NOTICE OF MEETING

Meeting 7/2016 of the Academic Standards and Policy Committee will be held from 2:00pm – 4:00pm on Wednesday 9 November 2016 in the Senate Room, Quadrangle. The Agenda for the meeting is below.

Dr Matthew Charet
Executive Officer to Academic Board

AGENDA

Non-confidential items

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<td>The Committee welcomes Jill Baker, who is leading the external review of the Academic Board and is present as an observer.</td>
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Respect is a core value of the Academic Board
6 OTHER BUSINESS

6.1 Any Other Business

Next meeting: 2:00pm – 4:00pm, Tuesday 14 February 2017
Senate Room, Quadrangle

Academic Standards and Policy Committee - Terms of Reference

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

Terms of Reference
1. To play an active role in assuring the quality of teaching, scholarship and research in the University and coordinate and maintain an overview of the academic activities of all academic units.
2. To formulate and review policies, guidelines and procedures in relation to academic matters, particularly with respect to academic issues that have scope across the University, including equity and access initiatives.
3. To determine policy concerning the programs of study or examinations in any Faculty, college or Board of Studies.
4. To advise the Academic Board and Vice Chancellor on policies concerning the academic aspects of the conditions of appointment and employment of academic staff.
5. To play an active role in assuring the quality of teaching, scholarship and research in the University by ensuring the body of academic policies and degree resolutions are self-consistent, incorporate the best ideas and are aligned with the strategic goals of the University.
6. In pursuit of the above objectives,
   6.1. request reports from, or refer matters to academic units for consideration and action as required;
   6.2. consider and take action as required on reports or academic submissions from academic units;
   6.3. initiate and oversee, in collaboration with the Senior Executive Group, a formal and regular program of review of academic activities of all academic units.
7. To actively seek and evaluate opportunities to improve the University’s pursuit of high standards in all academic activities.
8. To ensure proper communication channels are established with other committees of the Academic Board and SEG to promote cross-referencing and discussion of matters pertaining to academic standards and policy.
9. To receive regular reports from, and provide advice to the Deputy Vice-Chancellors pursuant to maintaining the highest standards in teaching, scholarship and research.
10. To exercise all reasonable means to provide and receive advice from the Senior Executive Group and its relevant subcommittees.
11. To provide regular reports on its activities under its terms of reference to the Academic Board.
12. To consider and report on any matter referred to it by the Academic Board, the Vice Chancellor or the Deputy Vice-Chancellors.
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 5/2016 on 24 August 2016

Members confirmed the minutes of the previous meeting held on 24 August 2016.

Resolution ASPC16/6-1
That the Academic Standards and Policy Committee resolve that the minutes of meeting 5/2016, held on 24 August 2016, be confirmed as a true record.

2.2 Actions Arising
Updates were provided on two items from the previous meeting.

Pursuant to Item 4.1 Student Discipline Rule, an amendment has been made to retain the ability of staff to request a student to leave campus, as in the current Chapter 8. This will apply to students interfering with or posing a WHS risk to themselves or others.

Pursuant to Item 4.2 Definition of ‘academic honesty’, an additional clause has been inserted in the Academic Honesty in Coursework Policy 2015 at clause 7(2)(m), as noted in the minutes of the previous meeting.

3 STANDING ITEMS

3.1 Report of the Chair

The Chair advised members that Turnitin is a tool for detecting instances of possible breaches of academic honesty, and that the identification of plagiarism has not been devolved to an automated system but remains an academic decision.

Resolution ASPC16/6-2
That the Academic Standards and Policy Committee note the report of the Chair.

3.2 Report of the Academic Board meeting, 14 September 2016

Further to the written report circulated with the agenda, Associate Professor Masters advised members that transitional provisions were in development to retain the existing structure of the Academic Board and its standing committees into 2017, pending any recommendations on composition that may arise from the current external review of the Academic Board.

Resolution ASPC16/6-3
That the Academic Standards and Policy Committee note the report of the Academic Board meeting held on 14 September 2016.

4 ITEMS FOR APPROVAL

4.1 Simplified End of Semester Examinations Arrangements

The Chair introduced this item by advising that the proposal had been presented to the Academic Board following endorsement at the last ASPC meeting. Concern was expressed at the ability of the Examinations Office to schedule examinations in the evenings to accommodate postgraduate coursework students, and the proposal was not supported. The proposal has now been revised, both to enable after-hours examinations and to allow local administration of examinations provided that University standards in exam management and invigilation are maintained. Associate Professor Masters advised that the proposal emerged from necessity, with concerns over the security of exam scripts and lack of consistency in the current management of the examination process. A question was raised as to the definition of ‘test’, and the Chair advised that this is defined in the policy. The policy also addresses mid-semester exams which do not need to be conducted under formal examination conditions.

The proposal was endorsed as presented.

Resolution ASPC16/6-4
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.

4.2 Anonymous and De-Identified Marking

Associate Professor McCallum spoke to this item and advised that it gives effect to a previous in-principle endorsement of anonymous marking provided at an earlier meeting. It calls for student assessment tasks to be identified only by an SID and not by name.

In discussion, the possibility of seating students in examinations by SID was raised to facilitate marking. Members questioned whether anonymous marking would also necessitate additional administration as matching SIDs for return of results is more time-consuming than matching by name. Ms Vimalarajah advised that staff who already use de-identified marking were consulted in
the development of the current proposal, and that processing time was not identified as an issue. It was noted that the effectiveness of the policy also requires compliance by students and that instruction will have to be provided that they not record a name on assessment tasks. A suggestion was made to set up a study to determine whether the implementation will cause additional processing time, and guidelines will need to be provided as to how to set up de-identified assessment return in the LMS. The Chair also undertook to communicate with the Deputy Vice-Chancellor (Registrar) regarding exam seating.

The proposal was endorsed as presented.

**Resolution ASPC16/6-5**

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.

### 4.3 Student Recognition Awards Policy 2016

The Chair advised that this proposal amalgamates several existing Academic Board policies and transfers management of scholarships and prizes to the Deputy Vice-Chancellor (Registrar). In discussion, the Chair advised that as the current Academic Governance Rule delegates responsibility for scholarships and prizes to the Academic Board, the proposed policy needs to retain this delegation until such time as the Academic Governance Rule is amended. This suggestion was supported. It was also recommended that the proposal be circulated to the HDR Scholarships Sub-Committee for consultation, as it may impact on the management of HDR scholarships (specifically in Part 4). The proposal will then be forwarded to the Graduate Studies Committee meeting of 19 October for endorsement to the Academic Board.

**Resolution ASPC16/6-6**

That the Academic Standards and Policy Committee recommend that the proposed policy be amended to retain the Academic Board as the delegated authority, and that the amended policy be forwarded to the HDR Scholarships Sub-Committee for comment and the Graduate Studies Committee for endorsement to the Academic Board.

### 4.4 Standard Assessment Table in Unit of Study Outlines

Ms Koureas tabled a version of this proposal updated from that distributed with the agenda, incorporating feedback provided at the 10 October meeting of the SEG Education Committee. The current version of the table draws from the types of assessment provided for in the Special Consideration decisions matrix.

In discussion, the composition of several of the assessment categories was queried, and the desirability of standardisation was suggested. Clarification was sought as to submission deadlines (close of business on the due date, 11:59pm, or 9am were suggested), with wide variation observed in current practice, leading to confusion by both staff and students. Associate Professor Masters advocated for the desirability of setting submission deadlines during business hours to enable students to obtain IT assistance if necessary, and it was agreed that whatever the time set, standardisation across the University is highly desirable. Possible ICT system impact arising from having a single submission deadline was raised as an area for further exploration.

The difficulty of excluding footnotes and references from the formal word count for assessment was noted, acknowledging limitations in current LMS platforms.

Professor Pattison undertook to seek further advice regarding system impact of a single submission deadline and LMS capacity to exclude references from the word count.

Subject to minor amendment, the proposal was endorsed for presentation to the Academic Board.

**Resolution ASPC16/6-7**

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

### 4.5 Academic Delegations of Authority

Ms Heesom advised that the current draft Delegations of Authority follow on from the presentation of the draft framework to the previous meeting, and represents the first time they have been presented in the form of a Rule. Concerns raised at the previous meeting regarding workload have
been addressed by reference to Associate Deans, with core and optional Associate Deans (as determined by the new organisational design and by faculties) both provided for in the Delegations. Ms Heesom confirmed that this draft can be circulated more widely for consultation, and that further feedback is invited before 24 October. The Chair noted the new position of Program Director (name still to be finalised) that had not been proposed when the draft delegations were prepared. Delegation to this position may be used to alleviate some of the Associate Dean workload and ensure greater consistency of some decisions currently delegated to unit of study co-ordinators. The Chair has subsequently provided feedback to Ms Heesom on revised delegations that include Program Director.

**Resolution ASPC16/6-8**  
That the Academic Standards and Policy Committee discuss and provide feedback on the draft Academic Delegations of Authority.

### 4.6 University of Sydney (Governance of Faculties and University Schools) Rule 2016

Ms Heesom advised that this Rule is designed to replace several existing policies, and gathers together aspects of governance in a model reflecting the new organisational design. It represents a standardised approach to revise the current constitutions of faculties, and provides for both faculty meetings and an elected Faculty Board, with no external representation. The relationship between the Dean and the Faculty Board is subject to further clarification.

In discussion, Associate Professor McCallum suggested rephrasing the word ‘power’ throughout to ‘responsibilities’ as reflecting a more collegial approach, and this was supported. Tempering other language (for example, the word ‘control’) was also advocated. It was recommended to add a clause regarding the responsibility of Boards regarding the receipt of reports on Academic Integrity, and it was noted that the version of the composition of the Board of Interdisciplinary Studies is an older one that has since been updated by the Academic Board. The Secretary undertook to forward the current version to Ms Heesom.

Further feedback on the draft was invited by 24 October.

**Resolution ASPC16/6-9**  
That the Academic Standards and Policy Committee discuss and provide feedback on the draft University of Sydney (Governance of Faculties and University Schools) Rule 2016.

