working party or advisory committee established in accordance with subsection (6) must not, in the absence of specific delegations of authority, make decisions on behalf of the faculty board.

2.8 Faculty board meetings

(1) The Dean or their nominee will convene and Chair a meeting of the faculty board at least six times per year.

(2) The Dean or their nominee will convene and Chair such other meetings of the faculty board as he or she considers necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Provost; or
   (c) Faculty.

(3) The Dean or their nominee will, at least two weeks before the date fixed for the holding of a faculty board meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.

(4) Fifty per cent of members will constitute a quorum for the transaction of business at a faculty board meeting.

(5) No business may be transacted at a meeting of the faculty board unless a quorum is present.

(6) A meeting of the faculty board may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

(7) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(8) Every member will have one vote on a show of hands and on a poll.

(9) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(10) If the number of votes are equal, the Chair will have the casting vote.

2.9 Joint board of postgraduate studies for Dentistry, Medicine Nursing and Midwifery, and Pharmacy

(1) There will be a joint board of postgraduate studies for any or all of the faculties of Dentistry, Medicine, Nursing and Midwifery and Pharmacy.

(2) The joint board will comprise the nominees of the faculties of Dentistry, Medicine, Nursing and Midwifery and Pharmacy, as determined by each faculty board, in consultation with the Provost.

(3) The Chair of the joint board will be appointed by the Provost, in consultation with the Deans of the faculties of Dentistry, Medicine, Nursing and Midwifery and Pharmacy.
(4) The joint board will exercise the powers of the faculty boards for the faculties of:
   (a) Dentistry and Medicine, in respect of postgraduate degrees, diplomas and certificates;
   (b) Nursing and Midwifery and Pharmacy, in respect of higher degrees by research.

(5) The joint board will exercise such other powers and functions in respect of postgraduate degrees, diplomas and certificates as the faculty board for each of the faculties of Dentistry, Medicine, Nursing and Midwifery and Pharmacy may determine.

(6) The faculty boards of Dentistry, Medicine, Nursing and Midwifery and Pharmacy may establish postgraduate course advisory committees for any or all of the courses in their faculty, as they consider appropriate.

(7) The joint board will seek the advice of relevant postgraduate course advisory committees before making recommendations about curriculum matters to the relevant faculty board.

2.10 Membership of the Dean’s executive committee

(1) The Dean will appoint members to the Dean’s executive committee, as appropriate.

2.11 Powers and functions of the Dean’s executive committee

(1) The Dean’s executive committee will control and manage the strategic and administrative (including financial) affairs of the faculty.

2.12 Meetings of the Dean’s executive committee

(1) The Dean or their nominee will convene and chair meetings of the Dean’s executive committee as required.

2.13 Membership of the leadership group

(1) The Dean will appoint members to the leadership group, in consultation with the Provost.

(2) The leadership group should include:
   (a) Deputy Deans;
   (b) Associate Deans; and
   (c) Heads of School (where relevant); and
   (d) the Faculty General Manager.

2.14 Powers and functions of the leadership group

(1) The leadership group will collaborate and provide strategic advice to the Dean’s executive committee.
2.15 Meetings of the leadership group

(1) The Dean or their nominee will convene and chair meetings of the leadership group as required.

2.16 Powers and functions of Deans

(1) The Dean may, with the approval of the Provost, establish disciplines or departments to operate within the faculty.

(2) Deans will be responsible for strategic leadership and planning, including:
   (a) planning, setting and communicating the vision of the faculty;
   (b) leading and living the values of the faculty, particularly in relation to culture and people, and enabling the desired culture;
   (c) setting, communicating and achieving the overarching faculty strategic plan and goals;
   (d) participating in and communicating to faculty staff whole of University decision making, at the faculty level;
   (e) having input into and communicating to faculty staff the University’s strategic plan and governance; and
   (f) leading Deputy Deans, Associate Deans, and Heads of Schools or Disciplines.

(3) Deans will be responsible for academic leadership, including:
   (a) aligning strategic curriculum design with the faculty mission;
   (b) pursuing and managing strategically aligned funding and grants opportunities;
   (c) developing and promoting a quality research strategy that attracts and retains excellence in researchers and research students;
   (d) establishing and developing an overseas research profile, including reporting requirements; and
   (e) strategic oversight of talent management, including recruitment, monitoring, promotion, performance management, retention and remuneration.

(4) Deans will be responsible for financial management, including:
   (a) overseeing, proposing and controlling budget expenditure;
   (b) leading development of the financial strategy and framework for the faculty; and
   (c) ensuring that financial units are working as efficiently as possible.

(5) Deans will be responsible for operational management, including:
   (a) overseeing all aspects of faculty operations;
   (b) providing support to Heads of School to ensure that they have appropriate resources and established processes to implement efficient operations;
   (c) as appropriate, ensuring coherence and consistency of operational frameworks within and between faculties;
   (d) overseeing school resource management, including ensuring consistency of systems, processes and practices; and
(e) overseeing coherence and consistency of operational processes with other faculties and University Schools.

(6) Deans will be responsible for people leadership and management, including:
   (a) providing people leadership and management to all staff, including culture, mission, workforce planning, work load allocation and compliance;
   (b) developing strategies to attract and retain outstanding talent and integrating University-wide workforce strategies into the faculty; and
   (c) developing and overseeing work health and safety strategies.

(7) Deans will be responsible for external community engagement, including:
   (a) identifying development opportunities;
   (b) ensuring and enabling a coherent fundraising strategy;
   (c) promoting large scale external engagement with the profession or sector, particularly at the global level;
   (d) enabling processes and systems to support delivery;
   (e) representing and participating in strategy at the University level;
   (f) overseeing engagement with accreditation and professional bodies; and
   (g) overseeing continuing and deep engagement with the alumni community.

2.17 Powers and functions of Deputy Deans

(1) Deputy Deans will contribute to strategic leadership and planning by:
   (a) contributing to the development of the faculty strategy;
   (b) performing the role of the Dean when they are absent;
   (c) participating in whole of University decision making; and
   (d) having input into and communicating to staff the University strategic plan and governance.

(2) Deputy Deans will contribute to academic leadership by providing strategic input into the academic management of the faculty.

(3) Deputy Deans will contribute to financial management by:
   (a) contributing to the development of the faculty budget and financial strategy; and
   (b) providing input into management of financial matters for the faculty.

(4) Deputy Deans will contribute to operational management by:
   (a) providing strategic input into the operational management of the faculty; and
   (b) as appropriate, ensuring coherence and consistency of operational frameworks within and between faculties.

(5) Deputy Deans will contribute to people leadership and management as appropriate within the faculty.

(6) Deputy Deans will contribute to external community engagement by providing complementary support and expertise to the Dean.
2.18 Powers and functions of Associate Deans

(1) Associate Deans will contribute to strategic leadership and planning by:
   (a) providing a strategic link between the faculty and the central Deputy Vice-Chancellor portfolios;
   (b) providing input into the faculty’s mission or strategy in their area of expertise;
   (c) providing the interface between academic function and supporting professional staff;
   (d) promoting consistency and alignment within the faculty; and
   (e) developing and implementing a coherent framework across schools within the faculty to harness ideas and activity.

(2) Associate Deans will contribute to academic leadership by:
   (a) consulting across the schools and within the faculty prior to decision making;
   (b) managing interdependencies between Associate Dean roles;
   (c) making decisions on behalf of the faculty at their respective University Executive committee meeting;
   (d) communicating and implementing University Executive committee decisions within their faculty; and
   (e) making decisions within their portfolio area.

(3) Associate Deans will contribute to operational management by having operational oversight and responsibility for alignment of, and compliance with, governance policies and issues within the faculty for their area of expertise.

(4) Associate Deans will contribute to people leadership and management by:
   (a) actively participating in mentoring, as appropriate; and
   (b) harnessing creative energies within the faculty to achieve strategic outcomes.

(5) Associate Deans will contribute to external community engagement by:
   (a) within their area of expertise, supporting the Dean in implementing external engagement strategies;
   (b) identifying strategic opportunities within external communities;
   (c) promoting continuing and deep engagement with the alumni community; and
   (d) promoting a coherent approach to external community engagement within the faculty.

PART 3 – SCHOOLS (WITHIN A FACULTY)

3.1 Establishment of schools

Schools will be established by the Vice-Chancellor, on the recommendation of the Provost.
3.2 School leadership

(1) Each school will have:
   (a) a Head of School;
   (b) a Deputy Head of School; and
   (c) a School Manager.

(2) Schools must not create leadership positions other than those prescribed in subsections (1) and (2) without the approval of the Dean and Provost.

3.3 Membership of schools

(1) Each school will comprise:
   (a) all full-time and part-time permanent and temporary (but not casual) members of the academic and professional staff of the school;
   (b) up to two members elected by the undergraduate students of the school in accordance with this Rule (who may also be members of the Faculty or faculty board, or both); and
   (c) up to two members elected by the postgraduate students of the school in accordance with this Rule (who may also be members of the Faculty or faculty board, or both).

3.4 Powers and functions of schools

(1) Schools operate under the supervision of a Head of School and are part of a Faculty.

(2) Schools will exercise their powers and functions subject to:
   (a) the authority of the Senate, the Academic Board and the relevant Faculty;
   (b) the Act, the By-law, and relevant rules, policies and procedures.

(3) Schools will:
   (a) encourage and facilitate teaching, scholarship and research; and
   (b) coordinate the teaching and examination duties of staff;

   for the units of study and award courses that they oversee.

3.5 School meetings

(1) The Head of School or their nominee will convene and chair a meeting of the school at least twice a year.

(2) The Head of School or their nominee will convene and chair such other meetings of the school as they consider necessary or as required by the:
   (a) Vice-Chancellor;
   (b) Provost; or
   (c) Dean.
(3) The Head of School or their nominee will, at least two weeks before the date fixed for the holding of a school meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.

(4) The lesser of any 20 members of the school, or one eighth of the membership of the school (calculated to the nearest whole number) will constitute a quorum for the transaction of business at a school meeting.

(5) No business may be transacted at a school meeting unless a quorum is present.

(6) A meeting of the school may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

(7) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(8) Every member will have one vote on a show of hands and on a poll.

(9) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(10) If the number of votes are equal, the Chair will have the casting vote.

3.6 Powers and functions of Heads of School

(1) Heads of School are accountable to the Senate and the Vice-Chancellor through the Dean of the faculty.

(2) Heads of School will contribute to strategic leadership and planning by:

(a) contributing to the development of the overall faculty strategy;
(b) deploying strategies at school level;
(c) planning and leading curriculum initiatives and delivery;
(d) participating in and communicating to school staff whole of University decision making, at school level.

(3) Heads of School will contribute to academic leadership by:

(a) being responsible for curriculum (teaching and learning) delivery;
(b) for professional schools, ensuring accreditation standards are maintained;
(c) providing leadership in all academic fields of endeavour of the school;
(d) ensuring the faculty research strategy is resourced and achieved at school level;
(e) managing talent at the school level within priorities, processes and strategies set by the faculty;
(f) liaising with the Deputy Vice-Chancellor portfolios in relation to delivery of relevant strategies.

(4) Heads of School will contribute to financial management by:

(a) contributing to the development of the overall faculty budget and financial strategy;
(b) implementing the financial strategy at the school level;
(c) being accountable for financial management of the school and for achieving financial targets; and
(d) making decisions at the school level.

(5) **Heads of School will contribute to operational management by:**

   (a) ensuring that there are appropriate resources and University-consistent processes for effective operational management;
   
   (b) ensuring financial, procurement, student, research and teaching policies and procedures are implemented, understood and complied with across the school;
   
   (c) managing resources appropriately, including ensuring consistency of systems, processes and practices; and
   
   (d) ensuring coherence and consistency of operational processes within the faculty.

(6) **Heads of School will contribute to people leadership and management by:**

   (a) attracting and recruiting outstanding talent and making appointment decisions for the school, within the overall faculty strategy;
   
   (b) providing leadership through mentoring and nurturing of talent and ensuring staff development opportunities (professional and academic) are part of the school culture;
   
   (c) being responsible for performance management and development; and
   
   (d) managing work health and safety compliance and protocols.

(7) **Heads of School will contribute to external community engagement by:**

   (a) supporting the Dean in implementing external engagement strategies;
   
   (b) identifying strategic opportunities within external communities;
   
   (c) for professional schools, ensuring deep engagement with accreditation, professional bodies and the sector; and
   
   (d) together with the Dean, ensuring continuing and deep engagement with the alumni community.

**PART 4 – UNIVERSITY SCHOOLS**

### 4.1 University school leadership

(1) Each University School will have:

   (a) a Head of School and Dean;
   
   (b) up to two Deputy Heads and Dean;
   
   (c) a number of core Associate Deans, to reflect each of the committees of the University Executive which it designates from time to time as principal committees; and
   
   (d) a School General Manager.

(2) Each University School may have one or more optional Associate Deans, as approved by the Provost on the recommendation of the Head of School and Dean.

(3) University Schools must not create leadership positions other than those prescribed in subsections (1) and (2) without the approval of the Provost.
4.2 University School governance

(1) The academic affairs of each University School will be governed by:
   (a) the University School; and
   (b) sub-committees, working parties and advisory committees established by the University school in accordance with subsection 4.4(4).

(2) The administrative affairs of each University School will be governed by:
   (a) the Head of School and Dean’s Executive Committee; and
   (b) the leadership group.

4.3 Membership of University Schools

Each University School will comprise:

   (c) all full-time and part-time permanent and temporary (but not casual) members of the academic and professional staff of the University School;

   (d) up to two members elected by the undergraduate students of the University School in accordance with this Rule; and

   (e) up to two members elected by the postgraduate students of the University School in accordance with this Rule.

4.4 Powers and functions of University Schools

(1) The University School will exercise its powers and functions subject to:
   (a) the authority of the Senate and the Academic Board;
   (b) the Act, the By-law, and relevant rules, policies and procedures.

Note: See in particular the University of Sydney (Delegations of Authority – Administrative Functions) Rule 2010 and the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016. (hyperlink to be added)

(2) The University School will:
   (a) make decisions on proposals for new award courses;
   (b) make decisions on revisions to award courses;
   (c) make resolutions for the coursework award courses offered by the University School including, as appropriate:
      (i) admission;
      (ii) enrolment restrictions;
      (iii) time limits;
      (iv) suspension, discontinuation and lapse of candidature;
      (v) recognition of prior learning;
      (vi) attendance;
      (vii) cross-institutional study;
      (viii) international exchange;
      (ix) assessment;
(x) late submission of assessments;
(xi) special consideration;
(xii) satisfactory progress;
(xiii) admission to honours;
(xiv) the award of honours and the levels at which honours is awarded;

(d) make resolutions for each degree, diploma and certificate offered by the University School including, as appropriate:
  (i) admission;
  (ii) attendance;
  (iii) majors;
  (iv) recognition of prior learning;
  (v) progression;
  (vi) requirements for the award;
  (vii) requirements for the award of honours;
  (viii) award of the degree;
  (ix) award of honours; and

(e) consider and report on all matters referred to it by the Vice-Chancellor, the Provost or the Academic Board.

(3) The University School may, of its own motion, report to the Academic Board on all matters relating to research, studies, lectures, examinations, degrees, diplomas and certificates offered by the University School.

(4) The University School may establish sub-committees, working parties and advisory committees to:
  (a) facilitate the conduct of its business; and
  (b) make recommendations to the University School for decision.

(5) A sub-committee, working party or advisory committee established in accordance with subsection (4) must not, in the absence of specific delegations of authority, make decisions on behalf of the University School.