### 5 ITEMS FOR NOTING

#### 5.1 Educational Integrity Trend Report, Semester 1, 2016

Associate Professor McCallum advised members that the present paper is an interim report and that an annual report would be provided to a future meeting. Current technology enables the capture of more detailed data, and can detect at what point in a semester problems emerge. The current data suggests that there are higher instances of breach by international students, and there is also a difference between full-time and part-time students, possibly due to assessment load. To date, Semester 2 is tending approximately 20% higher than Semester 1 which may reflect earlier reporting of cases than in Semester 1. Members were encouraged to urge their faculty colleagues to capture cases in a timely manner.

The Educational Integrity Unit is working on faculty reporting templates to comply with Academic Board requirements. The data has also been shared with faculty Academic Integrity Coordinators so that issues such as the high number of “no impropriety” cases can be addressed at a local level.

Ms Smith advised that SRC caseworkers have received a number of inquiries from students concerned at the implications of breaches being recorded on their student records. Associate Professor McCallum advised that a confidential administrative file is maintained for students under investigation, and that this is only accessible to the Academic Integrity Coordinator and the staff who administer the process of investigation. Members were advised that breaches do not appear on student transcripts.

**Resolution ASPC16/6-10**  
That the Academic Standards & Policy Committee note the Educational Integrity Trend Report
Non-Confidential

Semester 1, 2016.

5.2 Award Course Review data

The Chair advised that this data has been collected as part of the Academic Board’s responsibilities regarding course review, and that other activities will follow from this data to ensure that the University is compliant with TEQSA. The Secretary and faculties were thanked for their efforts in compiling this data.

Resolution ASPC16/6-11
That the Academic Standards & Policy Committee note Award Course Review data, as presented.

6 OTHER BUSINESS

6.1 Any Other Business

The Chair advised that it was Professor Tolhurst’s final meeting with the Committee as he is leaving the University to take up another opportunity. Professor Tolhurst was thanked for his contribution to the Committee and wished every success for his next endeavour.

Next meeting: 2:00pm – 4:00pm, Wednesday 9 November 2016
Senate Room, Quadrangle

A full copy of the Academic Standards and Policy Committee papers is available at: sydney.edu.au/secretariat/academic-board-committees/standards-policy-committee
RECOMMENDATION

That the Academic Standards and Policy Committee note the business arising.

EXECUTIVE SUMMARY

Business arising from discussion of the draft Delegations of Authority – Academic Functions Rule 2016

Issue: Part 13: Need to define process for automatic termination of candidature

Following discussion with Sarah Heesom of the Faculty of Science’s feedback re the draft Delegations of Authority document Part 13 that was presented to the Committee last meeting, there is a need to define the process for automatic termination of candidature as required in the Coursework Policy 2014, because the system does not currently have the capacity to automatically terminate a student.

The Delegations of Authority – Academic Functions Rule 2016 Part 13 only deals with decisions to terminate when disqualifying circumstances exist.

However, the Coursework Policy 2014 refers to other circumstances for termination:

- 56(3) automatic termination for discontinuation in first year of enrolment without prior permission to re-enrol
- 58(3) automatic termination for failure to enrol in two subsequent semesters
- 100 automatic termination for failure to complete within time limits

Regarding the last point, automatic termination for failure to complete within time limits does not occur automatically in the system, and there appears to be no standard process for determining and actioning these terminations.
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<th>Author</th>
<th>Associate Professor Tony Masters, Chair, Academic Board</th>
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<td>Reviewer/Approver</td>
<td>Transitional Arrangements</td>
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<td>Purpose</td>
<td>To request that the Committee endorse the amendment of its Terms of Reference to enable continuity of membership during the transitional period necessitated by the changes to the University’s organisational design.</td>
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**RECOMMENDATION**

That the Academic Standards & Policy Committee endorse the amendment of its Terms of Reference and recommend the adoption of the amended Terms of Reference to the Academic Board, with immediate effect.

**EXECUTIVE SUMMARY**

In order to retain their existing composition during the transitional period necessitated by the changes to the University’s organisational design in 2017, the Standing Committees of the Academic Board are asked to endorse the amendment of their terms of reference, as proposed.
Academic Standards and Policy Committee - Terms of Reference

Purpose
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   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.

Constitution

Ex Officio Members
the Chair of the Committee
the Chair of the Academic Board, or nominee
the Deputy Vice-Chancellor (Education), or nominee
the Director, Educational Innovation, or nominee
the President of the Students’ Representative Council, or nominee
the President of the Sydney University Postgraduate Representative Association, or nominee

Established by Academic Board Resolution 306/09 (9 December 2009); Amended by Academic Board Resolution AB16/1-8 (24 February 2016)
Appointed members
The Academic Board shall appoint one member from each 2016 faculty and at least one undergraduate student member nominated by members of the Board.

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

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

Observers
Students and staff of the University may attend meetings as observers, and are allowed, with the permission of the Chair of the committee, to address the meeting on issues being considered by the committee.

Frequency of Meetings
The Committee shall meet at least five (5) times a year.

Voting Rights
Voting rights at meetings of the Committee are restricted to ex-officio members, appointed members and co-opted members.

Quorum
A quorum for a meeting of the Committee shall be seven (7) members.

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1 '2016 faculty' means "a faculty established by the Senate prior to 1 January 2017, as constituted on 31 December 2016."

Established by Academic Board Resolution 306/09 (9 December 2009); Amended by Academic Board Resolution AB16/1-8 (24 February 2016)
RECOMMENDATION

That the Academic Standards and Policy Committee note the report of the Academic Board meeting held on 2 November 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 12 October 2016 and:
- Approved the amendment of the Assessment Procedures 2011 to enable simplified end-of-semester examination arrangements, and adopt the amended procedures, with effect from 1 January 2017;
- Approved the amendment of the Assessment Procedures 2011 to enable anonymous and de-identified marking, and adopt the amended procedures, with effect from 1 January 2017;
- Approved the amendment of the Assessment Procedures 2011 and approved the adoption of Schedule 2 to standardise the way assessment is represented, and adopt the amended procedures, with effect from 1 January 2017;
- Noted the Committee’s discussion of the Educational Integrity Trend Report, Semester 1, 2016; and
- Noted the Committee’s discussion of Award Course Review data.

Other matters

The Academic Board also:

- Received a focus topic presentation by the Vice-Principal (Strategy) on the implementation of the Strategic Plan 2016-2020;
- Noted changes to membership;
- Noted the verbal report from the Chair of the Academic Board on matters considered by Senate at its meeting of 31 October 2016;
- Noted the General Report of the Chair of the Board, including an update on the Academic Board review, preparations for the 2018 TEQSA Re-Accreditation Review, and the end-of-year celebrations and selection of a charitable cause for which donations will be sought.
- Noted the report of student members on Standardised Assignment Submission Procedures, Sydney College of the Arts, the Howard Doctorate, the Safer Communities Advisory Group, and student representation on the University Executive;
- Noted the Vice-Chancellor’s Report on matters considered by Senate at its meeting of 31 October 2016;
- Noted the General Report of the Vice-Chancellor;
- Approved the Faculty of Dentistry, Faculty of Education and Social Work and Sydney Conservatorium of Music Academic Calendars for 2017, with immediate effect;
- Approved the amendment of the Resolutions of Senate for the Faculties of Engineering and Information Technologies and Science;
- Approved the amendment of the Faculty Resolutions for the Faculty of Science;
- Noted the University of Sydney (Organisational Design – Transitional Provisions) Rule 2016; and
- Endorsed for presentation to Senate the introduction of the University of Sydney (Governance of Faculties...
Non-Confidential

- and University Schools) Rule 2016 and the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016.

- Noted the report from the meeting of the Admissions Committee held on 12 October 2016 and:
  - Approved the proposal from the Faculty of Engineering & IT to amend the admission criteria for the Master of Project Leadership, Graduate Diploma in Project Leadership and Graduate Certificate in Project Leadership, and approved the amendment of the course resolutions arising from this proposal, with immediate effect;
  - Approved the proposal from the Faculty of Nursing and Midwifery to amend the admission criteria and progression requirements for the Bachelor of Arts/Master of Nursing, Bachelor of Health Sciences/Master of Nursing and Bachelor of Science/Master of Nursing, and approved the amendment of the course resolutions arising from this proposal, with immediate effect; and
  - Approved the proposal to amend Part 6 of the Coursework Policy 2014, with effect from 1 January 2017, as presented.

- Noted the report from the meeting of the Undergraduate Studies Committee held on 19 October 2016, and:
  - Approved the introduction, amendment or deletion of a number of single and combined degree programs as part of the curriculum reform proposal;
  - Approved the proposal from the University of Sydney Business School to amend the Bachelor of Commerce (and selected combined courses); and the amendment of the Course Resolutions arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours (Mechatronic stream); and the amendment of the table of Units of Study arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Engineering and Information Technologies to amend the combined Bachelor of Engineering (Honours) and Bachelor of Medical Science and the combined Bachelor of Information Technology and Bachelor of Medical Science; and the amendment of the course resolutions arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours); and the amendment of the table of Units of Study arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Science to amend the Bachelor of Animal and Veterinary Bioscience; and the amendment of the table of Units of Study arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Science to amend the Bachelor of Food and Agribusiness; the amendment of the course resolutions arising from the proposal; and the amendment of the table of Units of Study arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Science to amend the Bachelor of Psychology; the amendment of the course resolutions arising from the proposal; and the amendment of the table of Units of Study arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Science to amend the Bachelor of Science in Agriculture; and the amendment of the table of Units of Study arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Science to amend the Bachelor of Science, Nutrition and Metabolism major; and the amendment of the table of Units of Study arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Science to amend the Bachelor of Science, Psychology major, and the amendment of the table of Units of Study arising from the proposal, with effect from 1 January 2017;
  - Approved the amendment to the course resolutions and degree table for the Bachelor of Veterinary Science/Doctor of Veterinary Medicine, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Science to amend the resolutions of the Faculty of Science, with effect from 1 January 2017;
Non-Confidential

- Approved the proposal from the Faculty of Science to amend the Bachelor of Science/Master of Nutrition and Dietetics; the amendment of the course resolutions arising from the proposal; and the amendment of the table of Units of Study arising from the proposal, with effect from 1 January 2017.
- Approved the proposal from the Faculty of Science to amend the Bachelor of Science; and the amendment of the table of Units of Study arising from the proposal, with effect from 1 January, 2017; and
- Approved the proposal from the Faculty of Arts and Social Science to amend a number of changes to tables of Units of Study, with effect from 1 January 2017.

- Noted the report from the meeting of the Graduate Studies Committee held on 19 October 2016 and:
  - Approved the amendment of the Terms of Reference of the Graduate Studies Committee;
  - Approved the proposal from the Faculty of Dentistry to introduce the Graduate Certificate in Oral Health Therapy; recommend that Senate endorse the Academic Board’s approval of the proposal and approved amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Dentistry; and approved the introduction of Course Resolutions arising from this proposal, with effect from 1 January 2018;
  - Approved the proposal from the Faculty of Pharmacy to introduce the Graduate Certificate in Evidence-Based Complementary Medicines; recommend that Senate endorse the Academic Board’s approval of the proposal and approved amendments to the Resolutions of Senate related to the Degrees, Diplomas and Certificates in the Faculty of Pharmacy; and approved the introduction of Course Resolutions arising from this proposal, with effect from 1 January 2018;
  - Note the Graduate Studies Committee’s endorsement of the curriculum reform proposal relating to programs with a postgraduate component, as presented in the Report of the Undergraduate Studies Committee;
  - Approved the proposal from the Faculty of Architecture, Design and Planning to amend the Master of Architecture; and approved the amendment to the course resolutions arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Architecture, Design and Planning to amend the Graduate Certificate in Architectural Science (Building Services), Graduate Certificate in Architectural Science (Facilities Management) and Master of Architectural Science (Illumination Design); and approved the amendment to the tables of units of Study arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Architecture, Design and Planning to amend the Master of Interaction Design and Electronic Arts; and approved the amendment to the units of study table arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Certificate in Art Curating; and approved the amendment to the course resolutions arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Diploma in Art Curating; and approved the amendment to the course resolutions arising from the proposal, with effect from 1 January 2017;
  - Approved changes to the Unit of Study tables for the Faculty of Arts and Social Sciences, with effect from 1 January 2017, as presented;
  - Approved the proposal from the Faculty of Dentistry to amend the Doctor of Clinical Dentistry; and approved the amendment to the course resolutions arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Dentistry to amend the Doctor of Dental Medicine; and approved the amendment to the course resolutions arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering and Master of Professional Engineering; and approved the amendment of the tables of units of study arising from the proposal, with effect from 1 January 2017;
  - Approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Project Management, Graduate Certificate in Project Management and Graduate Diploma in Project Management; and approved the amendment to the Course Resolutions and the table of units of study arising from the proposal, with effect from 1 January 2017;
  - Approved a proposal to add a mode of delivery for two units of study in the Faculty of Education & Social Work, as presented, with effect from 1 January 2017;
Non-Confidential

- Approved the proposal from the Faculty of Science to amend the Graduate Diploma in Psychology; and approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2017;
- Approved the proposal from the Faculty of Science to amend the Master of Clinical Psychology and Master of Clinical Psychology/Doctor of Philosophy; and approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2017;
- Approved the proposal from the Faculty of Science to amend the Master of Medical Physics and Graduate Diploma in Medical Physics; and approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2017;
- Approved the proposal from the Faculty of Science to amend the Master of Veterinary Public Health, Graduate Diploma in Veterinary Public Health and Graduate Certificate in Veterinary Public Health; and recommend that Senate approve the amendment of Resolutions of Senate for the Degrees, Diplomas and Certificates of the Faculty of Science, with effect from 1 January 2017;
- Approved the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine; and approved the amendment of course resolutions and the table of units of study arising from the proposal, with effect from 1 January 2017;
- Approved the amendment of the Thesis and Examination of Higher Degrees by Research Policy 2015 and Thesis and Examination of Higher Degree by Research Procedures 2015, as amended, with effect from 16 November 2016;
- adopt the proposed allocation scheme for HDR scholarships, with effect from 1 January 2017, subject to further consultation with the HDR Scholarships Sub-Committee; and
- Approved the adoption of the Student Recognition Awards Policy 2016, as amended, with effect from 16 November 2016.
The Student Administration Services PSU is responsible both for the timetabling and administration of exams during the formal exam period and for the administration of special consideration requests in the event that a student needs to resit an exam.

According to data sourced from approved special consideration requests, 1525 students required one or more replacement exams in Semester 1 2016, representing a total of 2373 exam sittings. Most students (62%) required a single replacement exam as shown overleaf:
Approved Replacement Exam Sittings - Semester 1 2016

<table>
<thead>
<tr>
<th>No of Exams</th>
<th>Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>945</td>
<td>62%</td>
</tr>
<tr>
<td>2</td>
<td>372</td>
<td>24%</td>
</tr>
<tr>
<td>3</td>
<td>156</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>46</td>
<td>3%</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sittings</th>
</tr>
</thead>
<tbody>
<tr>
<td>945</td>
</tr>
<tr>
<td>744</td>
</tr>
<tr>
<td>468</td>
</tr>
<tr>
<td>184</td>
</tr>
<tr>
<td>30</td>
</tr>
</tbody>
</table>

1525 100% 2371

Again, according to data sourced from approved special consideration requests, 598 units of study required a replacement exam sitting. However, most of these were for fewer than 5 students, as shown in the table below:

<table>
<thead>
<tr>
<th>No of Sittings</th>
<th>No of Units of Study</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>230</td>
<td>38%</td>
</tr>
<tr>
<td>2</td>
<td>102</td>
<td>17%</td>
</tr>
<tr>
<td>3</td>
<td>68</td>
<td>11%</td>
</tr>
<tr>
<td>4</td>
<td>44</td>
<td>7%</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
<td>5%</td>
</tr>
<tr>
<td>6</td>
<td>28</td>
<td>5%</td>
</tr>
<tr>
<td>7</td>
<td>24</td>
<td>4%</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>2%</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>2%</td>
</tr>
<tr>
<td>&gt;11</td>
<td>45</td>
<td>8%</td>
</tr>
</tbody>
</table>

598 100% 2371
PROPOSED PROCESS & TIMETABLE

In considering the process for replacement exams, the University needs to consider a number of objectives, including student experience, impacts on academic workload and operational logistic considerations.

Student Experience Objectives
Students should be provided with some certainty and clarity in regard to the timing of replacement exams, at the time of requesting a special consideration for an exam. This avoids unnecessary enquiries and complaints by making the conditions of the consideration (type of consideration and timing) apparent at the time of applying.

All students (regardless of the timing of their original exam) need to be provided with the same time (3-days under policy) to submit a special consideration and have their request for special consideration considered (2-days). Holding replacement exams too early would result in some students not being offered the same consideration. Holding replacement exams too early could also result in the need for 3 exam papers to be provided to ensure academic integrity (1 for main period, 1 for replacement period and 1 for late exceptions outside the replacement period).

All students need to have equitable consideration, requiring that students with special adjustments (approved through Disability Services) are also accommodated in the replacement exam period. These adjustment can require additional lead time if they are to coincide with other replacement exams (students in the same Unit of Study). If they don’t coincide an additional (third) paper is required to ensure exam integrity.

The timing of the replacement examination and associated results release timing should not impact on the following semester enrolment. Students should ideally be provided with their replacement exam results prior to the ‘rollover’ to the next semester (Week 19) so that they can automatically enrol in the next semester’s units. To meet this deadline, and give academic staff time to mark papers, the replacement exams period needs to be completed by end of Week 18.

Subject to these constraints, we should give students as much notice as we can of the exact time and location of the exam.

Logistics
Three to four days is required to schedule & mobilise the required resources (exam papers, exams team, invigilators, rooms, special adjustment requirements) in preparation for the replacement exam period.

Based on data obtained from Semester 1 2016 replacement exam sittings, a clash-free student exam timetable can be easily accommodated over a five-day period. (Unlike the main-round exam period, there are relatively large proportion of students with only 1 exam, and a relatively large proportion of units of study with only one student requiring an exam which allows for conflict-free scheduling over a shorter period.)
Proposed Timetable for Replacement Exams
Based on the principles articulated above, the following timetable for replacement exams is proposed:

Week 13
- Lectures End

Week 14
- Stuvac

Week 15
- Exams Week 1

Week 16
- Exams Week 2

Week 17
- Allow time for Spec Cons
- Exam Office Prep
- Replacement Exams Run (Wed - Sat)
- 2 days notice
- Notify students on Mon
- Exams office scheduling Mon - Thu
- Results published & rollover to next semester

Week 18
- Replacement Exams

Week 19
- Results Processing

Students with exams on last day of exams have 3 working days to submit, under policy.