(6) Each University School will establish a postgraduate studies committee.

(7) The postgraduate studies committee will exercise the powers of the University School in respect of:
  (a) each student admitted to candidature in a higher degree by research award course; and
  (b) such postgraduate degrees, diplomas and certificates as the University School determines.

4.5 University School meetings

(1) The Head of School and Dean or their nominee will convene and chair a meeting of the University School at least twice a year.
(2) The Head of School and Dean or their nominee will convene and chair such other meetings of the University School as they consider necessary or as required by the:
   (a) Vice-Chancellor; or
   (b) Provost.

(3) The Head of School and Dean or their nominee will, at least two weeks before the date fixed for the holding of a University School meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.

(4) The lesser of any 20 members of the University School, or one eighth of the membership (calculated to the nearest whole number) will constitute a quorum for the transaction of business at a University School meeting.

(5) No business may be transacted at a meeting of a University School unless a quorum is present.

(6) A meeting of the University School may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

(7) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(8) Every member will have one vote on a show of hands and on a poll.

(9) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(10) If the number of votes are equal, the Chair will have the casting vote.

4.6 Membership of the Head of School and Dean’s executive committee

(1) The Head of School and Dean will appoint members to the executive committee.

4.7 Powers and functions of the Head of School and Dean’s executive committee

(1) The Head of School and Dean’s executive committee will control and manage the strategic and administrative (including financial) affairs of the faculty.

4.8 Meetings of the Head of School and Dean’s executive committee

(1) The Head of School and Dean or their nominee will convene and chair meetings of the executive committee as required.

4.9 Membership of the leadership group

(1) The Head of School and Dean will appoint members to the leadership group, in consultation with the Provost.

(2) The leadership group should include:
4.10 Powers and functions of the leadership group

(1) The leadership group will collaborate and provide strategic advice to the Head of School and Dean’s executive committee.

4.11 Powers and functions of the leadership group

(1) The Head of School and Dean or their nominee will convene and chair meetings of the leadership group as required.

4.12 Powers and functions of Heads of School and Deans of University Schools

(1) Heads of School and Deans will contribute to strategic leadership and planning by:

(a) planning, setting and communicating the vision of the University School;
(b) leading and living the values of the University School, particularly in relation to culture and people, and enabling the desired culture;
(c) setting, communicating and achieving the overarching University School strategic plan and goals;
(d) planning and leading curriculum initiatives and delivery;
(e) participating in and communicating to University School staff whole of University decision making, at the University School level;
(f) having input into and communicating to faculty staff the University’s strategic plan and governance; and
(g) leading Associate Deans.

(2) Heads of School and Deans will contribute to academic leadership by:

(a) aligning strategic curriculum design with the University School mission;
(b) pursuing and managing strategically aligned funding and grants opportunities;
(c) developing and promoting a quality research strategy that attracts and retains excellence in researchers and research students;
(d) overseeing the research profile, including reporting requirements;
(e) managing curriculum (teaching and learning) delivery;
(f) for professional University Schools, ensuring accreditation standards are maintained;
(g) providing leadership in all academic fields of endeavour of the University School;
(h) ensuring the University School’s research strategy is resourced and achieved;
(i) participating in and communicating to University School staff whole of University decision making, at the University School level;
(j) having input into and communicating to faculty staff the University’s strategic plan and governance; and
(k) leading Associate Deans.
(i) strategic oversight of talent management, including recruitment, monitoring, promotion, performance management, retention and remuneration; and

(j) liaising with the Deputy Vice-Chancellor portfolios in relation to delivery of relevant stages.

(3) Heads of School and Deans will contribute to financial management by:

(a) proposing and controlling budget expenditure;

(b) leading development of the financial strategy and framework for the University School;

(c) ensuring that the University School is working as efficiently as possible; and

(d) being accountable for financial management of the University School and for achieving financial targets.

(4) Heads of School and Deans will contribute to operational management by:

(a) overseeing and managing all aspects of the University School’s operations;

(b) ensuring there are appropriate resources and University-consistent processes for effective operational management;

(c) ensuring financial, procurement, student, research and teaching policies and procedures are implemented, understood and complied with across the University School;

(d) managing resources appropriately, including ensuring consistency of systems, processes and practices usage and application; and

(e) ensuring coherence and consistency of operational processes with other faculties and University Schools.

(5) Heads of School and Deans will contribute to people leadership and management by:

(a) proving people leadership and management to all staff, including culture, mission, workforce planning, work load allocation and compliance;

(b) developing strategies to attract and retain outstanding talent and integrating University-wide workforce strategies into the University School;

(c) making appointment decisions for the University School;

(d) providing leadership through mentoring and nurturing of talent and ensuring staff development opportunities (professional and academic) are part of the University School culture; and

(e) developing strategies and managing work health and safety compliance and protocols.

(6) Heads of School and Deans will contribute to external community engagement by:

(a) identifying development opportunities;

(b) ensuring and enabling a coherent fundraising strategy;

(c) promoting external engagement with the profession or sector, particularly at the global level;

(d) enabling processes and systems to support delivery;

(e) representing and participating in strategy at the University level;

(f) ensuring deep engagement with accreditation and professional bodies;

(g) ensuring continuing and deep engagement with the alumni community.
4.13 Powers and functions of Deputy Head and Deans of University Schools

(1) Deputy Head and Deans of University schools will [insert].

4.14 Powers and functions of Associate Deans

(1) Associate Deans will contribute to strategic leadership and planning by:
   (a) providing a strategic link between the University School and the central Deputy Vice-Chancellor portfolios;
   (b) providing input into the University School’s mission or strategy in their area of expertise;
   (c) providing the interface between academic function and supporting professional staff;
   (d) promoting consistency and alignment within the University School; and
   (e) developing and implementing a coherent framework across schools within the faculty to harness ideas and activity.

(2) Associate Deans will contribute to academic leadership by:
   (a) consulting across the schools and within the University School prior to decision making;
   (b) managing interdependencies between Associate Dean roles;
   (c) making decisions on behalf of the University School at their respective University Executive committee meeting;
   (d) communicating and implementing University Executive committee decisions within their University School; and
   (e) making decisions within their portfolio area.

(3) Associate Deans will contribute to operational management by having operational oversight and responsibility for alignment of, and compliance with, governance policies and issues within the faculty for their area of expertise.

(4) Associate Deans will contribute to people leadership and management by:
   (a) actively participating in mentoring, as appropriate; and
   (b) harnessing creative energies within the faculty to achieve strategic outcomes.

(5) Associate Deans will contribute to external community engagement by:
   (a) within their area of expertise, supporting the Dean in implementing external engagement strategies;
   (b) identifying strategic opportunities within external communities;
   (c) promoting continuing and deep engagement with the alumni community; and
   (d) promoting a coherent approach to external community engagement within the University School.
PART 5 – BOARD OF INTERDISCIPLINARY STUDIES

5.1 Membership of the Board of Interdisciplinary Studies

(1) There will be a Board of Interdisciplinary Studies.

(2) The Board of Interdisciplinary Studies will consist of:

(a) the Provost, who will perform the role of Chair;

(b) the Deans or their nominees of Faculties contributing to cross-faculty degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies;

(c) the directors or their nominees of the:

(i) Charles Perkins Centre;

(ii) China Studies Centre; and

(iii) Sydney Southeast Asia Centre;

(d) a representative of the academic administrators of the Faculties contributing to cross-faculty degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies, appointed by the Deputy Vice-Chancellor (Education) and the Deputy Vice-Chancellor (Registrar);

(e) the course coordinators of the cross-faculty degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies; and

(f) not more than two students enrolled in the cross-faculty degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies, elected as prescribed in this Rule.

(3) The members appointed in accordance with subsections (2)(d) and (f) will hold office for a period of two years from 1 January of the year following their appointment or election.

(4) Members will be eligible for reappointment or re-election.

(5) A person will cease to be a member if he or she ceases to hold the title or qualifications in respect of which he or she was eligible to be a member.

(6) The members of the Board of Interdisciplinary Studies may elect a Deputy Chair from among the members appointed in accordance with subsection (2)(b).

(7) The Deputy Chair will, in the event of the absence or inability of the Provost to perform that role, assume the powers and duties of the Chair.

5.2 Board of Interdisciplinary Studies meetings

(1) The Chair or their nominee will convene a meeting of the Board of Interdisciplinary Studies at least twice per year.

(2) The Chair or their nominee will convene such other meetings of the Board of Interdisciplinary Studies as he or she considers necessary or as required by the:

(a) Vice-Chancellor;

(b) Academic Board; or

(c) Senate.
(3) The Chair or their nominee will, at least two weeks before the date fixed for the holding of a Board of Interdisciplinary Studies meeting, give a notice to members specifying the place, date and time of the meeting, and the nature of the business to be transacted at the meeting.

(4) Fifty per cent of Board members will constitute a quorum for the transaction of business at a Board of Interdisciplinary Studies meeting.

(5) No business may be transacted at a meeting of the Board of Interdisciplinary Studies unless a quorum is present.

(6) A meeting of the Board of Interdisciplinary Studies may be held at two or more venues simultaneously using any technology that gives members a reasonable opportunity to participate.

(7) A resolution or recommendation put to the vote will be decided on a show of hands, unless the Chair directs that a poll be held.

(8) Every member will have one vote on a show of hands and on a poll.

(9) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(10) If the number of votes are equal, the Chair will have the casting vote.

5.3 Powers and functions of the Board of Interdisciplinary Studies

(1) The Board of Interdisciplinary Studies will exercise its powers and functions subject to:
   (a) the authority of the Senate and the Academic Board;
   (b) the Act, the By-law, and relevant rules, policies and procedures.

(2) The Board of Interdisciplinary Studies will:
   (a) supervise the award of the cross-faculty degrees, diplomas and certificates listed in the relevant Senate resolutions;
   (b) make recommendations to the Academic Board on matters relating to the cross-faculty degrees, diplomas and certificates;
   (c) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in the cross-faculty degrees, diplomas and certificates;
   (d) admit to and determine candidature for coursework students undertaking cross-faculty degrees, diplomas and certificates;
   (e) admit to candidature and appoint supervisors and examiners for higher degree by research students undertaking cross-faculty degrees;
   (f) ensure that:
      (i) course and candidature management; and
      (ii) student support and advice;
      are appropriately provided through one or more of the participating faculties or University Schools;
   (g) consider and report on all matters referred to it by Senate, the Academic Board or Vice-Chancellor.
PART 6 – STAFF ELECTIONS TO FACULTY BOARDS

6.1 Timing of elections
(1) The election of staff members for each faculty board will be held in Semester 2 of each year.
(2) Notice of the election will be given no later than four weeks prior to the election.

6.2 Term of office
(1) The term of office of a staff member elected to a faculty board will be two years, commencing on 1 January of the year following the election.
(2) Staff members will be eligible for reappointment or re-election.
(3) A staff member will cease to hold office if they cease to be a permanent or temporary member of the academic or professional staff of the University.

6.3 Nominations
(1) Nominations of staff candidates for election as members of a faculty board must be:
   (a) made in writing, signed by two members of the Faculty and accompanied by the written consent of the candidate; and
   (b) delivered to the Faculty General Manager at least 14 days before the date of the election.
(2) If insufficient nominations are received to fill all positions on the faculty board:
   (a) the candidates nominated will be taken to be elected; and
   (b) the Dean will consult with the remaining academic or professional staff members, and appoint academic staff members or professional staff members, as required to fill the vacancy.
(3) If the number of nominations received is equal to the number of vacancies to be filled, the persons nominated will be taken to be elected.
(4) If the number of nominations exceeds the number of vacancies to be filled, a ballot will be held.

6.4 Filling casual vacancies
(1) A casual vacancy will be caused by the resignation, disqualification or death of an elected staff member.
(2) Where possible, a casual vacancy will be filled by the staff member who, in the immediately preceding election, polled the next highest number of votes to the staff member to be replaced.
Otherwise, the Dean will consult with the remaining academic or professional staff members, and appoint an academic staff member or professional staff member, as required to fill the vacancy.

6.5 Electorates

(1) Subject to subsection (2), the electorate for the election of:

(a) academic staff members will comprise all full-time and part-time permanent and temporary (but not casual) academic staff of the Faculty;

(b) professional staff members will comprise all full-time and part-time permanent and temporary (but not casual) professional staff of the Faculty;

as at the date that notice of the election is given.

(2) If a Faculty comprises a number of schools or disciplines:

(a) the faculty board will designate a prescribed number of elected positions for each school or discipline;

(b) the electorate for the election of academic staff members will comprise all full-time and part-time permanent and temporary (but not casual) academic staff of the relevant school or discipline; and

(c) the electorate for the election of professional staff members will comprise all full-time and part-time permanent and temporary (but not casual) professional staff of the relevant school or discipline.

PART 7 – STUDENT ELECTIONS

7.1 Timing of elections

(1) The election of student members for each Faculty, faculty board, school and University School will be held in Semester 2 of each year.

(2) Notice of the election will be given no later than four weeks prior to the election.

7.2 Term of office

(1) The term of office of a student elected to a Faculty, faculty board, school or University School will be one year, commencing on 1 January of the year following the election.

(2) Student members will be eligible for reappointment or re-election.

(3) A student member will cease to hold office if the student:

(a) ceases to be enrolled in a course offered by the faculty or University School;

(b) becomes a permanent or temporary (but not casual) member of the academic or professional staff of the faculty or University School.
7.3 Nominations

(1) Nominations of student candidates for election as members of a Faculty, faculty board, school or University School must be:
   (a) made in writing, signed by two qualified voters and accompanied by the written consent of the candidate; and
   (b) delivered to the Faculty General Manager at least 14 days before the date of the election.

(2) If insufficient nominations are received to fill all positions:
   (a) the candidates nominated will be taken to be elected; and
   (b) the Dean will consult with any other student members and the leaders of any relevant student representative body and appoint student members, as required to fill the vacancy.

(3) If the number of nominations received is equal to the number of vacancies to be filled, the persons nominated will be taken to be elected.

(4) If the number of nominations exceeds the number of vacancies to be filled, a ballot will be held.

7.4 Filling casual vacancies

(1) A casual vacancy will be caused by the resignation, disqualification or death of an elected student member.

(2) Where possible, a casual vacancy will be filled by the student who, in the immediately preceding election, polled the next highest number of votes to the student member to be replaced.

(3) Otherwise, the Dean or Head of School and Dean (University School) will:
   (a) consult with the remaining student members and the leaders of any relevant student representative body, and appoint a student member as required to fill the vacancy; or
   (b) direct that a by-election be held.

7.5 Electorates

(1) The electorate for the election of:
   (a) undergraduate student members will comprise all full-time and part-time students enrolled in an undergraduate award course offered by the faculty or University School;
   (b) postgraduate student members will comprise all full-time and part-time students enrolled in a postgraduate award course offered by the faculty or University school.
PART 8 – STUDENT PARTICIPATION IN MEETINGS

8.1 Faculty and University School meetings

(1) A person who is a student in a Faculty or University school must not:

(a) be present at or participate in any discussion at a meeting of the Faculty, faculty board, University School, postgraduate studies committee, or any other Faculty or University School committee;

(b) access any confidential material, including material produced for the purpose of examination or assessment; or

(c) participate in any decision; relating to their own candidature.

(2) A person, other than a member of the academic staff, who is a student in a Faculty or University School must not:

(a) be present at or participate in any discussion at a meeting of the Faculty, faculty board, University School, postgraduate studies committee, or any other Faculty or University School committee;

(b) access any confidential material, including material produced for the purpose of examination or assessment; or

(c) participate in any decision; relating to any other student’s candidature.