Confirm student eligibility
Schedule rooms & invigilators
Produce and distribute exam papers
Manually review students disability requirements, reviewing exam schedule in light of specific access, timing, equipment and support requirements.
<table>
<thead>
<tr>
<th>Student Experience Objectives</th>
<th>Constraints/ Rules</th>
<th>Recommended Approach</th>
</tr>
</thead>
</table>
| Students should be provided with some certainty & clarity up front as to the timing of replacement exams, when they request a special consideration. (Without this they will generate further enquiry volume or appeals) | Students require approximately 3 days advanced notice of a replacement exam | • The replacement exam period will be published each year, as is the main exam period;  
• Web based exam and special consideration content will indicate the period;  
• The replacement exam period will be notified to students when applying for and being granted exam special consideration. |
| Students should be briefed/ reassured that their enrolment in the following semester is not in jeopardy, provided they pass the replacement exam. | Students have until Week 2 of the following semester to re-enrol. | • The proposed timeline ensures that replacement exams are completed and results provided prior to the start of next semester/ last day to enrol. |
| We need to allow students time to submit their special consideration and have their request for special consideration considered. If we hold replacement exams too early then some students would miss out on the opportunity to sit their exams during the replacement exam period. | 3 days to submit and 1-2 days to approve | • The proposed timeline ensures that all special considerations can be processed prior to finalising the replacement exam schedule, therefore no student or academic staff member is disadvantaged by the timing of their original exam placing their exam outside the replacement exam period (requiring an additional paper). |
| We need to ensure that special adjustments for Disability Service students are catered for accordingly. | Requisite time should be reserved to receive and process all special adjustments against replacement exams. | • The proposed timeline ensures adequate time for special adjustments to be incorporated into the replacement exam schedule, therefore no student or academic staff member is disadvantaged by the replacement exam needing to be conducted outside the replacement exam schedule (requiring an additional paper). |
| Students should ideally be provided with their replacement results prior to the ‘rollover’ to the next semester so that they can automatically enrol in the next semester’s units. To meet this deadline, and give academic staff time to mark papers, the exams period needs to be completed immediately prior to semester roll over. | Week 19 ‘rollover’ and therefore Week 18 completion. As a result, we should give students as much notice as we can of the exact time and location of the exam. | • Students will be provided with at least 2 days’ notice (2-6 days) of the exact time and location of the replacement exam;  
• All replacement exams completed by end of Week 18. |
| The exams office have indicated that sufficient prep time is required to schedule & mobilise the exams team, invigilators, rooms etc. in preparation for the exam, and to prepare for any special adjustments of students with disabilities. | 3-4 days prep time is required. | We have allowed 4 days of preparation time following the last day of special consideration notification. |
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, University school, 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.

replacement examination period means week 18 of each semester, in which replacement examinations for the formal examination period take place.

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.

Note: See clause 7. 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.

test means any test not conducted under full examination conditions, consistently with clause 8 of these procedures.
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;

Note: The University’s requirements for assessments are set out in section 19 of the Learning and Teaching Policy 2015, section 10 of the Learning and Teaching Procedures 2016, and section 60 of the Coursework Policy 2014.

(b) the standards against which performance will be measured;

(c) an assessment table, with:

(i) the weighting of items and of tasks or papers;
(ii) the due date for submission or testing;
(iii) the conditions under which examinations will be sat;
(d) the conditions for extensions of time (if any); and
(e) the penalties for lateness or violation of assessment specifications (e.g. length).

(2) All new units of study commencing in semester 1, 2018 should use the standard assessment table in Schedule 2.

(3) 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.

(4) Unit of study outlines must comply with the requirements of the Learning and Teaching Policy 2015 of the Academic Board.

(5) 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.

(6) 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.

(7) 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.
(4) In the interests of transparency of grading the University uses a standards-based approach to assessing the achievements of students.

(a) In this approach, grades are allocated using pre-determined standards. Students' grades are not determined in relation to:

(i) the performance of others; or
(ii) predetermined distributions.

(5) 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.

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

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

(8) 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.

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

(10) 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.

(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 the formal examinations period to commence the following week, week 15.

(16) Principal examiners seeking to directly administer written examinations without the involvement of the Examinations Office 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 principal principal 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 formal 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

(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.

(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 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 including replacement examinations 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 examinations which are held in the replacement examination period replacement assessments for examinations which will be set and managed by the Examinations OfficeDeputy 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, 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>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------</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) Assessment practices align with goals, context, learning activities and learning outcomes.</td>
<td>5</td>
</tr>
<tr>
<td>(2) A variety of assessment tasks are used while ensuring that student and staff workloads are considered.</td>
<td>5</td>
</tr>
<tr>
<td>(3) Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.</td>
<td>5</td>
</tr>
<tr>
<td>(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>(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) 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>(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>(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>(1) Assessment tasks are authentic and appropriate to disciplinary and/or professional context.</td>
<td>5</td>
</tr>
<tr>
<td>(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) 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>
</tbody>
</table>
**Principle and implementation statements**

(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.

4. **Assessment practices must be continuously improved and updated**

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

(2) Assessment is regularly updated to ensure alignment with program learning outcomes or graduate attributes.

(3) Professional development opportunities that are related to design, implementation and moderation of assessment are provided to staff.
## SCHEDULE 2 – STANDARD ASSESSMENT TABLE FOR ALL NEW UNITS OF STUDY COMMENCING SEMESTER 1, 2018

<table>
<thead>
<tr>
<th>Assessment title</th>
<th>Assessment category</th>
<th>Assessment type</th>
<th>Description of Assessment type</th>
<th>Exam / Quiz type</th>
<th>Individual or Group</th>
<th>Length / duration</th>
<th>Weight</th>
<th>Due date and time&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of assessment task</td>
<td>Exam</td>
<td>Final exam</td>
<td>Written exam, written exam with non-written elements, or non-written exam. Worth 30% or greater.</td>
<td>Final exam</td>
<td>Specify for each assessment (select one)</td>
<td>Specify word limit or time limit for each assessment</td>
<td>Specify percentage contribution to final mark (%) for each</td>
<td>Specify for each</td>
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<tr>
<td></td>
<td></td>
<td>In-semester exam</td>
<td>Written exam, written exam with non-written elements, or non-written exam. Worth 30% or greater.</td>
<td>In-semester exam</td>
<td></td>
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<tr>
<td>Name of assessment task</td>
<td>Skills-based assessment</td>
<td>Placements</td>
<td>Professional experience placement, internship, or site visit.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Skills base evaluation</td>
<td>Clinical skills assessment or lab skills assessment.</td>
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<tr>
<td></td>
<td></td>
<td>Creative assessments / demonstrations</td>
<td>Performance, recital or jury-assessment performance, or exhibition.</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Note: Valid values for individual assessments (see note over page)

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<sup>1</sup> 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 where assessment must be submitted by a cut-off time e.g. 23:59 EST.
<table>
<thead>
<tr>
<th>Assessment title</th>
<th>Assessment category</th>
<th>Assessment type</th>
<th>Description of Assessment type</th>
<th>Exam / Quiz type</th>
<th>Individual or Group</th>
<th>Length / duration</th>
<th>Weight</th>
<th>Due date and time¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of assessment task</td>
<td>Submitted work</td>
<td>Assignment</td>
<td>Essay, report, case study, proposal, literature review, portfolio, or design.</td>
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<td></td>
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<td>Honours thesis</td>
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<td></td>
<td>Dissertation</td>
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<tr>
<td>Name of assessment task</td>
<td>In-class assessments</td>
<td>Tutorial quiz, small test or online task</td>
<td>Worth less than 30%</td>
<td>Tutorial quiz, small test or online task</td>
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<tr>
<td></td>
<td></td>
<td>Small continuous assessment</td>
<td>Worth less than 30%</td>
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<tr>
<td></td>
<td></td>
<td>Presentation</td>
<td>Oral presentation.</td>
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<td></td>
<td></td>
<td>Optional assignment or small test</td>
<td>Includes formative assessments.</td>
<td>Optional small test</td>
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<tr>
<td>Name of assessment task</td>
<td>Group work</td>
<td>Presentation</td>
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<td></td>
<td></td>
<td>Assignment</td>
<td>Written, non-written elements.</td>
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</tr>
</tbody>
</table>

Note: Valid values for all assessments must comply with the requirements of section 19 of the Learning and Teaching Policy 2015, section 10 of the Learning and Teaching Procedures 2016, and section 60 of the Coursework Policy 2014.
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Tristan Enright, Office of Educational Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>A/Prof Peter McCallum, Director, Education Strategy</td>
</tr>
<tr>
<td>Paper title</td>
<td>Standardised Statement on Academic Honesty and Use of Similarity Detection Software</td>
</tr>
<tr>
<td>Purpose</td>
<td>To seek endorsement of the Statement and its insertion into all unit of study outlines, effective 1 January 2017.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Standards and Policy Committee:
(1) endorse the standardised Statement on Academic Honesty and Use of Similarity Detection Software; and
(2) endorse the insertion of the Statement in all unit of study outlines from 1 January 2017.

EXECUTIVE SUMMARY

The Office of Educational Integrity (the Office) provides high level oversight and coordination of university-wide efforts to ensure the academic integrity of all courses across the University. It is also responsible for the ongoing implementation of the recommendations made by the Vice-Chancellor’s Taskforce on Academic Misconduct and Plagiarism (the Taskforce).

One of these recommendations was that a study be undertaken to ascertain student views on and understanding of the University’s Code of Conduct for Students. The results of this study were recently presented to the University’s Education Committee in the Student Perspectives on Academic Integrity report tabled at its October meeting. A number of recommendations about how the University could respond to the findings of the study were made in this report, one of which involved the Office producing a one-page document clarifying what constitutes academic dishonesty and providing practical examples to illustrate this. In response, the Office has developed a standardised Statement on Academic Honesty and Use of Similarity Detection Software to be included in all unit of study outlines from 2017 (see attachment 1).

The Statement was tabled concurrently with the Student Perspectives on Academic Integrity report at the Education Committee’s October meeting. Having suggested some minor amendments, the Education Committee undertook to endorse the statement and its inclusion in all future unit of study outlines. Having received such endorsement, the Office is now seeking this Committee’s endorsement of the Statement and, effective 1 January 2017, its insertion in all unit of study outlines across the University.

ATTACHMENTS

Attachment 1: Statement on Academic Honesty and Use of Similarity Detection Software
ACADEMIC HONESTY

While the University is aware that the vast majority of students and staff act ethically and honestly, it is opposed to and will not tolerate academic dishonesty or plagiarism and will treat all allegations of dishonesty seriously.

All students are expected to be familiar and act in compliance with the relevant University policies, procedures and codes, which include:
- Academic Honesty in Coursework Policy 2015
- Academic Honesty Procedures 2016
- Code of Conduct for Students
- Research Code of Conduct 2013 (for honours and postgraduate dissertation units)

They can be accessed via the University’s Policy Register: [http://sydney.edu.au/policies](http://sydney.edu.au/policies) (enter “Academic Honesty” in the search field).

Further information on the University’s commitment to academic honesty and the resources available to all students can be found on the Academic Integrity page of the University website: <<URL pending>>

Academic Dishonesty and Plagiarism

**Academic dishonesty involves seeking unfair academic advantage or helping another student to do so.**

You may be found to have engaged in academic dishonesty if you:
- Resubmit (or “recycle”) work that you have already submitted for assessment or use answers from document sharing websites.
- Have someone else complete part or all of an assignment for you, or do this for another student.
- Provide assessment questions or answers, including essays and written reports, to other students directly or through online platforms such as Facebook or document (“notes”) sharing websites.
- Engage in examination misconduct, including using cheat notes or unapproved electronic devices (e.g., smartphones), copying from other students, discussing an exam with another person while it is in progress, or removing confidential examination papers from the examination venue.
- Engage in dishonest plagiarism.

**Plagiarism means presenting another person’s work as if it is your own without properly or adequately referencing the original source of the work.**

Plagiarism is always unacceptable, regardless of whether it is done intentionally or not. Plagiarism can include copying or not acknowledging someone else’s ideas, words, formulas, methods, evidence, programming code, images, artworks, or musical creations. This means that it is possible to commit an act of plagiarism through written work, in oral presentations, performances, visual aids, posters, etc.

Plagiarism is generally considered to be dishonest if it is done knowingly or if a reasonable person can see that the assignment contains a higher amount of work copied from other sources than the student’s original work. However, the University understands that not all plagiarism is dishonest and provides students with opportunities to improve their academic writing, including their understanding of scholarly citation and referencing practices.

USE OF SIMILARITY DETECTION SOFTWARE

All written assignments submitted in this unit of study will be submitted to the similarity detecting software program known as Turnitin. Turnitin searches for matches between text in your written assessment task and text sourced from the Internet, published works and assignments that have previously been submitted to Turnitin for analysis.
There will always be some degree of text-matching when using Turnitin. Text-matching may occur in use of direct quotations, technical terms and phrases, or the listing of bibliographic material. This does not mean you will automatically be accused of academic dishonesty or plagiarism, although Turnitin reports may be used as evidence in academic dishonesty and plagiarism decision-making processes.

Note: Similarity detection software other than Turnitin may be used for assignments that are not text-based written assignments after approval has been sought from the Deputy Vice-Chancellor (Education) through the Office of Educational Integrity: educational.integrity@sydney.edu.au. If approved, the statement on the use of Turnitin must be supplemented or replaced by a statement naming the specific software used and a brief description of how it works.
RECOMMENDATION

That the Academic Standards and Policy Committee recommend that the Academic Board approve the amendment of the Resolutions of the Faculty of Arts and Social Sciences, as presented, with immediate effect.

EXECUTIVE SUMMARY

This proposal modifies the resolutions of the Faculty to include a number of approved changes to the list of majors and the streamlining of the resolutions to remove clauses that exist elsewhere in University policy.

- Remove local provisions for suspension limits and time limits for completion which are routinely overturned on appeal
- Update list of majors in accordance with approved changes
- Include credit rule for diplomas and vocational qualifications (currently included in local provision)
- Remove redundant reference to progression trigger already contained in Coursework Policy
- Add clause on applying for readmission after exclusion
MINOR COURSE AMENDMENT PROPOSAL

FACULTY/BOARD OF STUDIES: FACULTY OF ARTS AND SOCIAL SCIENCES

Contact Person: Anne Macmillan

Date: 06/06/2016

1. Name of award course
   Resolutions of the Faculty

2. Purpose of proposal

   This proposal modifies the resolutions of the Faculty to include a number of approved changes to the list of majors and the streamlining of the resolutions to remove clauses that exist elsewhere in University policy.

   - Remove local provisions for suspension limits and time limits for completion which are routinely overturned on appeal
   - Update list of majors in accordance with approved changes
   - Include credit rule for diplomas and vocational qualifications (currently included in local provision)
   - Remove redundant reference to progression trigger already contained in Coursework Policy
   - Add clause on applying for readmission after exclusion

3. Details of amendment

   3 Time limits

   The Coursework Rule specifies the maximum time limits for completion of candidature.

   (1) A student must complete all the requirements for a master's degree within four calendar years of first enrolment.
   (2) A student must complete all the requirements for a graduate diploma within three calendar years of first enrolment.
   (3) A student must complete all the requirements for a graduate certificate within two calendar years of first enrolment.
   (4) A student must complete all the requirements for a bachelor's degree (including combined degrees) or undergraduate advanced diploma within ten calendar years of first enrolment.
   (5) A student must complete all the requirements for an undergraduate diploma within six calendar years of first enrolment.
   (6) If a student is admitted, or re-admitted, with credit, the Faculty will determine a reduced time limit for completion of the award.
   (7) Any variations from the above time limits are specified in the course resolutions.

   4 Suspension, discontinuation and lapse of candidature

   (1) Except for the time limits below, the Coursework Rule specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.
   (2) The following limits apply to suspension of candidature in the Faculty of Arts and Social Sciences:
   (a) Diplomas: 2 semesters
   (b) Bachelor degrees: 4 semesters (a maximum of 2 semesters can be applied for at one time)
   (c) Graduate Certificates, Graduate Diplomas and Master degrees: 2 semesters
5 Credit for previous study

(1) General
Except as described below, or in specific course resolutions, the Coursework Rule specifies the conditions for the granting of credit for previous study to courses in this Faculty.

(2) Undergraduate
(a) A student can apply for credit to count towards an undergraduate diploma for up to 12 junior and six senior credit points if the credit is in a relevant subject area. Credit will not be granted for:
(i) units of study that count towards another qualification; or
(ii) units of study taken at another institution after admission to candidature.
(b) A student can apply for credit to count towards a bachelor's degree for up to:
(i) 96 credit points for successfully completed units in courses where no award has been, or will be, made;
(ii) 48 credit points for successfully completed units in courses where an award has been, or will be, made.

(3) Postgraduate
A student can apply for credit to count towards a master's degree or graduate diploma for up to 50 per cent of the course requirements.

(4) Credit will not be granted for units of study completed from:
(a) a Certificate, Diploma or Advanced Diploma*; or
(b) a Vocational Education and Training Sector education provider*
*In exceptional and well-attested circumstances, the student may appeal to the Associate Dean for an exemption from this restriction.

6 Faculty Scholars Program

(1) The Faculty Scholars Program is a special program of study for students of exceptional merit who are enrolled in undergraduate degrees administered by the Faculty of Arts and Social Sciences.
(2) Entry to the Faculty Scholars Program is by invitation from the Dean. Invitations are made in December each year, for the following year. Admission to the Faculty Scholars Program is competitive and restricted to a maximum 25 students each year.
(3) To be considered for entry into the Faculty Scholars Program students should normally have AAMs of 85 or over and a high distinction result in a Humanities or Social Sciences unit of study.
(4) Entry to the Faculty Scholars Program is available to eligible students who have completed 48 credit points over two consecutive semesters in their first year at the University of Sydney.
(5) The Faculty Scholars Program consists of three units of study totaling 18-credit points. Students complete the program over three consecutive semesters and must maintain a minimum average of 80% to remain enrolled.
(6) The Faculty Scholars Program is only available to students studying full-time.
The program will take effect from 2015 onwards, but will be available to students commencing undergraduate degrees administered by the Faculty of Arts and Social Sciences from 2014. It will not affect currently enrolled students and transitional arrangements are not required.

Part 2: Unit of study enrolment

7 Faculty of Arts and Social Sciences Units of Study level

(1) Undergraduate units of study in the Faculty of Arts and Social Sciences are designated as junior, senior-intermediate, senior-advanced and honours level. They are represented numerically in the unit of study code as:
(a) Junior (1000)
(b) Senior-Intermediate (2000)
(c) Senior-Advanced (3000)
(d) Honours (4000)
(2) Postgraduate units of study in the Faculty of Arts and Social Sciences are represented numerically as 5000, 6000 and 7000.

8 Cross-institutional study

(1) Cross institutional study is available unless specified otherwise in the course resolutions.
(2) Provided the student has sought permission in advance, the Dean may permit a student to complete a unit of study at another institution and have that unit credited to the student's course requirements, provided that:
(a)
the unit of study content is not taught in any corresponding unit of study at the University; or
(b) the student is unable, for good reason, to attend a corresponding unit of study at the University; and
(c) an undergraduate student has completed 48 credit points towards the award course in which they are enrolled.
(3) Cross institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

9 International exchange
The Faculty encourages students to participate in international exchange programs, unless specified otherwise in the resolutions for a particular course. For more information refer to the Study Abroad and Exchange Office.

Part 3: Studying and Assessment

10 Late submission policy
(1) It is expected that, unless an application for special consideration has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted within the period of extension, no academic penalty will be applied to that piece of assessment.
(2) If an extension is either sought, not granted, or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty. The penalty for coursework is as follows:
   (a) From the day after the published due date, the penalty applied is two marks (out of 100) per working day;
   (b) For assignments marked out of a maximum total other than 100, the penalty will apply pro rata. For example, for assignments marked out of 40 the penalty will be 0.8 marks per day.

11 Attendance
(1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.
(2) Students are expected to attend a minimum of 80% of timetabled activities for a unit of study, unless granted exemption by the Dean, Head of School or Chair of Department most concerned. The Dean, Head of School or Chair of Department most concerned may determine that a student fails a unit of study because of inadequate attendance. Alternatively, at their discretion, they may set additional assessment items where attendance is lower than 80%.
(3) The case of any formally enrolled student who is absent from 50 per cent or more of classes, regardless of the reasons for the absences, will be automatically referred to the end-of-semester departmental examiners' meeting for a determination as to whether the student should pass or fail the unit, or, if a pass is awarded, the level of penalty that should be applied.