8.2 School meetings

(1) A person who is a candidate for a degree, diploma or certificate of the University must not:

(a) be present at or participate in any discussion at a meeting of the school;

(b) access any confidential material, including material produced for the purpose of examination or assessment; or

(c) participate in any decision; relating to their own candidature.

(2) A person, other than a member of the academic staff, who is a candidate for a degree, diploma or certificate of the University must not:

(a) be present at or participate in any discussion at a meeting of the school;

(b) access any confidential material, including material produced for the purpose of examination or assessment; or

(c) participate in any decision; relating to any other student’s candidature for a degree, diploma or certificate that is the same as or considered to be of a standing equivalent to or higher than the degree, diploma or certificate for which the person is a candidate.
PART 9 - RESCISSIONS AND REPLACEMENTS

9.1 Rescissions and replacements

(1) From the date of commencement of this Rule, any reference to a Faculty constitution in any other Rule, policy, procedures, guidelines or local provisions document is to be read as a reference:
   (a) in the case of a Faculty, to Part 2 of this Rule; and
   (b) in the case of a University School, to Part 4 of this Rule.

(2) This Rule replaces the following, which are rescinded as from the date of commencement of this document:
   (a) University of Sydney (Authority within Academic Units) Rule 2003;
   (b) Senate resolution Appointment and Roles of Pro-Deans, Deputy Deans, Associate Deans and Sub-Deans, which commenced on 25 November 2008;
   (c) Senate resolution Governance of Faculties, Colleges, College Boards, Boards of Studies, Departments, Schools and Committees, which was last amended on 4 February 2014;
   (d) the constitutions of Faculties, Colleges and Boards of Studies as at 1 January 2016.

NOTES

University of Sydney (Governance of Faculties and University Schools) Rule 2016

Date adopted: [This is the date on which the policy is formally signed]

Date commenced: [This is the date on which the policy will commence, suggest at least two weeks from date of adoption/approval]

Administrator: Deputy Vice-Chancellor and Provost

Review date: [This date must be no more than 5 years from the date of commencement]

Rescinded documents:

University of Sydney (Authority within Academic Units) Rule 2003;

Senate resolution Appointment and Roles of Pro-Deans, Deputy Deans, Associate Deans and Sub-Deans, which commenced on 25 November 2008;

Senate resolution Governance of Faculties, Colleges, College Boards, Boards of Studies, Departments, Schools and Committees, which was last amended on 4 February 2014;

The constitutions of Faculties, Colleges and Boards of Studies as at 1 January 2016.
Related documents: [TO BE COMPLETED].

- Commonwealth Statutes
- State Statutes
- Codes, protocols or similar, external to the University
- University Policies
- University Procedures
- University Guidelines

AMENDMENT HISTORY

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Non-Confidential

| Author                          | Simon French, Head, Office of Educational Integrity  
|                                | Leah Schwartz, Program Manager, Education Strategy |
| Reviewer/Approver              | A/Prof Peter McCallum, Director, Education Strategy |
| Paper title                    | Educational Integrity Trend Report Semester 1, 2016 |
| Purpose                        | To provide an interim report on educational integrity trends across the University during Semester 1, 2016. |

RECOMMENDATION

*That the Academic Standards & Policy Committee note the Educational Integrity Trend Report Semester 1, 2016.*

EXECUTIVE SUMMARY

The interim report of educational integrity trends across the University demonstrates the effectiveness of the new system of reporting and recordkeeping in providing reliable, immediate data that can be used to assist in evaluating the effectiveness of educational interventions and determine emerging trends. This report presents an initial look at the data that will be made available to faculties in early 2017 to assist with their annual reporting obligation to the Academic Board, where the steps taken to prevent and address academic honesty within degrees will be evaluated.

The data to date show a significant increase in the number of cases of potential breaches of academic honesty, with more cases (~1800) reported in Semester 1 than the Academic Board has annually reported for the past five years (~1500/year, though noting that Academic Board is yet to receive the 2015 figures). This suggests that the significant under-detection and under-reporting suggested by the Vice-Chancellor’s Academic Misconduct and Plagiarism Taskforce last year is beginning to reduce, although other figures, such as the number of units of study reporting breaches, and the usage of Turnitin, suggest there is still more work to be done in this regard.

Efforts to reduce the number of incidents via the education provided by faculties in the first year of every course, and through the University-wide academic honesty education module will need to continue, with support from the academic enrichment group in running development workshops for students also crucial.

Some of the data suggest a close look at the timing and volume of assessment, in addition to the risk assessment recommended by the Academic Board, is also warranted, and faculties may want to consider this as part of the wider curriculum reform program.
Non-Confidential

ISSUES

The Educational Integrity Trend Report Semester 1, 2016, is an interim report produced from the new University recordkeeping and reporting system. This system was part of a suite of new initiatives implemented by the University in Semester 1 2016 to assist with assuring the academic integrity of our educational programs. These initiatives arose from the findings and recommendations of the Vice-Chancellor’s Taskforce on Academic Misconduct and Plagiarism and are focused on enhancing the University’s efforts to prevent potential breaches of its academic honesty standards through increasing educational interventions, which are underpinned by good detection and reporting practices.

Previous reporting and recordkeeping of potential academic integrity breaches varied considerably in reliability across the University, making it very difficult to discern University-wide trends, the effects of educational or disciplinary interventions and so forth. The introduction of the new system has changed this, with the attached report an example of the kind of top-level data now available. Monthly reports on trends have been brought to SEG-Education for discussion during the semester; this report provides an opportunity for faculties to consider what further interventions may be appropriate to implement for this current semester; and all faculties will have access to this data at an appropriate level of detail to support their annual reporting to the Academic Board in March 2017.

This preliminary look at the data to date for 2016 provides an opportunity for faculties to review their efforts to implement many of the new initiatives, particularly the obligations to:

- embed disciplinary-based education in academic honesty in the first year curriculum of every coursework degree via at least one lecture or tutorial session, with an early focus on written communication skills and a scaffolded assignment;
- using the template provided by the Academic Standards and Policy Committee, evaluate the academic integrity risk associated with a unit of study’s assessment, considering any previous breaches encountered in that unit;
- ensure similarity detection software is used as part of the submission of all text-based written assignments;
- provide new, sessional, and casual academic staff with formal opportunities to develop their understanding of University policies, procedures and practices;
- encourage all commencing students to complete the Academic Honesty Education Module early in the first semester of their enrolment.

As was discussed a number of times at SEG-Education, a major implementation issue for the new reporting and recordkeeping system was experienced as a result of significant delays in examiners entering incident reports into the system. This has both workload implications for the Education Integrity teams within faculties (both academic and professional staff); reduces opportunities to promote more effective educational intervention with students and has potential consequences for other University processes and student advocacy service providers. Encouraging more consistent and timely reporting, and properly resourcing faculty teams, will be key to addressing this issue.

Some headline findings of the initial trend report (Attachment 1) are:

1. The number of cases reported has increased significantly compared to previous years, although there are indications that there is continuing under-reporting based on number of units of study represented and the number of students with multiple cases.
2. The number and proportion of Blackboard LMS sites accepting submission of assignments and with Turnitin enabled increased in Semester 1, 2016, but
   a. a relatively small percentage of units of study reported potential breaches of academic integrity;
   b. there remains a significant number of units of study where Turnitin does not appear to be used, and this number is likely much higher than those in which its use would not be appropriate.
3. The use of Turnitin appears to be responsible for the much higher detection rate, with the vast majority of reported cases involving a Turnitin report.
4. Students in the first two years of enrolment are most likely to be reported, reflecting the importance of early educational action on this issue.
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5. Full time students are more likely to be reported. This is potentially the result of time pressures created by the mix and timing of assessments across the curriculum, and is something faculties could consider when analysing the annual reports.

6. International students are 1.5 to 2 times more likely to be reported than domestic students.

These findings demonstrate the richness of the data provided by the new system and its potential to assist the University in understanding trends and the effectiveness of current or planned interventions.

COMMUNICATION

The Educational Integrity Trend Report Semester 1, 2016, will be circulated to:

1. SEG Education Committee
2. University Executive
3. Academic Standards and Policy Committee
4. Academic Board
5. Student Consultative Committee
6. Faculties via Educational Integrity Coordinators

Student communication for Semester 2 will also make use of this data, emphasizing the importance of academic honesty and the educational support available.

ATTACHMENTS

Attachment 1: Educational Integrity Trend Report Semester 1, 2016
Educational Integrity Trend Report
Semester 1, 2016

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Executive Summary

This report provides an overview of the efforts of the University of Sydney to implement new or enhanced initiatives to ensure the integrity of its educational programs in Semester 1, 2016.

These initiatives arose from the findings and recommendations of the Vice-Chancellor’s Taskforce on Academic Misconduct and Plagiarism in Part 1 of the report An Approach to Minimising Academic Misconduct and Plagiarism at the University of Sydney, and are best understood in terms of enhancing the University's efforts to prevent, detect and report potential breaches of its academic honesty standards. They are coordinated by the Office of Educational Integrity, also established on the basis of recommendations made by the Taskforce.

Prevention through education

To supplement the strategic efforts of faculties to embed contextualised education on academic conventions and honesty within all award courses and units of study, the University has:

- Introduced an online Academic Honesty Education Module (AHEM) to be completed by students commencing a new award course code each semester. The Sydney Business School and Sydney Medical School also mandated completion of AHEM for particular categories of students enrolled in their programs. Overall, 91% of students required to complete AHEM in Semester 1, 2016, did so. Those students who did not complete the module are required to do so in Semester 2 or risk the potential suppression of their results.

- Scaled up the availability of the academic skills workshops delivered by the Learning Centre to assist students to develop their academic proficiency and to meet demand for students required to undertake further development in educational integrity cases. 876 students completed at least one of the workshops in Semester 1, 2016, almost 500 of whom were directed to do so as a result of the improved detection and reporting initiatives discussed below.

Detection

Having come in to effect on 1 January, 2016, the Academic Honesty in Coursework Policy 2015 requires that all text-based written assignments be submitted electronically to similarity detection software (Turnitin). As a result, the number of Learning Management System (or Blackboard) sites with Turnitin enabled has risen markedly. Assignment submissions made via Turnitin increased by 184% between Semester 2, 2015 and Semester 1, 2016 to over 220,000 submissions.

Reporting

The introduction of a new online reporting system has also improved the University’s management of and recordkeeping around suspected plagiarism and academic dishonesty across the University. In particular:

- There is now greater transparency and reliability in the reporting of instances of suspected plagiarism or academic dishonesty, with 1,882 incidents reported into the new system in Semester 1, 2016.

- Coupled with the increased emphases on education and detection indicated above, the improvement in reporting practices has also enhanced the University’s capacity to identify and intervene early with students in need of further development, although there is still more work to be done in this area.

- The improved data generated on the basis of more consistent reporting practices also means that faculties can identify and address threats to the integrity of specific programs, while the University can develop more nuanced approaches to providing enhanced support to different categories of students within the wider student population.
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Abbreviations

AHEM  Academic Honesty Education Module
ARCH  Faculty of Architecture, Design and Planning
ARTS  Faculty of Arts and Social Sciences
BUSI  The University of Sydney Business School
CONS  Sydney Conservatorium of Music
DENT  Faculty of Dentistry
EDSW  Faculty of Education and Social Work
ENGI  Faculty of Engineering and Information Technologies
LAWS  The University of Sydney Law School
LMS   Learning Management System (or Blackboard)
LSRE  Language Strategies for Referring to Evidence
MEDI  The University of Sydney Medical School
NURS  Sydney Nursing School
HSCI  Faculty of Health Sciences
PHAR  Faculty of Pharmacy
QSP   Quoting, Summarising and Paraphrasing Evidence
SCIE  Faculties of Science (incl. Agriculture and Environment, and Veterinary Science)
SCVA  Sydney College of the Arts
TII   Turnitin
UEE   Using Evidence in Essays
Education in academic honesty

The reports of the Vice-Chancellor’s Taskforce on Academic Misconduct and Plagiarism Taskforce (the Taskforce) emphasised the need to improve the University’s efforts to clearly inform students about its academic honesty standards and to provide them with specific education in this regard, particularly in the early stages of candidature.

As this education often requires that due consideration be given to specific disciplinary contexts, the Taskforce took the view, later endorsed by the Senior Executive Group, that faculties would assume primary responsibility for this task. However, to complement the efforts of faculties, two further initiatives were pursued at the University level:

- The introduction of a university-wide Academic Honesty Education Module (AHEM) hosted on the University’s Learning Management System (LMS).
- The scaling up of the development courses delivered by the University’s Learning Centre.

Academic Honesty Education Module (AHEM)

AHEM is currently comprised of five sections covering the University’s Academic Honesty in Coursework Policy 2015, general information on referencing conventions, the way in which similarity detection software informs academic judgement, and the kinds of conduct the University considers to be academically dishonest.

Since 1 January, 2016, students are required to complete AHEM when they commence study under a new coursework degree code. This includes students commencing their first or a new degree, internal or external transfers, candidates in appended Honours courses, and students enrolled in a combined program where they progress to the second degree.

In addition, faculties are also permitted to require all or some of their students to undertake the module. For instance, the Sydney Medical School has mandated that all students enrolled in the second and third year of the Sydney Medical Program must complete AHEM. The Sydney Business School (Business School) has also mandated that all continuing students must complete AHEM if enrolled in a Business School unit of study. As the Business School had previously required all of its students to complete its now retired module, students who had previously done so were considered to have met the 2016 requirement. This is reflected in Figure 8 below, with 9,163 students recorded as “Business Passed”.

Figure 1: AHEM and Business School module completions
Figure 2: AHEM completions by week and cumulative completions

Weekly Completions
Cumulative Completions

Academic Standards & Policy Committee
12 October 2016
In addition to the “Business Passed” students, a further 14,703 students successfully completed AHEM. This means that a total of 23,866 (91%) students required to complete compulsory education in academic honesty did so. These students have had their student records updated, and do not need to complete AHEM again within the next 10 years unless instructed to do so by a faculty Educational Integrity Coordinator or nominated academic.

In addition to students commencing in Semester 2, 2016, the 2,270 students who did not complete AHEM in Semester 1 are required to complete it in Semester 2. Students who fail to complete the module as required now risk the suppression of their results in line with the Academic Honesty Procedures 2016 recently approved by the Academic Board. This measure will be communicated to all students in Semester 2 only when the Student Records Team confirms that implementation is possible in Sydney Student by the end of the semester.

There is also a self-enrol (e-Community) AHEM site, where students and staff can voluntarily undertake AHEM. To date, 713 people have voluntarily completed this version of AHEM.

**Learning Centre Development Courses**

The Academic Honesty in Coursework Policy 2015 enables faculty Educational Integrity Coordinators and nominated academics to direct students to complete, as appropriate, the following development courses delivered by the Learning Centre:

- Quoting, Summarising and Paraphrasing Evidence (QSP).
- Using Evidence in Essays (UEE).
- Language Strategies for Referring to Evidence (LSRE).

To facilitate this, the Learning Centre substantially increased the number of QSP workshops offered in Semester 1. A small number of students were required to complete the UEE and LSRE workshops, although most students were directed to complete QSP. Notably, the expansion of the QSP program has also led to an increase in the number of students voluntarily registering for this workshop.

**Figure 3: Development course completions**

![Figure 3: Development course completions](image)

As the time series data on the following page indicates, the Learning Centre was also required to schedule additional workshops over the exam period, mid-semester break and early into Semester 2 in order to cater to the late cases being referred from faculties (see pp. 10-13 for further discussion of this issue). In order to manage the high volume of referrals and improve the accessibility of the QSP workshop for students who find it difficult to attend the Camperdown campus, the Learning Centre will be introducing an online version of QSP in Semester 2, 2016.
Figure 4: Required and voluntary development course completions (QSP only)
Detecting plagiarism and academic dishonesty

As a result of recommendations made by the Taskforce and the promulgation of the Academic Honesty in Coursework Policy 2015 at the beginning of January 2016, all text-based written assignments must be submitted electronically to similarity detection software.

In order to achieve this aim, the University’s Educational Innovation team automatically created Blackboard LMS sites for every unit of study that did not already have one prior to the start of semester. However, there is still some discrepancy in our data between the total number of units offered in each faculty in Semester 1, 2016, the number of units of study with an active LMS profile, and the number of LMS sites through which students submit their assignments, be that through Turnitin or another such mechanism.

Figure 5: Units of study with assignment submission via LMS sites

![Pie chart showing 49% Online Submission and 51% No Online Submission]

Figure 6: Proportion of LMS sites with Turnitin enabled

![Pie chart showing 14% Turnitin Enabled and 86% Turnitin Not Enabled]
Figure 7: Units of Study, LMS Sites accepting assignment submission, and LMS sites with Turnitin enabled by Faculty

- Units of Study
- LMS sites (online assignment submission)
- LMS sites (using Turnitin)
Based on our current data, Figures 5 and 6 show the proportion of unit of study LMS sites accepting online submission of assignments (51%) and the proportion of these sites for which Turnitin has been enabled (86%, as shown in Figure 8 below). We would stress, though, that our data here is imperfect so some work will need to be undertaken with faculties and the University’s Educational Innovation team to develop a more accurate understanding of this issue.

![Figure 8: LMS Sites with Turnitin enabled (Progressive)](Image)

Not all units of study in the University are expected to have either an active LMS site or enable electronic submission of assignments via Turnitin. Examples of these units are:

- shell or exchange units;
- clinical or work placements; and
- units which do not include text-based written assignments.

It is also possible that some unit of study coordinators have continued to accept hard copy submissions only, despite this no longer being compliant with policy. Note here, though, that faculties are responsible for identifying if or where this occurs, and will be required to include this information in their annual reports to Academic Board in early 2017.

While a more accurate picture would require detailed investigation of the nature of all units, which is beyond the scope of this report, it is unlikely that the reported figures reflect full compliance. However, as demonstrated in Figure 9 on the following page, there has been a marked increase in the number of assignments submitted via Turnitin, with over 220,000 assignments submitted to Turnitin in Semester 1, 2016, representing 184% of the volume of submissions made in Semester 2, 2015.
Incidence of plagiarism and academic dishonesty

The University introduced a new online reporting system for all staff to use in referring cases of suspected plagiarism and academic dishonesty for investigation to the relevant faculty Educational Integrity Coordinator or another nominated academic. This provides the University with a more transparent and immediate view of the cases being investigated at any point in time, and marks a significant improvement on the previously irregular, fluctuating and ad hoc reporting identified by the Taskforce in 2015.

In the years 2010 to 2014, the incidents reported by all faculties to the Academic Board totalled, on average, 1,432 incidents per annum. This average was exceeded in Semester 1, 2016, with a total of 1,882 unique incidents reported. As pre-empted by Taskforce, the increase in reported incidents was to be expected with the heightened awareness of educational integrity by staff, increased use of similarity detection software for assignment submissions, and the introduction of the new reporting system. This increase supports the Taskforce’s view that there had been significant under-detection and under-reporting across the University in previous years.

While the increases in reporting in some faculties may appear dramatic, this is more likely the result of improved detection and reporting practices in these faculties rather than a significant increase in the number of students engaging in academically dishonest conduct.

The time series data in the following pages shows an initial spike in the reporting of incidents through the middle third of Semester 1. This is eclipsed by the larger spike in reporting at or after the end of the teaching session and during the formal examination period, with Semester 1 reporting continuing well after the final day of the session on 25 June 2016, through the Winter Session, and eventually into the early stages of Semester 2.

Perhaps due to their longer experience with formal reporting mechanisms, unit coordinators in the Business School appear to have begun reporting soon after the Universities Australia common week. In most other faculties incident reporting appears to have commenced in earnest later in Week 9, coinciding with the end, rather than beginning, of the marking cycle. Feedback from faculty educational integrity teams suggests many cases were reported weeks, or sometimes months, after the students submitted their assignments.
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Figure 10: Incidents reported by week vs cumulative incidents reported

Incidents reported vs Cumulative incidents reported

Academic Standards & Policy Committee
12 October 2016

Item 5.1 Educational Integrity Report - Page 16
A small number of the 1,882 incidents reported relate to intensive units delivered as part of the 2016 Winter School session, although these have been included with the Semester 1 data as a result of the substantial overlap of reporting for the two sessions.

While the increased detection and reporting of suspected plagiarism and academic dishonesty is commendable, the delays in incident reporting had the following, related effects:

- Students were often not notified of issues with their work until weeks (or sometimes months) after the work was submitted for marking.
- The opportunity to intervene educationally with these students and prevent similar issues arising in subsequent assessment tasks was diminished.
- Decision makers and administrative officers were inundated with a high volume of cases, which was both difficult to manage and resulted in downstream delays in results processing and the Semester 1 progression procedure.
- The Learning Centre was required to schedule a number of additional workshops to meet demand for further development later than anticipated and with limited notice.
- The student advocacy services of the Students’ Representative Council (SRC) and Sydney University Postgraduate Representative Association (SUPRA) reported increased caseloads at their intersection with other University processes.

More timely incident reporting in future will promote more effective intervention with students, better manage the workloads of educational integrity staff (academic and professional), and reduce the downstream consequences of delayed reporting for other University processes and student advocacy service providers.

Reported incidents by outcome

Of the 1,882 incidents reported:

- 495 were resolved with an outcome of “no impropriety” recorded;
- 414 with an outcome of “development workshop completed”;
- 289 with an outcome of “plagiarism”;
- 525 with an outcome of “academic dishonesty”;
- 15 were referred to the Registrar on grounds of “potential misconduct (academic)” and 2 on grounds of “potential misconduct (other)”.

Figure 11: Incidents reported in Semester 1, 2016

- No Impropriety (495)
- Development Completed (414)
- Plagiarism (289)
- Academic Dishonesty (525)
- Potential Misconduct (Academic) (15)
- Outcome Pending (142)
- Potential Misconduct (Other) (2)
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<td>LAWS</td>
<td>11</td>
<td>12</td>
<td>6</td>
<td>1</td>
<td></td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>MEDI</td>
<td>21</td>
<td>23</td>
<td>7</td>
<td>19</td>
<td>3</td>
<td>3</td>
<td>76</td>
</tr>
<tr>
<td>NURS</td>
<td>26</td>
<td>108</td>
<td>16</td>
<td>3</td>
<td></td>
<td>9</td>
<td>162</td>
</tr>
<tr>
<td>PHAR</td>
<td>11</td>
<td>26</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>13</td>
<td>54</td>
</tr>
<tr>
<td>SCIE</td>
<td>39</td>
<td>45</td>
<td>30</td>
<td>34</td>
<td>4</td>
<td>7</td>
<td>159</td>
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<td></td>
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<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>495</strong></td>
<td><strong>414</strong></td>
<td><strong>289</strong></td>
<td><strong>525</strong></td>
<td><strong>15</strong></td>
<td><strong>2</strong></td>
<td><strong>142</strong></td>
</tr>
<tr>
<td><strong>Ratio</strong></td>
<td><strong>26.3%</strong></td>
<td><strong>22.0%</strong></td>
<td><strong>15.4%</strong></td>
<td><strong>27.9%</strong></td>
<td><strong>0.8%</strong></td>
<td><strong>0.1%</strong></td>
<td><strong>7.5%</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
Figure 12: Incidents reported by outcome and faculty
No impropriety
As the data show, a quarter of reported incidents (495, 26.3%) were resolved with a finding or outcome of no impropriety. This is a result of a number of factors:

- Contrary to policy and advice from the Educational Innovation team, some examiners are known to have used a standardised or minimum Turnitin similarity index (e.g., everything above 30%) as a measure of whether a student has potentially engaged in plagiarism or not, rather than giving sufficient consideration to the originality of all students' work, regardless of the similarity index.

- Some students whose work had been copied were reported via the centralised reporting system so that they could be issued with a formal warning about the risks associated with sharing their work with their peers.

- Well over 100 of the reported examination incidents involved students who had failed to present identification to exam invigilators for one reason or another. Once their identity had been verified at the faculty level, these cases were dismissed as the relevant students had not engaged in academically dishonest conduct.

While this would seem to indicate that there is a considerable degree of over-reporting, this is likely matched by continued under-reporting as identified by the Vice-Chancellor's Taskforce in 2015. In particular, as shown in Table 3, incidents were reported in only 388 discrete units of study in Semester 1, which represents only a fraction of the 1,380 units of study with online assignment submission of assignments or the 1,176 units of study using Turnitin.

Generally speaking, there is a reasonable probability that a student reported for suspected plagiarism in one unit of study may engage in similar practices in other units of study. This probability is likely higher for students enrolled in the first year of candidature and where the identified breach is a result of a student's lack of proficiency with academic conventions. However, the data shows that only 131 students (6.9%) were reported for two or more incidents, which may indicate that we are yet to achieve consistent detection and reporting practices across all faculties, programs and units of study.

Table 3: Incidents reported by unique units of study and student identification numbers

<table>
<thead>
<tr>
<th></th>
<th>Total Incidents</th>
<th>Unique UOS</th>
<th>Unique Students</th>
<th>Incidents reported per unique student</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>125</td>
<td>28</td>
<td>110</td>
<td>95 15</td>
</tr>
<tr>
<td>ARTS</td>
<td>151</td>
<td>84</td>
<td>142</td>
<td>134 7 1</td>
</tr>
<tr>
<td>BUSI</td>
<td>447</td>
<td>65</td>
<td>415</td>
<td>389 20 2 4</td>
</tr>
<tr>
<td>CONS</td>
<td>36</td>
<td>10</td>
<td>32</td>
<td>28 4</td>
</tr>
<tr>
<td>DENT</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>EDSW</td>
<td>48</td>
<td>20</td>
<td>47</td>
<td>1</td>
</tr>
<tr>
<td>ENGI</td>
<td>460</td>
<td>39</td>
<td>415</td>
<td>382 22 10 1</td>
</tr>
<tr>
<td>HSCI</td>
<td>124</td>
<td>27</td>
<td>111</td>
<td>100 9 2</td>
</tr>
<tr>
<td>LAWS</td>
<td>31</td>
<td>12</td>
<td>30</td>
<td>29 1</td>
</tr>
<tr>
<td>MEDI</td>
<td>76</td>
<td>28</td>
<td>74</td>
<td>72 2</td>
</tr>
<tr>
<td>NURS</td>
<td>162</td>
<td>23</td>
<td>138</td>
<td>116 20 2</td>
</tr>
<tr>
<td>PHAR</td>
<td>54</td>
<td>10</td>
<td>51</td>
<td>50 1</td>
</tr>
<tr>
<td>SCIE</td>
<td>159</td>
<td>37</td>
<td>150</td>
<td>142 7 1</td>
</tr>
<tr>
<td>SCVA</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>1882</td>
<td>388</td>
<td>1724</td>
<td>1547 107 18 6</td>
</tr>
</tbody>
</table>
Another possible reason for continued under-reporting is staff concern that a permanent finding on a student's record may have implications for a student's future career prospects. While adverse findings might be made against some students, these findings are recorded on a confidential file within the relevant student file, not the student transcript. These files are visible only to Educational Integrity Coordinators, nominated academics, the Registrar, and relevant administrative officers. For many students, one adverse finding can also act as a strong deterrent against future breaches of the University's academic honesty standards.

**Development workshop completed**

Where a faculty Educational Integrity Coordinator or nominated academic forms the view that a student has engaged in plagiarism that is not dishonest, but rather that results from the student failing to understand the requirements of referencing, the *Academic Honesty in Coursework Policy 2015* now makes for provision for the student to be directed to undertake a development course delivered by the Learning Centre and, provided no advantage is unfairly conferred, submit a corrected or alternative piece of work.

In Semester 1, 414 (22%) cases were resolved in this way. Consequently, where many incidents may once have resulted in an outcome of negligent plagiarism being recorded under the *Academic Dishonesty and Plagiarism in Coursework Policy 2012*, these reported incidents are now able to be resolved without a formal finding of plagiarism being recorded on the affected students' files.

**Plagiarism**

The introduction of the further development pathway likely goes some way toward explaining the lower proportion of cases closed with an outcome of plagiarism recorded (289, 15.4%) in Semester 1 as compared to previous years. For example, in 2014 there were 567 incidents resolved with a finding of either negligent (455) or dishonest (153) plagiarism.

Note that under the *Academic Honesty in Coursework Policy 2015*, a finding of plagiarism is most often made in circumstances in which, after meeting with a student, a faculty Educational Integrity Coordinator or nominated academic forms the view that the student has engaged in plagiarism that is not dishonest, but rather results from the student failing to understand fully the requirements of referencing. Where dishonest plagiarism is established, the finding is now recorded as academic dishonesty.

**Academic dishonesty**

525 cases (27.9%) were closed with an outcome of academic dishonesty in Semester 1, 2016, which is an increase on 2014 levels in the order of 221%. In part, this may be explained by instances of dishonest plagiarism now being resolved with a finding of academic dishonesty. As above, though, our view is not that we have not seen more instances of academic dishonesty from our students in 2016, but rather that we are seeing more consistency and transparency in reporting than in the past.

**Potential misconduct (academic and other)**

In 2014, a total of 31 incidents were referred to the Registrar for further investigation under the student discipline chapter of the *University of Sydney By-Law 1999* (as amended). To date, 17 (<1%) incidents have been considered as serious enough to also warrant referral to the Registrar, which we see as broadly consistent with previous figures. Two examination related cases were referred to the Registrar on grounds of potential other misconduct, with the “other” indicating that the reported conduct did not fall within the scope of the *Academic Honesty in Coursework Policy 2015*.

**Outcome pending**

At the time of reporting, 142 cases are yet to be resolved, which is most often a result of late reporting and the difficulties associated with managing high case loads at their intersection with other significant University processes. The outcome of these unresolved cases will be included in the data informing the annual reports submitted to the Academic Board by the Office and each faculty in early 2017.
Reported incidents by use of similarity detection software

In addition to renewed commitment on the part of staff, the required implementation of similarity detection software for assignment submission has contributed to the increased number of reported incidents. As demonstrated in Table 4, over 80% of reported incidents were made as a result of the use of Turnitin. However, when we exclude examination incidents from our analysis, this figure increases to over 90%. This indicates that the use of similarity detection software provides faculties with an important tool for ensuring the integrity of their coursework programs.

While Turnitin is the University’s primary similarity detection software package, it is not always suitable in particular disciplinary contexts where text-based assignments are not used. Consequently, faculties and their academic sub-units are encouraged to consider other software packages that may be more suited to their specific needs and provided that they first seek the approval of the Deputy Vice-Chancellor (Education).

By way of example, the School of Information Technologies employed the program MOSS (Measure of Software Similarity) to check work submitted by students enrolled in several of their large core units of study. This led to a number of students being reported for engaging in academically dishonest conduct. It has also enabled the School to identify specific risks to the integrity of the assessment in these units and, in turn, to take appropriate steps to ensure the integrity of their programs.