12 Special Consideration for illness, injury or misadventure
Special Consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy. The procedures for applying for special consideration are described in each unit of study outline.

13 Concessional Pass
In this Faculty the grade PCON (Concessional Pass) is not awarded.

14 Re-assessment
The Faculty does not offer opportunities for re-assessment (also called 'supplementary' assessment) other than on the grounds of approved Special Consideration.

Part 4: Progression, Results and Graduation

15 Satisfactory progress
The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as set out in the provisions relating to progression in the Coursework Rule), students must not fail more than 50% of the credit points in any semester of enrolment.

16 Readmission after a period of exclusion
Any student excluded from a degree seeking readmission to any degree must, at the end of the period of exclusion, compete for admission via the standard process for commencing students appropriate to the student’s residency status.
All such applications must be accompanied by a Special Consideration for Admission application submitted directly to the University.
If readmitted via this process, a student is considered to have commenced a new period of candidature and must apply for credit from the previous degree. Credit will only be awarded in accordance with the Coursework Policy and Part 1.5 of these Resolutions.

16.17 Undergraduate majors
(1) A major from Table A is offered by the Faculty of Arts and Social Sciences and consists of a minimum of 36 senior credit points in a defined subject area at senior-intermediate and senior advanced level, including at least 6 credit points at senior-advanced level.
(1) A major from Table A is offered by the Faculty of Arts and Social Sciences and consists of:
   (a) a minimum of 36 senior credit points in a defined subject area at senior-intermediate and senior advanced level, including at least 6 credit points at senior-advanced level,
   (b) in order for a major to be awarded, a minimum of 12 intermediate-senior or advanced-senior credit points must be completed at the University of Sydney from the respective Department
(2)
Units of study counted towards one major may not count toward any other major completed.

A major from Table B is one offered by another faculty at the University of Sydney. Requirements for completion of the major are defined in the resolutions of the faculty offering the major.

Specific majors required for the completion of a degree are listed in the course resolution for that degree. The majors available within the Faculty are:

Table A Majors
(a) Agricultural Economics
(b) American Studies
(c) Ancient History
(d) Anthropology
(e) Arabic Language and Cultures
(f) Archaeology
(g) Art History
(h) Asian Studies
(i) Australian Literature
(j) Biblical Studies
(k) Biblical Studies and Classical Hebrew
(l) Celtic Studies
(m) Chinese Studies
(n) Cultural Studies
(o) Digital Cultures
(p) Econometrics*
(q) Economics
(r) English
(s) Environmental and Resource Economics
(t) European Studies
(u) Film Studies
(v) Financial Economics*
(x) French and Francophone Studies
(y) Gender Studies
(z) Germanic Studies
(aa) Government and International Relations
(bb) Greek (Ancient)
(cc) Hebrew (Classical)
(dd) Hebrew (Modern)
(ee) History
(ff) Indigenous Studies
(gg) Indonesian Studies
(hh) International and Comparative Literary Studies
(ii) Italian Studies
(jj) Japanese Studies
(kk) Jewish Civilisation, Thought and Culture
(ll) Korean Studies
(mm) Latin
(nn) Linguistics
(oo) Modern Greek Studies
(pp) Music
(qq) Theatre and Performance Studies
(rr) Philosophy
(ss) Political Economy
(tt) Sanskrit
(uu) Social Policy
(vv) Socio-Legal Studies
(ww) Sociology
(xx) Sociology and Social Policy (double major)
(yy) Spanish and Latin American Studies
(zz) Studies in Religion
(aaa) World Religions

*This major is available to Bachelor of Economics candidates.

Table B Majors
(a) Biochemistry
(b) Bioinformatics
(c) Biology
(d) Chemistry
(e) Computer Science
(f) Education
Award of the bachelor's degree with honours

To qualify for admission to candidature for honours, a student must:
(a) have qualified for the award of the pass degree at The University of Sydney or an equivalent recognised tertiary institution or be eligible for the award of the pass degree;
(b) must complete the honours requirements within no more than 10 years from commencement of candidature in the pass degree;
(c) have completed a major with an average of 70% or above in the intended subject area/s; and
(d) have the permission of the chair of the department or program coordinator most concerned.

To qualify for admission to the Bachelor of Economics (Honours), students must meet the requirements as outlined in the course resolutions.

General conditions of candidature include:
(a) the honours course is normally full-time over two consecutive semesters. Students who are unable to enrol full-time should apply to the Faculty to undertake the honours course part-time over a maximum of four consecutive semesters;
(b) a student who Fails or Discontinue Fails an honours course may not re-enrol in it;
(c) students who wish to suspend their honours candidature should apply to the Faculty. The maximum period of suspension is one semester;
(d) the maximum period of candidature is five consecutive semesters when a suspension is approved.

To qualify for the award of honours a student must complete 48 credit points of honours units of study in a single subject area, or in two subject areas for students completing joint honours, with a minimum honours mark of 65.

A student may not:
(a) enrol in more than 24 credit points of honours units of study in any one semester; or
(b) enrol concurrently in any other course or unit of study while enrolled in an honours course.

A student who wishes to enrol in honours in two subject areas must meet the entry requirements for both subject areas. Eligible students can choose to enrol in either:
(a) a joint honours course. The requirements are completion of 24 credit points in honours units of study in each subject area; or
(b) an honours course in two subject areas. The requirements are completion of 48 credit points in honours units of study in each subject area. Honours in each subject area is completed separately and in succession.

The grade of honours and the honours mark are determined by performance in the honours course, according to the following table:

<table>
<thead>
<tr>
<th>Description</th>
<th>Honours Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours First Class (I)</td>
<td>mark = 80-100</td>
</tr>
<tr>
<td>Honours Second Class. First Division</td>
<td>mark = 75-79</td>
</tr>
<tr>
<td>(II.1)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Honours Second Class. Second Division</strong> (II.2)</td>
<td>mark = 70-74</td>
</tr>
<tr>
<td><strong>Honours Third Class (III)</strong></td>
<td>mark = 65-69</td>
</tr>
<tr>
<td><strong>Honours not awarded to a mark below 65</strong></td>
<td></td>
</tr>
</tbody>
</table>

**18 19 University medal**
A student with an honours mark of 90 or above may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving students who, in the opinion of the Faculty, have an outstanding academic record, in accordance with the Coursework Rule. Candidates who are awarded an undergraduate diploma with honours are not eligible for the award of a university medal.

**19 20 Weighted average mark (WAM)**
The University has a formula for calculating a Weighted Average Mark and this is defined in the University Glossary. WAMs are used by the University as one indicator of performance.

**20 21 Progression through embedded postgraduate programs**
Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in an embedded sequence. Only the highest award completed will be conferred.

**Part 5: Other**

**21 22 Transitional provisions**
(1) These resolutions apply to students who commenced their candidature after 1 January 2016.
(2) Students who commenced prior to 1 January 2016 complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January 2021. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

4. **Transitional arrangements**
   N/A

5. **Other relevant information**

6. **Signature of Dean**
RECOMMENDATION

That the Academic Board recommend the University of Sydney (Governance of Faculties and University Schools) Rule 2016 to Senate for adoption.

OVERVIEW

The new University of Sydney (Governance of Faculties and University Schools) Rule 2016 will consolidate and rescind existing governance documents, including the Senate resolution on Governance of Faculties, Colleges, College Boards, Boards of Studies, Departments, Schools and Committees, the Authority Within Academic Units Rule and individual faculty constitutions. The new rule will stipulate the requirements for governance within faculties (and their schools) and University schools, providing a coherent and consistent governance framework for academic and administrative operations that accommodates local nuances.

Key governance changes reflected in the University of Sydney (Governance of Faculties and University Schools) Rule 2016 include:

- Inclusion of an explicit distinction between the academic governance stream and the administrative governance streams within a faculty/University school, which reflects the Academic Board and University Executive governance frameworks at institutional level, and formalises current practice within faculties.
- Provision for both a faculty and a faculty board, with no equivalent board in a University school or a school within a faculty.
- Membership of professional staff on faculties, faculty boards and University schools.
- No provision for external members (or internal members from outside the faculty/University school) on faculties, faculty boards or University schools.
- Rescission of detailed student election provisions from the Senate resolutions, to be replaced by election principles and a simplified online process, with the mechanics to go into separate election procedures.
- Changes to what constitutes a quorum for faculty, faculty board and University school meetings.

NEXT STEPS

In order to ensure smooth and effective governance of the restructured University from January 2017, it is critical that The University of Sydney (Governance of Faculties and University Schools) Rule is submitted to the 12 December 2016 Senate meeting with a recommendation that Senate adopt the Rule.

Discussions are currently being held to determine the specific date for implementation of this Rule and to ascertain whether any required transitional arrangements are required.
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

(1) This Rule commences on [date].

1.3 Statement of intent

(2) This Rule stipulates the requirements for operational 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:
   academic affairs means the teaching and research activities of a faculty or University school, including award courses, honours, higher degrees by research, quality improvement and educational integrity.
   academic staff member means a person who has been employed by the University as a member of its academic staff, and who is not a member of the University’s professional staff.
   administrative and operational affairs means financial, human resources, fundraising, marketing, communications and other activities relating to the administration and operation of a faculty or University school.
   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 either a Dean or a 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.

interdisciplinary means involving more than one faculty or University school.

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.

Liberal Studies bachelor degree has the meaning given to it in the Coursework Policy 2015.

open learning environment has the meaning given to it in the Coursework Policy 2015.

professional staff member means a person who has been employed by the University as a member of its professional staff, and who is not a member of the University’s academic staff.

school means a school within a faculty established in accordance with section 3.1 of this Rule.

student means a person who is currently admitted to candidature in an award course of the University;

temporary staff member means an academic staff member or a professional staff member who has been employed by the University in a fixed term or contract position, but not a casual position.

University executive means the committee of that name, which comprises members of the University’s senior leadership team.

University school means a University school that is not within a faculty and is constituted in accordance with Part 4 of this Rule.

(2) 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 – ESTABLISHMENT OF FACULTIES AND UNIVERSITY SCHOOLS

2.1 Establishment of faculties

(1) There will be the following faculties, however named:
   (a) the Faculty of Arts and Social Sciences;
   (b) the Faculty of Business;
   (c) the Faculty of Engineering and Information Technologies; and
   (d) the Faculty of Science.

(2) Subject to subsection (3), there will be the following health faculties, however named:
   (a) the Faculty of Dentistry;
   (b) the Faculty of Health Sciences;
   (c) the Faculty of Medicine;
   (d) the Faculty of Nursing and Midwifery; and
   (e) the Faculty of Pharmacy.

(3) The health faculties will, on a future date to be determined by the Vice-Chancellor, be amalgamated into one faculty.

2.2 Establishment of University schools

(1) There will be the following University schools, however named:
   (a) the Sydney School of Architecture, Design and Planning;
   (b) the Sydney Conservatorium of Music; and
   (c) the Sydney Law School.

PART 3 - FACULTIES

3.1 Faculty leadership

(1) Each faculty will have:
   (a) a Dean;
   (b) up to two Deputy Deans;
   (c) a number of core Associate Deans each aligned with one of the portfolio committees of the University Executive and with responsibilities outlined in the terms of reference for that committee; 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 may create faculty leadership positions other than those prescribed in subsections (1) and (2) with the approval of the Provost.

3.2 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 3.7(6).

(2) The administrative and operational affairs of each faculty will be governed by:
   (a) the Dean's executive committee; and
   (b) the leadership group.

3.3 Membership of Faculties

(1) Each faculty will comprise:
   (a) all full-time and part-time permanent and temporary members of the academic and professional staff of the faculty; and
   (b) between 10 and 15 members elected by the students of the faculty in accordance with this Rule and any decision made by the faculty board in accordance with subsection 8.5(2) to designate a prescribed number of elected positions for undergraduate students, postgraduate students, higher degree by research students and other identified student cohorts.

3.4 Responsibilities 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.

3.5 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 two weeks 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.

Comment [SH3]: From 11.1 of the Governance Resolution.
Comment [SH4]: From section 21.1 of the Governance Resolution.
Comment [SH5]: Replaces section 21.1 of the Governance Resolution.
(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 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 recommendation 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.

### 3.6 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) 30 members elected by the full-time and part-time permanent and temporary members of the academic staff of the faculty in accordance with this Rule and any decision made by the faculty board in accordance with subsection 7.4(2) to designate a prescribed number of elected positions for each school or discipline;
      (ii) seven members elected by the full-time and part-time permanent and temporary members of the professional staff of the faculty in accordance with this Rule;
      (iii) between four and eight members (who may also be members of the faculty) elected by the students of the faculty in accordance with this Rule and any decision made by the faculty board in accordance with subsection 8.5(2) to designate a prescribed number of elected positions for undergraduate students, postgraduate students, higher degree by research students and other identified student cohorts.

### 3.7 Responsibilities and functions of the faculty board

(1) The faculty board will oversee 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.

Comment [SHS]: From section 21.7 of the Governance Resolution.
The faculty board will exercise its responsibilities 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]

The faculty board will:

(a) make recommendations to the Academic Board on proposals for new award courses;
(b) make recommendations to the Academic Board 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) monitor and maintain quality, standards and excellence in education and research;
1. University of Sydney (Governance of Faculties and University Schools) Rule 2016
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4. (f) report to the faculty at least once per semester;
5. (g) consider and report to the faculty on recommendations made by the faculty;
6. (h) report to the Academic Board at least once per year on quality and educational integrity standards; and
7. (i) consider and report on all matters referred to it by the Senate, the Vice-Chancellor or the Academic Board.
8. (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.
9. (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.
10. (7) Subject to section 3.9, the faculty board of each faculty will establish a Postgraduate Research Education Committee.
11. (8) The Postgraduate Research Education Committee will exercise the responsibilities of the faculty board in respect of each student admitted to candidature in a higher degree by research award course.
12. (9) 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.

3.8 Faculty board meetings
1. The Dean or their nominee will convene and Chair a meeting of the faculty board at least two 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**.

### 3.9 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 responsibilities of the faculty boards for the faculties of:
   - (a) Dentistry and Medicine, in respect of postgraduate degrees (other than the Doctor of Medicine and Doctor of Dental Medicine), diplomas and certificates;
   - (b) Nursing and Midwifery and Pharmacy, in respect of higher degrees by research.

(5) The joint board will exercise such other responsibilities 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.

### 3.10 Membership of the Dean’s executive committee

(1) The Dean will appoint members to the Dean’s executive committee, as appropriate.

### 3.11 Responsibilities and functions of the Dean’s executive committee

(1) The Dean’s executive committee will advise the Dean on the strategic and administrative affairs of the faculty.
3.12 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.

3.13 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;
   (c) Heads of School (where applicable);
   (d) heads of discipline (where applicable);
   (e) heads of central units, as appropriate; and
   (f) the Faculty General Manager.

3.14 Responsibilities and functions of the leadership group

(1) The leadership group will collaborate and provide strategic advice to the Dean’s executive committee.

3.15 Meetings of the leadership group

(1) The Dean or their nominee will convene and chair meetings of the leadership group as required.

3.16 Responsibilities 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.
3.17 Responsibilities 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.

3.18 Responsibilities 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.

Comment [SH17]: Wording from the Position Architecture. Subject to consultation.

Comment [SH18]: Wording from the Position Architecture. Subject to consultation.
(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 4 – SCHOOLS (WITHIN A FACULTY)

4.1 Establishment of schools

Schools will be established by the Vice-Chancellor, on the recommendation of the Provost.

4.2 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 may create leadership positions other than those prescribed in subsections (1) with the approval of the Dean and Provost.

4.3 Membership of schools

(1) Each school will comprise:
   (a) all full-time and part-time permanent and temporary members of the academic and professional staff of the school;
   (b) between four and six members (who may also be members of the faculty or faculty board, or both) elected by the students of the school in accordance with this Rule and any decision made by the faculty board in accordance with subsection 8.5(2) to designate a prescribed number of elected positions for undergraduate students, postgraduate students, higher degree by research students and other identified student cohorts.
4.4 Responsibilities 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 responsibilities 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.

(4) Schools may establish sub-committees, working parties and advisory committees to facilitate the conduct of their business.

4.5 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.

4.6 Responsibilities and functions of Heads of School

(1) Heads of School will contribute to strategic leadership and planning by:

Comment [SH19]: Adapted from section 16.2 of the Governance Resolution.

Comment [SH20]: From section 17 of the Governance Resolution.

Comment [SH21]: From section 17 of the Governance Resolution.

Comment [SH22]: Wording from the Position Architecture.
(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.

(2) 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.

(3) 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.

(4) 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.

(5) 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.

(6) 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 5 – UNIVERSITY SCHOOLS

5.1 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 may create leadership positions other than those prescribed in subsections (1) and (2) with the approval of the Provost.

5.2 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 and operational affairs of each University school will be governed by:
   (a) the Head of School and Dean’s executive committee; and
   (b) the leadership group.

5.3 Membership of University Schools

Each University school will comprise:

(a) all full-time and part-time permanent and temporary members of the academic and professional staff of the University school;
(b) between four and six members elected by the students of the University school in accordance with this Rule and any decision made by the University school in accordance with subsection 8.5(2) to designate a prescribed number of elected positions for undergraduate students, postgraduate
students, higher degree by research students and other identified student cohorts.

5.4 Responsibilities and functions of University schools

(1) The University school will exercise its responsibilities 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 oversee academic affairs.

(3) The University school will:
   (a) make recommendations to the Academic Board on proposals for new award courses;
   (b) make recommendations to the Academic Board 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;
(e) monitor and maintain quality, standards and excellence in education and research;
(f) report to the Academic Board at least once per year on quality and educational integrity standards;
(g) consider and report on all matters referred to it by the Vice-Chancellor, the Provost or the Academic Board.

(4) 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.

(5) 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.

(6) 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.

(7) Each University school will establish a Postgraduate Research Education Committee.

(8) The Postgraduate Research Education Committee will exercise the responsibilities of the University school in respect of each student admitted to candidature in a higher degree by research award course.

5.5 University school meetings

(9) The Head of school and Dean or their nominee will convene and chair a meeting of the University school at least twice a year.

(10) 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.

(11) 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.

(12) 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.

(13) No business may be transacted at a meeting of a University school unless a quorum is present.
(14) 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.

(15) 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.

(16) Every member will have one vote on a show of hands and on a poll.

(17) A resolution will be carried if a majority of the votes cast on the resolution or recommendation are in favour of it.

(18) If the number of votes are equal, the Chair will have the casting vote.

5.6 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.

5.7 Responsibilities and functions of the Head of School and Dean’s executive committee

(1) The Head of School and Dean’s executive committee will advise the Head of School and Dean on the strategic and administrative affairs of the faculty.

5.8 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.

5.9 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:
   (a) the Deputy Head and Dean;
   (b) Associate Deans;
   (c) heads of central units, as appropriate; and
   (d) the School General Manager.

5.10 Responsibilities 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.

5.11 Meetings 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.
5.12 Responsibilities 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) 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.