Table 4: Incidents reported by use of similarity detection software

<table>
<thead>
<tr>
<th></th>
<th>Total Incidents</th>
<th>Used Incidents</th>
<th>Not Used Incidents</th>
<th>Examination Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>125</td>
<td>111</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>ARTS</td>
<td>151</td>
<td>103</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>BUSI</td>
<td>447</td>
<td>389</td>
<td>16</td>
<td>42</td>
</tr>
<tr>
<td>CONS</td>
<td>36</td>
<td>28</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>DENT</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EDSW</td>
<td>48</td>
<td>46</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ENGI</td>
<td>460</td>
<td>382</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>HSCI</td>
<td>124</td>
<td>111</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>LAWS</td>
<td>31</td>
<td>26</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>MEDI</td>
<td>76</td>
<td>57</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>NURS</td>
<td>162</td>
<td>161</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>PHAR</td>
<td>54</td>
<td>34</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>SCIE</td>
<td>159</td>
<td>112</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>SCVA</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1882</td>
<td>1569</td>
<td>133</td>
<td>180</td>
</tr>
</tbody>
</table>

Note that incidents form our principal unit of analysis, hence our emphasis on incident ratios rather than unique students.
Figure 13: Incidents reported by use of similarity detection software

Figure 14: Incidents reported by faculty and use of similarity detection software
Reported incidents by level of coursework qualification

Undergraduate and postgraduate students were generally reported for suspected plagiarism or academic dishonesty at a rate proportional to the relevant enrolment ratio in each faculty.² Notable exceptions here, though, were undergraduate students in Medicine and postgraduate students in the Faculties of Education and Social Work, Nursing, and Pharmacy.³ While it is generally assumed that the issue of plagiarism and academic dishonesty is concentrated in the early years of undergraduate candidatures, this data signals the equal importance of providing education in academic honesty and literacy at both the undergraduate and postgraduate levels.

Table 5: Incidents reported by level of coursework qualification

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Total Incidents</th>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incidents</td>
<td>Incident Ratio</td>
<td>Enrolment Ratio</td>
</tr>
<tr>
<td>ARCH</td>
<td>125</td>
<td>64</td>
<td>51.2%</td>
</tr>
<tr>
<td>ARTS</td>
<td>151</td>
<td>131</td>
<td>86.8%</td>
</tr>
<tr>
<td>BUSI</td>
<td>447</td>
<td>165</td>
<td>36.9%</td>
</tr>
<tr>
<td>CONS</td>
<td>36</td>
<td>31</td>
<td>86.1%</td>
</tr>
<tr>
<td>DENT</td>
<td>6</td>
<td>0</td>
<td>0.0%</td>
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<tr>
<td>EDSW</td>
<td>48</td>
<td>20</td>
<td>41.7%</td>
</tr>
<tr>
<td>ENGI</td>
<td>460</td>
<td>332</td>
<td>72.2%</td>
</tr>
<tr>
<td>HSCI</td>
<td>124</td>
<td>99</td>
<td>79.8%</td>
</tr>
<tr>
<td>LAWS</td>
<td>31</td>
<td>9</td>
<td>29.0%</td>
</tr>
<tr>
<td>MEDI</td>
<td>76</td>
<td>37</td>
<td>48.7%</td>
</tr>
<tr>
<td>NURS</td>
<td>162</td>
<td>60</td>
<td>37.0%</td>
</tr>
<tr>
<td>PHAR</td>
<td>54</td>
<td>33</td>
<td>61.1%</td>
</tr>
<tr>
<td>SCIE</td>
<td>159</td>
<td>148</td>
<td>93.1%</td>
</tr>
<tr>
<td>SCVA</td>
<td>3</td>
<td>3</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>1882</td>
<td>1132</td>
<td>60.1%</td>
</tr>
</tbody>
</table>

² We have included enrolment ratios based on unique coursework enrolments in this and the following tables for illustrative purposes. This may prove problematic in future if the trend toward higher reporting continues, particularly if we see an increase in the number of students being reported for multiple incidents. However, following the data presented in Table 3, only 6.9% of reported students were reported in relation to multiple incidents, so the comparison of incident and enrolment ratios is appropriate in the context of this report.
³ Note that the Sydney Medical School ceased accepting undergraduate enrolments in 2014, although the School still delivers undergraduate units of study taught within other faculties’ programs (e.g., Bachelor of Pharmacy in the Faculty of Pharmacy and the Bachelor of Medical Science in Faculty of Science). Enrolment loads and incident reporting are both based on these unit of study enrolments, rather than course enrolments.
Figure 15: Incidents reported by level of coursework qualification

- Undergraduate (40%)
- Postgraduate (60%)

Figure 16: Incidents reported by faculty and level of coursework qualification

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Reported incidents by year of candidature

As shown in Table 6, it is apparent that there is some correlation between the length of time a student has been enrolled and the likelihood of their potentially engaging in plagiarism or academic dishonesty. In particular, students in their first and second year of candidature were most likely to be reported for suspected plagiarism or academic dishonesty, with well over half of reported cases involving a student in their first year and over 85% of cases involving students within the first two years of candidature.

Note, however, that the closest proxy to year of candidature recorded in Sydney Student is the course block. Consequently, some caution should be exercised in interpreting data as the course block may obscure the actual year of candidature for students who have transferred between one or more courses, have experienced a non-standard course progression, or who have progressed from an undergraduate to postgraduate program. The course block is most reliable at the first and second year level. That being said, the data presented here appears to reinforce the view that education in academic honesty and literacy in the early years of candidature is an essential strategy in promoting the academic integrity of the University’s programs.

Table 6: Incidents reported by year of candidature (course block)

<table>
<thead>
<tr>
<th>Incidents Reported</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>125</td>
<td>68</td>
<td>50</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>ARTS</td>
<td>151</td>
<td>84</td>
<td>33</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>BUSI</td>
<td>447</td>
<td>316</td>
<td>87</td>
<td>34</td>
<td>5</td>
</tr>
<tr>
<td>CONS</td>
<td>36</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>DENT</td>
<td>6</td>
<td>24</td>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>EDSW</td>
<td>48</td>
<td>27</td>
<td>14</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>ENGI</td>
<td>460</td>
<td>283</td>
<td>128</td>
<td>38</td>
<td>15</td>
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<tr>
<td>HSCI</td>
<td>124</td>
<td>55</td>
<td>47</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>LAWS</td>
<td>31</td>
<td>27</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MEDI</td>
<td>76</td>
<td>41</td>
<td>26</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>NURS</td>
<td>162</td>
<td>87</td>
<td>50</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>PHAR</td>
<td>54</td>
<td>27</td>
<td>6</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>SCIE</td>
<td>159</td>
<td>117</td>
<td>19</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>SCVA</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1882</td>
<td>1158</td>
<td>474</td>
<td>201</td>
<td>44</td>
</tr>
</tbody>
</table>
Figure 17: Incidents reported by year of candidature (course block)

Figure 18: Incidents reported by year of candidature (course block)
Reported incidents by attendance pattern

Overwhelmingly, reported incidents of suspected plagiarism or academic dishonesty involved students undertaking full-time study. This is likely because the volume of work they complete is often substantially higher than that of students enrolled part-time, so the chances for plagiarism or academic dishonesty to occur are also substantially higher.

However, it is worth considering the data in Table 7 in light of the time series data presented in Figure 10, which indicates that there was a significant concentration of incidents reported through the second third of Semester 1 and after the teaching session had ended. This concentration in reporting is arguably a result of a concentration of assessment deadlines across a high number of units affecting an equally high number of students. Based on discussions with and feedback from faculty Educational Integrity Coordinators and nominated academics, many students reported for alleged impropriety described experiencing difficulty keeping on top of their workloads and feeling significant time pressure and anxiety as a result.

Certainly, balancing workloads and external commitments with study is ultimately a matter for individual students and no excuse for engaging in plagiarism or academically dishonest conduct. However, the notable differences between incident and enrolment ratios relative to students’ patterns of attendance may indicate that some strategic consideration needs to be given to the structure and timing of assessment across each faculty’s award courses and constituent units of study.

Table 7: Incidents reported by attendance pattern

<table>
<thead>
<tr>
<th></th>
<th>Total Incidents</th>
<th>Incidents</th>
<th>Full-time Incident Ratio</th>
<th>Enrolment Ratio</th>
<th>Incidents</th>
<th>Part-time Incident Ratio</th>
<th>Enrolment Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>125</td>
<td>116</td>
<td>92.8%</td>
<td>80.5%</td>
<td>9</td>
<td>7.2%</td>
<td>19.5%</td>
</tr>
<tr>
<td>ARTS</td>
<td>151</td>
<td>137</td>
<td>90.7%</td>
<td>75.8%</td>
<td>14</td>
<td>9.3%</td>
<td>24.2%</td>
</tr>
<tr>
<td>BUSI</td>
<td>447</td>
<td>420</td>
<td>100.0%</td>
<td>86.1%</td>
<td>27</td>
<td>0.0%</td>
<td>13.9%</td>
</tr>
<tr>
<td>CONS</td>
<td>36</td>
<td>36</td>
<td>91.7%</td>
<td>88.5%</td>
<td>0</td>
<td>8.3%</td>
<td>11.5%</td>
</tr>
<tr>
<td>DENT</td>
<td>6</td>
<td>6</td>
<td>98.3%</td>
<td>94.8%</td>
<td>0</td>
<td>1.7%</td>
<td>5.2%</td>
</tr>
<tr>
<td>EDSW</td>
<td>48</td>
<td>44</td>
<td>93.5%</td>
<td>82.1%</td>
<td>4</td>
<td>6.5%</td>
<td>17.9%</td>
</tr>
<tr>
<td>ENGI</td>
<td>460</td>
<td>452</td>
<td>96.3%</td>
<td>88.1%</td>
<td>8</td>
<td>3.7%</td>
<td>11.9%</td>
</tr>
<tr>
<td>HSCI</td>
<td>124</td>
<td>116</td>
<td>91.2%</td>
<td>85.5%</td>
<td>8</td>
<td>8.8%</td>
<td>14.5%</td>
</tr>
<tr>
<td>LAWS</td>
<td>31</td>
<td>25</td>
<td>94.0%</td>
<td>54.8%</td>
<td>6</td>
<td>6.0%</td>
<td>45.2%</td>
</tr>
<tr>
<td>MEDI</td>
<td>76</td>
<td>52</td>
<td>100.0%</td>
<td>48.1%</td>
<td>24</td>
<td>0.0%</td>
<td>51.9%</td>
</tr>
<tr>
<td>NURS</td>
<td>162</td>
<td>121</td>
<td>100.0%</td>
<td>65.4%</td>
<td>41</td>
<td>0.0%</td>
<td>34.6%</td>
</tr>
<tr>
<td>PHAR</td>
<td>54</td>
<td>52</td>
<td>80.6%</td>
<td>77.8%</td>
<td>2</td>
<td>19.4%</td>
<td>22.2%</td>
</tr>
<tr>
<td>SCIE</td>
<td>159</td>
<td>145</td>
<td>68.4%</td>
<td>82.8%</td>
<td>14</td>
<td>31.6%</td>
<td>17.2%</td>
</tr>
<tr>
<td>SCVA</td>
<td>3</td>
<td>3</td>
<td>74.7%</td>
<td>87.4%</td>
<td>0</td>
<td>25.3%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Total</td>
<td>1882</td>
<td>1725</td>
<td>91.7%</td>
<td>79.1%</td>
<td>157</td>
<td>8.3%</td>
<td>20.9%</td>
</tr>
</tbody>
</table>
Figure 19: Incidents reported by attendance pattern

![Pie chart showing attendance pattern]

- **Full-time**: 92%
- **Part-time**: 8%

Figure 20: Incidents reported by faculty and attendance pattern

![Bar chart showing incidents by faculty and attendance pattern]

- **ARCH**
- **ARTS**
- **BUSI**
- **CONS**
- **DENT**
- **EDSW**
- **ENKI**
- **HSCI**
- **LAWS**
- **MEDI**
- **NURS**
- **PHAR**
- **SCIE**
- **SCVA**

- **Full-time**
- **Part-time**
Reported incidents by enrolment type

Of each of the student categories considered in this report, the most notable is the ratio of international students reported for suspected impropriety as compared to each faculty’s enrolment ratio. As Table 8 demonstrates, international students are more likely to be reported for suspected plagiarism or academic dishonesty than domestic students in all but one faculty, although the reporting ratio is not always consistent across faculties. Overall, international students were reported at a rate 1.5 to 2 times more than domestic students. Also of note is the high number of incidents reported in the two faculties with the highest ratio of international enrolments: the Sydney Business School and Faculty of Engineering and Information Technologies, respectively.

While these figures present some cause for concern, we are not yet in a position to provide a detailed report on the nature of the incidents international students were reported for, nor the specific outcomes recorded in the cases in which they were involved. Instead, we are of the view that a more nuanced, possibly longitudinal, examination of the information available for cases involving international students is required before much should be said with any great degree of surety or by way of specific recommendations. Consequently, the Office will endeavour to work with faculty Educational Integrity Coordinators and other stakeholders from across the University to prepare a research report on this issue to be appended to its annual report due for publication in early 2017.

Table 8: Incidents reported by enrolment type

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Total Incidents</th>
<th>Domestic Incidents</th>
<th>International Incidents</th>
<th>Domestic Enrolment Ratio</th>
<th>International Enrolment Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>125</td>
<td>58</td>
<td>67</td>
<td>46.4%</td>
<td>69.9%</td>
</tr>
<tr>
<td>ARTS</td>
<td>151</td>
<td>105</td>
<td>46</td>
<td>69.5%</td>
<td>80.5%</td>
</tr>
<tr>
<td>BUSI</td>
<td>447</td>
<td>87</td>
<td>360</td>
<td>19.5%</td>
<td>34.4%</td>
</tr>
<tr>
<td>CONS</td>
<td>36</td>
<td>3</td>
<td>3</td>
<td>50.0%</td>
<td>92.4%</td>
</tr>
<tr>
<td>DENT</td>
<td>6</td>
<td>24</td>
<td>12</td>
<td>66.7%</td>
<td>72.2%</td>
</tr>
<tr>
<td>EDSW</td>
<td>48</td>
<td>43</td>
<td>5</td>
<td>89.6%</td>
<td>90.5%</td>
</tr>
<tr>
<td>ENGI</td>
<td>460</td>
<td>115</td>
<td>345</td>
<td>25.0%</td>
<td>56.3%</td>
</tr>
<tr>
<td>HSCI</td>
<td>124</td>
<td>109</td>
<td>15</td>
<td>87.9%</td>
<td>85.7%</td>
</tr>
<tr>
<td>LAWS</td>
<td>31</td>
<td>17</td>
<td>14</td>
<td>54.8%</td>
<td>87.2%</td>
</tr>
<tr>
<td>MEDI</td>
<td>76</td>
<td>62</td>
<td>14</td>
<td>81.6%</td>
<td>86.6%</td>
</tr>
<tr>
<td>NURS</td>
<td>162</td>
<td>124</td>
<td>38</td>
<td>76.5%</td>
<td>78.6%</td>
</tr>
<tr>
<td>PHAR</td>
<td>54</td>
<td>41</td>
<td>13</td>
<td>75.9%</td>
<td>81.6%</td>
</tr>
<tr>
<td>SCIE</td>
<td>159</td>
<td>121</td>
<td>38</td>
<td>76.1%</td>
<td>87.5%</td>
</tr>
<tr>
<td>SCVA</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>66.7%</td>
<td>84.8%</td>
</tr>
<tr>
<td>Total</td>
<td>1882</td>
<td>911</td>
<td>971</td>
<td>48.4%</td>
<td>71.5%</td>
</tr>
</tbody>
</table>

Academic Standards & Policy Committee
12 October 2016
Figure 21: Incidents reported by enrolment type

- Domestic: 28%
- International: 72%

Figure 22: Incidents reported by faculty and enrolment type
Reported incidents by gender
Our analysis of the incident reporting data on the basis of gender is not particularly revealing. Indeed, only two faculties – Health Sciences and Nursing – appear to skew towards higher ratios of male students being reported compared to the relevant enrolment ratio, whereas the faculty with the more significant skew in reported incidents involving female students compared to the relevant enrolment ratio is the Sydney Conservatorium of Music, with female students representing 51.2% of coursework enrolments but 77.8% of reported incidents.

As with the previous section, however, it is not yet clear why this occurs in these faculties and not others, and so nothing definitive can or should be said at this point in time. Instead, we suspect that closer analysis of this data at its intersection with the other categories discussed above will likely generate useful insights for future consideration and the development of further strategic initiatives. Individual faculties may also find that analysis of information on the reported incidents could lead to the development of initiatives required to address any specific areas of risk or to reach different audiences.

Table 9: Incidents reported by gender

<table>
<thead>
<tr>
<th></th>
<th>Total Incidents</th>
<th>Female Incidents</th>
<th>Male Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incidents</td>
<td>Incident Ratio</td>
<td>Enrolment Ratio</td>
</tr>
<tr>
<td>ARCH</td>
<td>125</td>
<td>64</td>
<td>51.2%</td>
</tr>
<tr>
<td>ARTS</td>
<td>151</td>
<td>97</td>
<td>64.2%</td>
</tr>
<tr>
<td>BUSI</td>
<td>447</td>
<td>290</td>
<td>64.9%</td>
</tr>
<tr>
<td>CONS</td>
<td>36</td>
<td>28</td>
<td>77.8%</td>
</tr>
<tr>
<td>DENT</td>
<td>6</td>
<td>4</td>
<td>66.7%</td>
</tr>
<tr>
<td>EDSW</td>
<td>48</td>
<td>40</td>
<td>83.3%</td>
</tr>
<tr>
<td>ENGI</td>
<td>460</td>
<td>126</td>
<td>27.4%</td>
</tr>
<tr>
<td>HSCI</td>
<td>124</td>
<td>73</td>
<td>58.9%</td>
</tr>
<tr>
<td>LAWS</td>
<td>31</td>
<td>17</td>
<td>54.8%</td>
</tr>
<tr>
<td>MEDI</td>
<td>76</td>
<td>40</td>
<td>52.6%</td>
</tr>
<tr>
<td>NURS</td>
<td>162</td>
<td>126</td>
<td>77.8%</td>
</tr>
<tr>
<td>PHAR</td>
<td>54</td>
<td>34</td>
<td>63.0%</td>
</tr>
<tr>
<td>SCIE</td>
<td>159</td>
<td>102</td>
<td>64.2%</td>
</tr>
<tr>
<td>SCVA</td>
<td>3</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>1882</td>
<td>1041</td>
<td>55.3%</td>
</tr>
</tbody>
</table>
Figure 23: Incidents reported by gender

Figure 24: Incidents reported by faculty and gender
This report provides data on the review of award courses in the Faculty of Architecture, Design and Planning.

<table>
<thead>
<tr>
<th>Name of Award Course</th>
<th>Last reviewed</th>
<th>Next review due</th>
<th>Full or Partial Review? (for partial review, please detail)</th>
<th>Purpose of review (internal/external/accreditation/other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Architectural Science (single specialisation)</td>
<td>2015 (new course)</td>
<td>2019</td>
<td>Full</td>
<td>Internal Faculty Board</td>
</tr>
<tr>
<td>Master of Architectural Science (double specialisation)</td>
<td>2015(new course)</td>
<td>2019</td>
<td>Full</td>
<td>Internal Faculty Board</td>
</tr>
<tr>
<td>Graduate Diploma in Architectural Science</td>
<td>2015 (new course)</td>
<td>2019</td>
<td>Full</td>
<td>Internal Faculty Board</td>
</tr>
<tr>
<td>Graduate Certificate in Architectural Science</td>
<td>2015 (new course)</td>
<td>2019</td>
<td>Full</td>
<td>Internal Faculty Board</td>
</tr>
<tr>
<td>Master of Architecture</td>
<td>2013</td>
<td>2017</td>
<td>Full</td>
<td>Australian Institute of Architecture (AIA) Accreditation</td>
</tr>
<tr>
<td>Master of Heritage Conservation</td>
<td>2016</td>
<td>2021</td>
<td>Full</td>
<td>Internal Faculty Board</td>
</tr>
<tr>
<td>Graduate Diploma in Heritage Conservation</td>
<td>2016</td>
<td>2021</td>
<td>Full</td>
<td>Internal Faculty Board</td>
</tr>
<tr>
<td>Graduate Certificate in Heritage Conservation</td>
<td>2016</td>
<td>2021</td>
<td>Full</td>
<td>Internal Faculty Board</td>
</tr>
<tr>
<td>Master of Interaction Design and Electronic Arts (single specialisation)</td>
<td>2016</td>
<td>2021</td>
<td>Full</td>
<td>Internal Faculty Board</td>
</tr>
<tr>
<td>Master of Interaction Design and Electronic Arts (double specialisation)</td>
<td>2016 (new course)</td>
<td>2021</td>
<td>Full</td>
<td>Internal Faculty Board</td>
</tr>
<tr>
<td>Graduate Diploma in Interaction Design and Electronic Arts</td>
<td>2015</td>
<td>2020</td>
<td>Full</td>
<td>Internal Faculty Board</td>
</tr>
<tr>
<td>Non-Confidential</td>
<td>2015</td>
<td>2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Graduate Certificate in Interaction Design</td>
<td></td>
<td></td>
<td>Full</td>
<td>Internal Faculty Board</td>
</tr>
<tr>
<td>and Electronic Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Urban and Regional Planning</td>
<td></td>
<td></td>
<td>Full</td>
<td>Planning Institute of Australia (PIA) Accreditation</td>
</tr>
<tr>
<td>Graduate Diploma in Urban and Regional Planning</td>
<td></td>
<td></td>
<td>Full</td>
<td>Planning Institute of Australia (PIA) Accreditation</td>
</tr>
<tr>
<td>Graduate Certificate in Urban and Regional Planning</td>
<td></td>
<td></td>
<td>Full</td>
<td>Planning Institute of Australia (PIA) Accreditation</td>
</tr>
<tr>
<td>Master of Urban Design</td>
<td></td>
<td></td>
<td>Full</td>
<td>Planning Institute of Australia (PIA) Accreditation</td>
</tr>
<tr>
<td>Graduate Diploma in Urban Design</td>
<td></td>
<td></td>
<td>Full</td>
<td>Planning Institute of Australia (PIA) Accreditation</td>
</tr>
<tr>
<td>Graduate Certificate in Urban Design</td>
<td></td>
<td></td>
<td>Full</td>
<td>Planning Institute of Australia (PIA) Accreditation</td>
</tr>
<tr>
<td>Master of Urbanism</td>
<td></td>
<td></td>
<td>Full</td>
<td>Planning Institute of Australia (PIA) Accreditation</td>
</tr>
<tr>
<td>Bachelor of Design In Architecture</td>
<td></td>
<td></td>
<td>Full</td>
<td>Australian Institute of Architecture (AIA) Accreditation</td>
</tr>
<tr>
<td>Bachelor of Architecture and Environments</td>
<td></td>
<td></td>
<td>Full</td>
<td>Internal Faculty Board</td>
</tr>
<tr>
<td>Bachelor of Design Computing</td>
<td></td>
<td></td>
<td>Full</td>
<td>Internal Faculty Board</td>
</tr>
<tr>
<td>Bachelor of Design in Architecture/Bachelor of Laws</td>
<td></td>
<td></td>
<td>Full</td>
<td>Australian Institute of Architecture (AIA) Accreditation</td>
</tr>
<tr>
<td>Bachelor of Design in Architecture (Hons)/Master of Architecture</td>
<td></td>
<td></td>
<td>Full</td>
<td>Australian Institute of Architecture (AIA) Accreditation</td>
</tr>
</tbody>
</table>
This report provides data on the review of award courses in the Faculty of Arts and Social Sciences.

<table>
<thead>
<tr>
<th>Name of Award Course</th>
<th>Last reviewed</th>
<th>Next review due</th>
<th>Full or Partial Review? (for partial review, please detail)</th>
<th>Purpose of review (internal/external/accreditation/other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>2011</td>
<td>Partial, under the Faculty Taskforce on the Review of Degrees</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Bachelor of International and Global Studies</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Political, Economic and Social Sciences</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts (Media and Communications)</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts (Languages)</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Economics</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts and Bachelor of Social Work</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Master of Applied Linguistics</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Master of Cultural Studies</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Master of Development Studies</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Master of Digital Cultures</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Master of Economics</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Master of English Studies</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Master of Health Communication</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Master of Human Rights</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Master of International Security</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Master of International Studies</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Master of Media Practice</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Master of Peace and Conflict Studies</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Master of Political Economy</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Master of Public Policy</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
<tr>
<td>Master of Publishing</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
<td></td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Review Type</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Strategic PR</td>
<td>2011</td>
<td>As above</td>
<td>Internal</td>
</tr>
<tr>
<td>Bachelor of Arts and Bachelor of Economics</td>
<td>New 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Master of Arts and Social Sciences</td>
<td>New 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Art Curating</td>
<td>New 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Economic Analysis</td>
<td>New 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Health Security</td>
<td>New 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of International Relations</td>
<td>New 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Museum and Heritage Studies</td>
<td>New 2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Purpose

This report provides data on the review of award courses in the Business School.

### Name of Award Course | Last reviewed | Next review due | Full or Partial Review? | Purpose of review
---|---|---|---|---
Bachelor of Commerce | 2016/2017 | 2024 | Full | Internal: University of Sydney Strategic Plan 2016-2020 (*Strategy 4. Transform the undergraduate curriculum*)
2014/2015 | | Full | Internal
2013 | 2017 | Partial: Professional accreditation (Accounting major) | External: CPA Australia/Chartered Accountants Australia & New Zealand
Bachelor of Commerce and Bachelor of Laws | 2016/2017 | 2024 | Partial: Compliance with new curriculum framework | Internal: University of Sydney Strategic Plan 2016-2020 (*Strategy 4. Transform the undergraduate curriculum*)
2014/2015 | | Partial: BCom Review | Internal
2013 | 2017 | Partial: Professional accreditation (Accounting major) | External: CPA Australia/Chartered Accountants Australia & New Zealand
Bachelor of Commerce/Bachelor of Advanced Studies | New 2018 | 2024 | | University of Sydney Strategic Plan 2016-2020 (*Strategy 4. Transform the undergraduate curriculum*)
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Start Year</th>
<th>End Year</th>
<th>Review Status</th>
<th>Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Commerce (Liberal Studies)</td>
<td>2014/2015</td>
<td>Last year of offer 2017</td>
<td>Partial: BCom Review</td>
<td>Internal</td>
</tr>
<tr>
<td>Bachelor of Commerce and Bachelor of Arts</td>
<td>2014/2015</td>
<td>Last year of offer 2017</td>
<td>Partial: BCom Review</td>
<td>Internal</td>
</tr>
<tr>
<td>Bachelor of Commerce and Bachelor of Science</td>
<td>2014/2015</td>
<td>Last year of offer 2017</td>
<td>Partial: BCom Review</td>
<td>Internal</td>
</tr>
<tr>
<td>Executive Master of Business Administration</td>
<td>2015</td>
<td>2022</td>
<td>Full</td>
<td>Internal</td>
</tr>
<tr>
<td>Bachelor of Commerce and Bachelor of Science</td>
<td>2014</td>
<td>2017</td>
<td>Partial: Academic/quality accreditation</td>
<td>Internal: Australian Qualifications Framework</td>
</tr>
<tr>
<td>Master of Commerce (and embedded courses)</td>
<td>2011</td>
<td>2018</td>
<td>Full</td>
<td>Internal: Australian Qualifications Framework</td>
</tr>
<tr>
<td>Master of Human Resource Management and Industrial Relations (and embedded courses)</td>
<td>2012</td>
<td>2019</td>
<td>Full</td>
<td>Internal: Australian Qualifications Framework</td>
</tr>
<tr>
<td>Master of International Business</td>
<td>2010</td>
<td>2017</td>
<td>Full</td>
<td>Internal: Australian Qualifications Framework</td>
</tr>
<tr>
<td>Master of Logistics and Supply Chain Management (and embedded courses)</td>
<td>2012</td>
<td>2019</td>
<td>Full</td>
<td>Internal: Australian Qualifications Framework</td>
</tr>
<tr>
<td>Master of Management</td>
<td>New 2009</td>
<td>2016</td>
<td>Partial: Refresh core requirements. Full review deferred until first half of 2017</td>
<td>Internal</td>
</tr>
<tr>
<td>Non-Confidential</td>
<td>2014</td>
<td>Partial: Academic/quality compliance</td>
<td>Internal: Australian Qualifications Framework</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
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<td></td>
</tr>
<tr>
<td>Master of Management (CEMS)</td>
<td>New 2009</td>
<td>2016</td>
<td>Full</td>
<td>External: CEMS-the Global Alliance in Management Education</td>
</tr>
<tr>
<td>Master of Marketing (and embedded courses)</td>
<td>New 2009</td>
<td>2016</td>
<td>Full: Deferred pending outcome of Postgraduate Portfolio Review</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>2017</td>
<td>Partial: Professional accreditation</td>
<td>External: Australian Marketing Institute</td>
</tr>
<tr>
<td>Master of Professional Accounting (and embedded courses)</td>
<td>2012</td>
<td>2019</td>
<td>Full</td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>2017</td>
<td>Partial: Professional Accreditation</td>
<td>External: CPA Australia/Chartered Accountants Australia &amp; New Zealand</td>
</tr>
<tr>
<td>Master of Transport Management (and embedded courses)</td>
<td>2012</td>
<td>2019</td>
<td>Full</td>
<td>Internal</td>
</tr>
<tr>
<td>All programs</td>
<td>2014</td>
<td>2019</td>
<td>Partial: Academic/quality accreditation</td>
<td>External: The Association to Advance Collegiate Schools of Business (AACSB)</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>2021</td>
<td>Partial: Academic/quality accreditation</td>
<td>External: EQUIS (European Foundation of Management Development)</td>
</tr>
</tbody>
</table>
This report provides data on the review of award courses in the Faculty of Dentistry.

<table>
<thead>
<tr>
<th>Name of Award Course</th>
<th>Last reviewed</th>
<th>Next review due</th>
<th>Full or Partial Review?</th>
<th>Purpose of review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Oral Health</td>
<td>July 2015</td>
<td>September 2016</td>
<td>Annual Report to the Australian Dental Council. Includes qualitative and quantitative evidence and responses to any recommendations made by the Australian Dental Council</td>
<td>Course Progress Report as part of the Australian Dental Council's monitoring framework</td>
</tr>
<tr>
<td>Doctor of Dental Medicine (AQF level 9)</td>
<td>July 2015</td>
<td>September 2016</td>
<td>Annual Report to the Australian Dental Council. Includes qualitative and quantitative evidence and responses to any recommendations made by the Australian Dental Council</td>
<td>Course Progress Report as part of the Australian Dental Council's monitoring framework</td>
</tr>
<tr>
<td>Non-Confidential</td>
<td>See note 1 below</td>
<td>August 2017</td>
<td>Full review is scheduled for April 2017; this is conducted by an external team of assessors appointed by the Australian Dental Council.</td>
<td>The Health Practitioner Regulation National Law Act 2009 requires that the Australian Dental Council having approved the course of study must monitor the program and the education provider that provides the program to ensure that the authority continues to be satisfied that program and provider meet an approved accreditation standards for the health profession.</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Doctor of Dental Medicine (AQF level 9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>See note 1 below</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Oral Medicine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Orthodontics</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Paediatric Dentistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Periodontics</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Prosthodontics</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Special Care Dentistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:

1. The Faculty of Dentistry: course; which was approved by the University and the Australian Dental Council. First student admissions to this course were in 2011, subsequently annual reports have been submitted to the Australian Dental Council. A full review is scheduled for August 2017 and will take the form of an external team of dental specialists and educators appointed by the Australian Dental Council will conduct a 2 day site visit of our teaching establishments. Interviews with students, academics and professional staff, will take place during this time

2. Doctor of Clinical Dentistry course for Oral Surgery was approved by the Academic Board and more recently by the Australian Dental Council.

3. Academic Board Review of the Faculty of Dentistry is scheduled for 2017 (winter/spring)
Non-Confidential

Author: Shona Smith, Faculty Manager
Reviewer/Approver: Alyson Simpson, Pro-Dean (Education)

Paper title: Report from Faculty of Education and Social Work regarding award course review

Purpose: This report provides data on the review of award courses in the Faculty of Education and Social Work

<table>
<thead>
<tr>
<th>Name of Award Course</th>
<th>Last reviewed</th>
<th>Next review due</th>
<th>Full or Partial Review? (for partial review, please detail)</th>
<th>Purpose of review (internal/external/accreditation/other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Letters in Education</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Letters in Social Work</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Social Work</td>
<td>2009/10</td>
<td>2018</td>
<td>full</td>
<td>internal</td>
</tr>
<tr>
<td>Master of Education (Research)</td>
<td>n/a</td>
<td>2018</td>
<td>full</td>
<td>internal</td>
</tr>
<tr>
<td>Master of Philosophy in Education</td>
<td>n/a</td>
<td>n/a</td>
<td></td>
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</tr>
<tr>
<td>Master of Philosophy in Social Work</td>
<td>n/a</td>
<td>2018</td>
<td>full</td>
<td>internal</td>
</tr>
<tr>
<td>Master of Education</td>
<td>2009/10 + 2013 (AQF)</td>
<td>2018</td>
<td>full</td>
<td>internal</td>
</tr>
<tr>
<td>Master of Learning Sciences and Technology</td>
<td>2009/10 + 2013 (AQF)</td>
<td>2018</td>
<td></td>
<td>internal</td>
</tr>
<tr>
<td>Master of Indigenous Languages Education</td>
<td>Unknown + 2013 (AQF)</td>
<td>2018</td>
<td>full</td>
<td>internal</td>
</tr>
<tr>
<td>Master of Policy Studies</td>
<td>2009/10 + 2013 (AQF)</td>
<td>2018</td>
<td>full</td>
<td>internal</td>
</tr>
<tr>
<td>Master of Social Work</td>
<td>2009/10 + 2013 (AQF)</td>
<td>2018</td>
<td>full</td>
<td>internal</td>
</tr>
<tr>
<td>Master of Social Work (Qualifying)</td>
<td>2009/10 + 2013 (AQF)</td>
<td>2018</td>
<td>full</td>
<td>accreditation</td>
</tr>
<tr>
<td>Master of Teaching</td>
<td>2014/15 + 2016*</td>
<td>2019</td>
<td>full</td>
<td>Accreditation</td>
</tr>
<tr>
<td>Master of Social Work (Qualifying)</td>
<td>2014</td>
<td>2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description</td>
<td>Start Year</td>
<td>End Year</td>
<td>Status</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (Early Childhood)</td>
<td>2015</td>
<td>2021</td>
<td>full</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (Primary)</td>
<td>2015</td>
<td>2019</td>
<td>full</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (Secondary: Health and Physical Education)**</td>
<td>New in 2017</td>
<td>2020</td>
<td>full</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (Secondary: Aboriginal Studies)**</td>
<td>2013/14 intake currently suspended</td>
<td></td>
<td>accreditation</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Social Work</td>
<td>2014</td>
<td>2019</td>
<td>full</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts and Bachelor of Social Work</td>
<td>2014</td>
<td>2019</td>
<td>full</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts</td>
<td>2014</td>
<td>2019</td>
<td>full</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (Secondary: Mathematics) and Bachelor of Science</td>
<td>2014</td>
<td>2019</td>
<td>full</td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Educational Studies</td>
<td>2009/10 + 2013(AQF)</td>
<td>2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Indigenous Languages Education</td>
<td>Not known</td>
<td>2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Learning Sciences and Technology</td>
<td>2009/10 + 2013(AQF)</td>
<td>2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Policy Studies</td>
<td>2009/10 + 2013(AQF)</td>
<td>2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Social Work</td>
<td>2009/10 + 2013(AQF)</td>
<td>2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Professional Studies (Education)</td>
<td>2009/10 + 2013(AQF)</td>
<td>2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Educational Studies</td>
<td>2009/10 + 2013(AQF)</td>
<td>2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate In Human and Community Services</td>
<td>2009/10 + 2013(AQF)</td>
<td>2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Indigenous Languages Education</td>
<td>Not known + 2013(AQF)</td>
<td>2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Policy Studies</td>
<td>2009/10 + 2013(AQF)</td>
<td>2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Teaching English as</td>
<td>Not currently</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Confidential</td>
<td>offered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a Foreign Language**</td>
<td>2013/14 intake currently suspended</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*MTeach currently being reviewed (with external participants). This review is not related to accreditation whereas the next review date listed for this program is linked to accreditation renewal.

**replaces Bachelor of Education (Secondary: Human Movement and Health Education) from 2017. Confirmation of the accreditation of the new program is pending but is likely to be for the period 2015-2020 to cover students transitioning from the Human Movement and Health Education program to the new Health and Physical Education degree.

*** under suspension pending Taskforce recommendations

Graduate Certificates/Graduate Diplomas, as embedded programs, will be reviewed as part of the review of Masters degrees.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Catherine Wakefield, Education Support Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>David Lowe, Associate Dean (Education)</td>
</tr>
<tr>
<td>Paper title</td>
<td>Report from Faculty of Engineering and Information Technologies regarding award course review</td>
</tr>
<tr>
<td>Purpose</td>
<td>This report provides data on the review of award courses in the Faculty of Engineering and Information Technologies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Award Course</th>
<th>Last reviewed</th>
<th>Next review due</th>
<th>Full or Partial Review?</th>
<th>Purpose of review (internal/external/accreditation/other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE (Hons)</td>
<td>2014</td>
<td>2019</td>
<td>Full</td>
<td>Both – external EA accreditation</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Note: Each school also has an internal process for undertaking regular (typically &lt;5 yearly) reviews of each individual stream.</td>
</tr>
<tr>
<td>BPM</td>
<td>New in 2012</td>
<td>2017</td>
<td>Full</td>
<td>Accreditation (PMI)</td>
</tr>
<tr>
<td>BIT</td>
<td>2014</td>
<td>Being discontinued 2017</td>
<td>Full</td>
<td>Last – external ACS accreditation</td>
</tr>
<tr>
<td>BCST</td>
<td>2014</td>
<td>Being discontinued 2017</td>
<td>Full</td>
<td>Last – external ACS accreditation</td>
</tr>
<tr>
<td>BAdvComp</td>
<td>New in 2018</td>
<td>2019</td>
<td>Full</td>
<td>Next – external ACS accreditation</td>
</tr>
<tr>
<td>MPE</td>
<td>2014</td>
<td>2019</td>
<td>Full</td>
<td>Both – external EA accreditation</td>
</tr>
<tr>
<td>ME</td>
<td>Major revision 2013</td>
<td>2020</td>
<td>Full</td>
<td>Next – internal review</td>
</tr>
<tr>
<td>MPM</td>
<td>2010</td>
<td>2017</td>
<td>Full</td>
<td>Accreditation (PMI)</td>
</tr>
<tr>
<td>MPL</td>
<td>2013-48cp</td>
<td>2017</td>
<td>Full</td>
<td>Accreditation (PMI)</td>
</tr>
<tr>
<td>MIT</td>
<td>Major revision 2015</td>
<td>2022</td>
<td>Full</td>
<td>Next – internal review</td>
</tr>
<tr>
<td>MITM</td>
<td>Major revision 2015</td>
<td>2022</td>
<td>Full</td>
<td>Next – internal review</td>
</tr>
<tr>
<td>MHTI</td>
<td>New in 2015</td>
<td>2022</td>
<td>Full</td>
<td>Next – internal review</td>
</tr>
<tr>
<td>MDS</td>
<td>New in 2016</td>
<td>2023</td>
<td>Full</td>
<td>Next – internal review</td>
</tr>
</tbody>
</table>
Report from Faculty of Health Sciences regarding award course review

<table>
<thead>
<tr>
<th>Name of Award Course</th>
<th>Last reviewed</th>
<th>Next review due</th>
<th>Full or Partial Review?</th>
<th>Purpose of review (internal/external/accreditation/other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Diagnostic Radiography</td>
<td>2014</td>
<td>2019</td>
<td>Full</td>
<td>Accreditation</td>
</tr>
<tr>
<td>Master of Exercise Physiology</td>
<td>2015</td>
<td>2017</td>
<td>Full</td>
<td>Accreditation</td>
</tr>
<tr>
<td>Master of Health Sciences (Developmental Disability)</td>
<td>2014</td>
<td>2018</td>
<td>Full</td>
<td>Course reviewed to align with the Australian Qualifications Framework</td>
</tr>
<tr>
<td>Master of Health Sciences (Medical Radiation Sciences)</td>
<td>2014</td>
<td>Admission suspended 2015</td>
<td>Full</td>
<td>Master of Health Sciences (Medical Radiation Sciences) reviewed and discontinued due to non-compliance with the Australian Qualifications Framework</td>
</tr>
<tr>
<td>Master of Medical Imaging Science</td>
<td>Commenced in 2015</td>
<td>2019</td>
<td>Full</td>
<td>Internal review</td>
</tr>
<tr>
<td>Master of Molecular Imaging</td>
<td>2014</td>
<td>Admission suspended 2016</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>2012</td>
<td>2017</td>
<td>Full</td>
<td>Accreditation</td>
</tr>
<tr>
<td>Master of Physiotherapy</td>
<td>2014</td>
<td>2018</td>
<td>Full</td>
<td>Accreditation</td>
</tr>
<tr>
<td>Master of Rehabilitation Counselling</td>
<td>2016</td>
<td>2019</td>
<td>Full</td>
<td>Accreditation and full internal review</td>
</tr>
<tr>
<td>Master of Speech Language Pathology</td>
<td>2016</td>
<td>2018</td>
<td>Full</td>
<td>Major internal review</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise Physiology)</td>
<td>2015</td>
<td>2017</td>
<td>Full</td>
<td>Accreditation</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise and Sport Science)*</td>
<td>2015</td>
<td>2017</td>
<td>Full</td>
<td>Accreditation</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Exercise and Sport Science) / Master of Nutrition and Dietetics</td>
<td>2015</td>
<td>Final intake will be in 2017*</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Diagnostic Radiography)</td>
<td>2014</td>
<td>2019</td>
<td>Full</td>
<td>Accreditation</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Course</th>
<th>Start Year</th>
<th>End Year</th>
<th>Status</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Applied Science (Occupational Therapy)</td>
<td>2012</td>
<td>2017</td>
<td>Full</td>
<td>Accreditation</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Physiotherapy)</td>
<td>2014</td>
<td>2019</td>
<td>Full</td>
<td>Accreditation</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Speech Pathology)</td>
<td>2014</td>
<td>2018</td>
<td>Full</td>
<td>Accreditation</td>
</tr>
<tr>
<td>Bachelor of Health Sciences</td>
<td>2014</td>
<td>Final intake will be in 2017*</td>
<td>Full</td>
<td>This course will become a stream and a major from 2018</td>
</tr>
</tbody>
</table>

* Proposal to suspend admission is proceeding through the Faculty of Health Sciences approval process
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Susan Channells, Executive Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Joellen Riley, Dean</td>
</tr>
<tr>
<td>Paper title</td>
<td>Report from Sydney Law School regarding award course review</td>
</tr>
<tr>
<td>Purpose</td>
<td>This report provides data on the review of award courses in the School; of Law</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Award Course</th>
<th>Last reviewed</th>
<th>Next review due</th>
<th>Full or Partial Review? (for partial review, please detail)</th>
<th>Purpose of review (internal/external/accreditation/other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Laws (LLB) – combined law degrees</td>
<td>2014</td>
<td>Early 2018</td>
<td>Partial</td>
<td>External accreditation, Legal Profession Admissions Board (LPAB). As per legislation.</td>
</tr>
<tr>
<td>Juris Doctor (JD)</td>
<td>2014 (Commenced 2011)</td>
<td>Currently under review (internal)</td>
<td>• 2014 - Partial • Current - Full</td>
<td>• 2014 - External accreditation, Legal Profession Admissions Board (LPAB). As per legislation. • Current review – internal review to determine the effectiveness of the JD in the current market.</td>
</tr>
<tr>
<td>Master of Laws (Coursework)</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Master of Administrative Law and Policy</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Master of Business Law</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Master of Criminology (Coursework)</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Master of Environmental Law</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Master of Global Law</td>
<td>2014</td>
<td>Discontinued</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Master of Health Law</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Master of International Law</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Master of International Taxation</td>
<td>2014</td>
<td>Discontinued</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Master of Jurisprudence</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Master of Labour Law and Relations</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Master of Law and International Development</td>
<td>Commenced 2013</td>
<td>Discontinued</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Master of Taxation</th>
<th>2014</th>
<th>2021</th>
<th>Full</th>
<th>AQF – Report provided to the Academic Board*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma in Commercial Law</td>
<td>2014</td>
<td>Discontinued</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Graduate Diploma in Corporate, Securities and Finance Law</td>
<td>2014</td>
<td>Discontinued</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Graduate Diploma in Criminology</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Graduate Diploma in Environmental Law</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Graduate Diploma in Health Law</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Graduate Diploma in International Business Law</td>
<td>2014</td>
<td>Discontinued</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Graduate Diploma in International Law</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Graduate Diploma in Jurisprudence</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Graduate Diploma in Law</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Graduate Diploma in Public Health Law</td>
<td>2014</td>
<td>Discontinued</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
<tr>
<td>Graduate Diploma in Taxation</td>
<td>2014</td>
<td>2021</td>
<td>Full</td>
<td>AQF – Report provided to the Academic Board*</td>
</tr>
</tbody>
</table>

- See Academic Board Supplementary Agenda 3 Dec 2014
### Purpose
This report provides data on the review of award courses in the Faculty of Medicine.

### Name of Award Course | Last reviewed | Next review due | Full or Partial Review? (for partial review, please detail) | Purpose of review (internal/external/accreditation/other)
---|---|---|---|---
Sydney Medical Program (MBBS/MD) | 2015 | 2022 MD only MBBS will be phased out by 2019 | Full | External Accreditation by the Australian Medical Council
Pain Management | 2011 | 2018 | Full | External
Clinical Epidemiology | 2014 | 2021 | Full | External Internal - 2014
Bioethics | 2016 | 2023 | Full | External
Sleep Medicine | 2015 | 2022 | Full | Internal. There was a complete restructure of course in 2015
Genetic Counselling | 2013 | 2018 | Full | Received 5 years national accreditation by the Board of Censors for Genetic Counselling of the Human Genetics Society of Australasia
Master of Surgery | 2015 | 2022 | Full | Not since inception in 2006
Paediatrics Medicine | 2006 | 2017 | Full | Not since inception in 2006
HIV, STIs and Sexual Health | 2011-12 | 2018 | Full | Internal. In 2011-2012 – had a new course proposal as Master of Medicine/MSci Med merged with MHIthSci (Sexual Health) at the
Faculty of Health Sciences to create Master of HIV, STIs and Sexual health in 2012 and a comprehensive review of our course to merge these two courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Start Year</th>
<th>End Year</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychotherapy</td>
<td>2010</td>
<td>2017</td>
<td>Full</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>2013</td>
<td>2030</td>
<td>Full</td>
</tr>
<tr>
<td>Psychiatry (commenced 2015)</td>
<td>N/A</td>
<td>2023</td>
<td>Full</td>
</tr>
<tr>
<td>Brain and Mind Sciences (commenced 2010)</td>
<td>N/A</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>Public Health</td>
<td>2016</td>
<td>2023</td>
<td>Full</td>
</tr>
<tr>
<td>Clinical Trials Research (commenced 2011)</td>
<td>N/A</td>
<td>2017</td>
<td>Full</td>
</tr>
<tr>
<td>Infection and Immunity</td>
<td>2010</td>
<td>2017</td>
<td>Full</td>
</tr>
<tr>
<td>International Public Health</td>
<td>2016</td>
<td>2023</td>
<td>External</td>
</tr>
<tr>
<td>Graduate Diploma in Indigenous Health Promotion</td>
<td>2016</td>
<td>2023</td>
<td>External</td>
</tr>
<tr>
<td>Ophthalmic Science</td>
<td>2010</td>
<td>2017</td>
<td>Full</td>
</tr>
<tr>
<td>Cataract and Refractive Surgery</td>
<td>2016</td>
<td>2023</td>
<td>Internal</td>
</tr>
<tr>
<td>International Ophthalmology</td>
<td></td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>Qualitative Health</td>
<td>2016</td>
<td>2023</td>
<td>Full</td>
</tr>
<tr>
<td>Metabolic Health (commenced 2015)</td>
<td>N/A</td>
<td>2022</td>
<td></td>
</tr>
<tr>
<td>Critical Care (commenced 2015)</td>
<td>N/A</td>
<td>2022</td>
<td></td>
</tr>
<tr>
<td>Clinical Neurophysiology (commenced 2016)</td>
<td>N/A</td>
<td>2023</td>
<td></td>
</tr>
<tr>
<td>Breast Surgery (under Surgery) (commenced 2016)</td>
<td>N/A</td>
<td>2023</td>
<td></td>
</tr>
<tr>
<td>Internal Medicine (commencing 2017)</td>
<td>N/A</td>
<td>2024</td>
<td></td>
</tr>
</tbody>
</table>
### Non-Confidential

<table>
<thead>
<tr>
<th>Program</th>
<th>Start Year</th>
<th>End Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmaceutical &amp; Medical Device Development</td>
<td>N/A</td>
<td>2024</td>
</tr>
<tr>
<td>Metabolic Health (commenced 2015)</td>
<td>N/A</td>
<td>2022</td>
</tr>
</tbody>
</table>
### Purpose

This report provides data on the review of award courses in the Faculty of Nursing and Midwifery (Sydney Nursing School).

### Name of Award Course | Last reviewed | Next review due | Full or Partial Review? | Purpose of review
--- | --- | --- | --- | ---
Bachelor of Nursing (Advanced Studies) | 2014 | 2019/2020 | Full review | Re-accreditation by the Australian Nursing and Midwifery Accreditation Council

Master of Nursing (Graduate Entry) | 2014 | 2019/2020 | Full review | Re-accreditation by the Australian Nursing and Midwifery Accreditation Council

Bachelor of Arts/Master of Nursing | 2014 | 2019/2020 | Full review | Re-accreditation by the Australian Nursing and Midwifery Accreditation Council

Bachelor of Science/Master of Nursing | 2014 | 2019/2020 | Full review | Re-accreditation by the Australian Nursing and Midwifery Accreditation Council

Bachelor of Health Science/Master of Nursing | 2014 | 2019/2020 | Full review | Re-accreditation by the Australian Nursing and Midwifery Accreditation Council

Bachelor of Nursing (Post-Registration) | 2015 | 2019/2020 | Full review | Re-accreditation by the Singapore Nursing Board

Master of Nursing (Nurse Practitioner) | 2014 | 2021 | Full review | Internal

Master of Nursing (Primary Health Care) | 2013 | 2020 | Full review | Internal

Master of Nursing (Intensive Care) | 2009 | Nov 2016 | Full review | Internal

Master of Nursing (Emergency Nursing) | 2009 | Nov 2016 | Full review | Internal

Master of Nursing (Advanced Nursing Practice and Clinical Nursing) | 2009 | 2017 | Full review | Internal

Master of Nursing (Mental Health) | 2009 | 2017 | Full review | Internal
<table>
<thead>
<tr>
<th>Non-Confidential</th>
<th>2009</th>
<th>2017</th>
<th>Full review</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Nursing (Cancer and Haematology)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate of Nursing (Clinical Trials Practice)</td>
<td>2009</td>
<td>2017</td>
<td>Full review</td>
<td>Internal</td>
</tr>
</tbody>
</table>
Report from Faculty of Pharmacy regarding award course review

This report provides data on the review of award courses in the Faculty of Pharmacy.

<table>
<thead>
<tr>
<th>Name of Award Course</th>
<th>Last reviewed</th>
<th>Next review due</th>
<th>Full or Partial Review? (for partial review, please detail)</th>
<th>Purpose of review (internal/external/accreditation/other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Pharmacy</td>
<td>2006</td>
<td></td>
<td>Full review</td>
<td>Internal curriculum review</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New curriculum implemented over a 4 year period from first year in 2008 through to fourth year in 2011</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>2019</td>
<td>Accreditation reporting</td>
<td>Accreditation due every 5 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2016-2017</td>
<td>Partial review of Years 3 &amp; 4</td>
<td>Review curriculum</td>
</tr>
<tr>
<td>Bachelor of Pharmacy and Management</td>
<td>n/a</td>
<td></td>
<td>Due to commence in 2017</td>
<td>NB: Any changes to curriculum in the BPharm will be applied here</td>
</tr>
<tr>
<td>Master of Pharmacy</td>
<td>2014</td>
<td>2019</td>
<td>Accreditation reporting</td>
<td>Accreditation due every 5 years</td>
</tr>
<tr>
<td></td>
<td>2015-2016</td>
<td></td>
<td>Full review</td>
<td>Internal curriculum review</td>
</tr>
<tr>
<td>Graduate Certificate in Pharmacy Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Intern Training Program sits within the GradCertPharmPrac)</td>
<td>2016</td>
<td></td>
<td>Accreditation reporting</td>
<td>Accreditation due every 5 years</td>
</tr>
</tbody>
</table>
**Purpose**

This report provides data on the review of award courses in the Faculty of Science.

<table>
<thead>
<tr>
<th>Name of Award Course</th>
<th>Last reviewed</th>
<th>Next review due</th>
<th>Full or Partial Review?</th>
<th>Purpose of review (internal/external/accreditation/other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Science</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Master of Philosophy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Science*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Science in Coaching Psychology</td>
<td>2010</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Marine Science and Management</td>
<td>2010</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Environmental Science</td>
<td>2010</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Environmental Science and Law</td>
<td>2011</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Medical Physics</td>
<td>Accredited</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Sustainability</td>
<td>Never, started 2010</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Clinical Psychology</td>
<td>New in 2015</td>
<td>No new intake from 2016</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Liberal Arts and Science*</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Bachelor of Medical Science*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Psychology*</td>
<td>2016</td>
<td>No new intake from 2018</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science*</td>
<td>2016</td>
<td>No new intake from 2018</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (Secondary: Mathematics)* and Bachelor of Science*</td>
<td>2016</td>
<td>(for 2018)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Award Course Review</td>
<td>Date</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
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<tr>
<td><strong>Non-Confidential</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Education (Secondary: Science)(^{a}) and Bachelor of Science(^{\ast})</td>
<td>2016 (for 2018)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Engineering(^{a}) and Bachelor of Medical Science(^{\ast})</td>
<td>No new intake from 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Engineering(^{a}) and Bachelor of Science(^{\ast})</td>
<td>2016 (for 2018)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Information Technology(^{a}) and Bachelor of Medical Science(^{\ast})</td>
<td>No new intake from 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Information Technology(^{a}) and Bachelor of Science(^{\ast})</td>
<td>No new intake from 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science(^{\ast}) and Bachelor of Arts(^{\ast})</td>
<td>No new intake from 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science(^{\ast}) and Bachelor of Laws(^{\ast})</td>
<td>2016 (for 2018)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science(^{\ast}) and Master of Nursing</td>
<td>2016 (for 2018)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Clinical Psychology and Doctor of Philosophy</td>
<td>New in 2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science (Advanced)(^{\ast}) and Doctor of Medicine</td>
<td>No new intake from 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Medical Science(^{\ast}) and Doctor of Medicine</td>
<td>No new intake from 2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science (Advanced)(^{\ast}) and Doctor of Dental Medicine</td>
<td>New in 2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science(^{\ast}) and Master of Nutrition and Dietetics</td>
<td>2016 (for 2018)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Coaching Psychology</td>
<td>2010</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Marine Science and Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Environmental Science</td>
<td>2010</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Medical Physics</td>
<td>2011</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GradCert(CoachPsyc)</td>
<td>2010</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Marine Science and Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Environmental Science</td>
<td>2010</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Science (History and Philosophy of Science)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Sustainability</td>
<td>Never, started 2010</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Name of Award Course** | **Last reviewed** | **Next review due** | **Full or Partial Review?** | **Purpose of review**  
--- | --- | --- | --- | ---  
Bachelor of Visual Arts | 2013 | 2017* | Full | Major internal review in response to Academic Board faculty review  
Master of Studio Art | 2013 | Discontinued | Full | Discontinued due to non-compliance with Australian Qualifications Framework  
Master of Contemporary Art | New in 2014 | 2017* | Full | To align with Australian Qualifications Framework  
Master of Interactive and Digital Media | 2013 | Discontinued | Full | Discontinued due to non-compliance with Australian Qualifications Framework  
Master of Film and Digital Image | 2013 | Discontinued | Full | Discontinued due to non-compliance with Australian Qualifications Framework  
Master of Moving Image | New in 2014 | 2017* | Full | To align with Australian Qualifications Framework  
Master of Fine Arts | 2011 | 2017* | Partial - update resolutions according to templates developed by Sydney Student and the requirements of the new University of Sydney (Higher Degree by Research) Rule 2011 | Internal

*All SCA degrees will require review due to organisational restructure*
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Adrienne Sach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Anna Reid, Dean</td>
</tr>
<tr>
<td>Paper title</td>
<td>Sydney Conservatorium of Music</td>
</tr>
<tr>
<td>Purpose</td>
<td>This report provides data on the review of award courses in the Sydney Conservatorium of Music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Award Course</th>
<th>Last reviewed</th>
<th>Next review due</th>
<th>Full or Partial Review? (for partial review, please detail)</th>
<th>Purpose of review (internal/external/accreditation/other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Music (Perf, Composition, Jazz)</td>
<td>2008</td>
<td>current</td>
<td>Full review</td>
<td>Alignment with new USYD education strategy</td>
</tr>
<tr>
<td>Bachelor of Music (Education)</td>
<td>2015</td>
<td>2021</td>
<td>Full review</td>
<td>BOSTES accreditation</td>
</tr>
<tr>
<td>Bachelor of Music (musicology)</td>
<td>2014</td>
<td>deleted</td>
<td>Full review</td>
<td>Course deleted (low intake)</td>
</tr>
<tr>
<td>Bachelor of Music Studies</td>
<td>2008</td>
<td>current</td>
<td>Full review</td>
<td>Course to be discontinued due to new USYD education strategy focusing on 4 year degree</td>
</tr>
<tr>
<td>Bachelor of Music Studies/Bachelor of Arts</td>
<td>2008</td>
<td>current</td>
<td>Full review</td>
<td>Course to be discontinued due to new USYD education strategy focusing on 4 year BAS degrees, and removal of combined and double degrees</td>
</tr>
<tr>
<td>Bachelor of Music Studies and Doctor of Medicine</td>
<td>2008</td>
<td>current</td>
<td>Full review</td>
<td>Course to be discontinued due to new USYD education strategy focusing on 4 year BAS degrees, and removal of combined and double degrees</td>
</tr>
<tr>
<td>Bachelor of Engineering (Honours/Bachelor of Music Studies)</td>
<td>2008</td>
<td>current</td>
<td>Full review</td>
<td>Course to be discontinued due to new USYD education strategy focusing on 4 year BAS degrees, and removal of combined and double degrees</td>
</tr>
<tr>
<td>Adv Dip Opera</td>
<td>2011</td>
<td>deleted</td>
<td>Full review</td>
<td>Reviewed to assess compliance with AQUA requirements. Course</td>
</tr>
</tbody>
</table>
### Non-Confidential

<table>
<thead>
<tr>
<th>Course</th>
<th>Start Year</th>
<th>End Year</th>
<th>Review Type</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Diploma (Opera Production)</td>
<td>2013</td>
<td>2020</td>
<td>Full review</td>
<td>As Above</td>
</tr>
<tr>
<td>Master of Music Studies (Opera Production)</td>
<td>2013</td>
<td>2020</td>
<td>Full review</td>
<td>As above</td>
</tr>
<tr>
<td>Graduate Diploma (Performance)</td>
<td>2010</td>
<td>2017</td>
<td>Full review</td>
<td>Course content and credit point consistency, and introduction of mandatory research skills UoS</td>
</tr>
<tr>
<td>Master of Music Studies (Performance)</td>
<td>2010</td>
<td>2017</td>
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<td>Master of Music Studies (Composition)</td>
<td>2015</td>
<td>2022</td>
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<td>New course created 2014 with first intake in 2015</td>
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*deleted and replaced with MMusStudies and Graduate Diploma (Opera Production) in 2013*
Non-Confidential

<table>
<thead>
<tr>
<th>Name of Award Course</th>
<th>Last reviewed</th>
<th>Next review due</th>
<th>Full or Partial Review? (for partial review, please detail)</th>
<th>Purpose of review (internal/external/accreditation/other)</th>
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<tbody>
<tr>
<td>Bachelor of Veterinary Science</td>
<td>2012</td>
<td>N/A</td>
<td>Full review</td>
<td>Accreditation visit and review</td>
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<td>This course is phasing out – end date 12/2019</td>
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<tr>
<td>Bachelor of Animal and Veterinary Bioscience</td>
<td>2014</td>
<td>2021</td>
<td>Full review</td>
<td>Internal Review in preparation for the introduction of majors. It is currently being reviewed to fit in with BSc/BAdvStudies future curriculum framework.</td>
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<td>Bachelor of Veterinary Biology/Doctor of Veterinary Medicine</td>
<td>2016</td>
<td>2019</td>
<td>Partial review – This is a new programme and so is being reviewed after each semester</td>
<td>New Programme – 2019 review will be a part of next accreditation visit</td>
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<td>Doctor of Veterinary Medicine</td>
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<td>2019</td>
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<td>2017</td>
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<td>End Year</td>
<td>Review Type</td>
<td>Objectives</td>
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<td>Master of Veterinary Public Health</td>
<td>2011</td>
<td>2017</td>
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<td>To advise of opportunities to collaborate with other Universities in VPH training</td>
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