5.13 Responsibilities 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 6 – BOARD OF INTERDISCIPLINARY STUDIES

6.1 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 and Deputy Vice-Chancellor or their nominee, who will perform the role of Chair;
   (b) the Deputy Vice-Chancellor Education or their nominee;
   (c) the Deans or their nominees of faculties and University schools that offer Liberal Studies degrees;
   (d) the Deans or Heads of School and Deans or their nominees of two other faculties or University schools that offer majors, minors or units of study in the Bachelor of Advanced Studies;
   (e) the course coordinator(s) of the cross-faculty and University school degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies;
   (f) the directors or their nominees of the:
      (i) Charles Perkins Centre;

Comment [SH30]: From sections 2-4 of the Board of Interdisciplinary Studies constitution.
(ii) China Studies Centre; and  
(iii) Sydney Southeast Asia Centre;  

(g) the Director of the Centre for Continuing Education;  
(h) the Head of the Open Learning Environment;  
(i) the Chair of the Non-Award Sub-Committee of the Board of Interdisciplinary Studies, as set out in section 6.4;  
(j) not more than two students enrolled in interdisciplinary degrees, diplomas and certificates administered by the Board of Interdisciplinary Studies, appointed by the Academic Board on the nomination of the Chair of the Academic Board in consultation with student members of the Academic Board and the relevant student organisations; and  
(k) co-opted members appointed by resolution of the Board of Interdisciplinary Studies.  

(3) The members appointed in accordance with subsections (2)(d), (j) and (k) will hold office for a period of two years from 1 January of the year following their appointment.  

(4) Members will be eligible for reappointment.  

(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) If a vacancy occurs in the office of a member appointed in accordance with subsections (2)(d), (j) and (k):  
(a) the vacancy may be filled in the same manner as the appointment; and  
(b) the person appointed to fill the vacancy will hold office for the balance of the term of the person being replaced.  

(7) The members of the Board of Interdisciplinary Studies may elect a Deputy Chair from among its members.  

(8) 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.  

6.2 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) Six 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.

6.3 Responsibilities and functions of the Board of Interdisciplinary Studies

1. The Board of Interdisciplinary Studies will exercise its responsibilities 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 provide interdisciplinary supervision of the award of the interdisciplinary qualifications listed in the resolutions of Senate relating to degrees, diplomas and certificates of the Board of Interdisciplinary studies ('Senate resolutions'), and will:
   (a) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in the interdisciplinary degrees, diplomas and certificates;
   (b) where stated in the degree resolutions, admit to and determine candidature for the interdisciplinary degrees, diplomas and certificates;
   (c) admit to candidature, and appoint supervisors and examiners of candidates for higher degrees by research listed in the Senate resolutions;
   (d) ensure that:
      (i) course and candidature management; and
      (ii) student support and advice;
    are appropriately provided through one or more of the participating faculties and University school;
   (e) make recommendations to the Academic Board on matters relating to the interdisciplinary degrees, diplomas and certificates;
   (f) consider and report on all matters referred to it by Senate, the Academic Board or Vice-Chancellor.

3. In relation to the Bachelor of Advanced Studies, the Board of Interdisciplinary Studies will:
   (a) make resolutions for the degree;
   (b) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in the degree by augmenting the faculty and University school based supervision of their
constituent academic components wherever interdisciplinary consideration is required;

(c) approve, on the advice of the relevant faculty or University school and subject to relevant policy, the listing of units of study, majors and minors available for credit in the degree;

(d) approve the listing of units of study in the Open Learning Environment;

(e) approve the units of study offered in the Open Learning Environment by the Centre for Continuing Education;

(f) provide academic oversight for the quality and outcomes of the teaching, curriculum and assessment of units offered via the Open Learning Environment;

(g) ensure that appropriate course and candidature management, student support and advice is provided to students enrolled in the degree, through the office of the relevant faculty or University school or academic units;

(h) make recommendations to the Academic Board on:
   (i) the curriculum;
   (ii) course resolutions; and
   (iii) any other matter relating to the degree;

(4) In relation to other interdisciplinary qualifications, the Board of Interdisciplinary Studies will:

(a) approve, on the advice of the relevant faculty or University school and subject to relevant policy, the listing of units of study, majors and minors to be made available in the shared pool for all Liberal Studies bachelor degrees; and

(b) report to the Deputy Vice-Chancellor (Education) on non-award courses approved by the Board of Interdisciplinary Studies.

(5) The Board of Interdisciplinary Studies may:

(a) establish sub-committees to facilitate the conduct of its business; and

(b) delegate to those sub-committees the authority to make recommendations to the Academic Board, as prescribed in subsection 3(h).

6.4 Non-Award Sub-Committee

(1) There will be a Non-Award Sub-Committee of the Board of Interdisciplinary Studies.

(2) The Non-Award Sub-Committee will consist of:

(a) a Chair, who will be elected by the members of the Non-Award Sub-Committee;

(b) the Deans or their nominees of every faculty and University school that offers inter-disciplinary non-award courses; and

(c) the Director of the Centre for Continuing Education.

(3) The Non-Award Sub-Committee will:

(a) provide academic oversight for the quality and outcomes of the teaching, curriculum, supervision, progression and assessment in inter-disciplinary non-award courses; and
(b) report to the Deputy Vice-Chancellor (Education) on the quality and strategic fit of interdisciplinary non-award courses.

(4) The Chair of the Non-Award Sub-Committee will represent the sub-committee on the Board of Interdisciplinary Studies.

PART 7 – STAFF ELECTIONS TO FACULTY BOARDS

7.1 Timing of elections

(1) The election of staff members for each faculty board will be held in Semester 2 of every second 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 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.

7.3 Nominations

(1) Nominations of staff candidates for election as members of a faculty board must be made in accordance with the relevant University procedures.

(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.

7.4 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.
(3) 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.

7.5 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 academic staff of the faculty;
(b) professional staff members will comprise all full-time and part-time permanent and temporary 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) subject to subsection (3) and subsection 2.6(1)(b)(i), the faculty board will designate a prescribed number of elected positions for each school or discipline; and

(b) the electorate for the election of academic staff members will comprise all full-time and part-time permanent and temporary academic staff of the relevant school or discipline.

(3) The Dean, acting on the advice of the Dean's executive committee, will designate the number of elected positions for each school or discipline for the first staff elections conducted in accordance with this Rule.

PART 8 – STUDENT ELECTIONS

8.1 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.

8.2 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; or

(b) becomes a permanent or temporary member of the academic or professional staff of the faculty or University school.

Comment [SH31]: From section 3.1 of the Student Election resolutions.

Comment [SH32]: Adapted from section 4 of the Student Election resolutions.
8.3 Nominations

(1) Nominations of student candidates for election as members of a faculty, faculty board, school or University school must be made in accordance with the relevant University procedures.

(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.

8.4 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.

8.5 Electorates

(1) The electorates 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, school or University school, as relevant;
   (b) postgraduate student members will comprise all full-time and part-time students enrolled in a postgraduate award course offered by the faculty, school or University school, as relevant.

8.6 Faculty and faculty board elections

(1) Subject to subsection (2) and subsections 3.3(1)(b) and 3.6(1)(b)(ii), the faculty board will designate a prescribed number of elected positions for undergraduate students, postgraduate students, higher degree by research students and other identified student cohorts for the faculty and faculty board.

(2) The Dean, acting on the advice of the Dean’s executive committee, will designate the number of elected positions for undergraduate students, postgraduate students, higher degree by research students and other identified student cohorts.
for the first student elections to the faculty and faculty board conducted in accordance with this Rule.

8.7 School elections

(1) Subject to subsection (2) and subsection 4.3(1)(b), the school will designate a prescribed number of elected positions for undergraduate students, postgraduate students, higher degree by research students and other identified student cohorts for the school.

(2) The Head of School will designate the number of elected positions for undergraduate students, postgraduate students, higher degree by research students and other identified student cohorts for the first student elections to the school conducted in accordance with this Rule.

8.8 University school elections

(1) Subject to subsection (2) and subsection 5.3(b), the University school will designate a prescribed number of elected positions for undergraduate students, postgraduate students, higher degree by research students and other identified student cohorts for the University school.

(2) The Head of School and Dean will designate the number of elected positions for undergraduate students, postgraduate students, higher degree by research students and other identified student cohorts for the first student elections to the University school conducted in accordance with this Rule.

PART 9 – STUDENT PARTICIPATION IN MEETINGS

9.1 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;
9.2 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 10 - RESCISSIONS AND REPLACEMENTS

10.1 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:
- Coursework Rule 2015
- Coursework Policy 2015
- Learning and Teaching Policy 2015
- Learning and Teaching Procedures 2015

AMENDMENT HISTORY

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University of Sydney (Governance of Faculties and University Schools) Rule 2016

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RECOMMENDATION

That the Academic Board recommend the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 to Senate for adoption.

BACKGROUND

Delegations of authority underpin the efficient functioning of University business by clarifying lines of authority and ensuring that decisions are made at the appropriate level(s). The University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 is intended to streamline academic decision-making processes and create a coherent and comparable academic governance framework.

The Rule will ensure that academic delegations sit at the lowest appropriate level, having regard to both the efficient operation of the University and the need for a delegate to be of an appropriate level of seniority to be given responsibility for the relevant academic decision. While delegations cannot be sub-delegated, a staff member more senior in the line of accountability than the named delegate retains the authority to exercise the latter’s delegation. For example, a delegation to a Head of School may be exercised by a Dean and this will allow for flexibility within faculties and University schools. In this Rule, many but not all of the existing Dean delegations have been changed to the Associate Dean level.

NEXT STEPS

In order to ensure smooth and effective governance of the restructured University from January 2017, it is critical that the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 is submitted to the 12 December 2016 Senate meeting with the recommendation that Senate adopt the Rule.

Discussions are currently being held to determine the specific date for implementation of this Rule and to ascertain whether any required transitional arrangements are required.
UNIVERSITY OF SYDNEY  
(DELEGATIONS OF AUTHORITY – ACADEMIC 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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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 accountability area 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; Head of School;
(e) Program Director, however named; and
(f) Unit of Study Coordinator; Postgraduate Coordinator, however named.

(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, however named; and
(f) Unit of Study Coordinator; Postgraduate Coordinator, however named.

(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**
the strategic University activity to which the function relates.

**Function**
the subject of the delegation.

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

**Exercise Conditions**
the conditions governing the exercise of the delegation.

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

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

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

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

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

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

**Cadigal Program** 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.

**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.

**Postgraduate Coordinator** means the academic staff member with overall responsibility for the planning and coordination of postgraduate research studies within a faculty, school or University school.

**Program Director** means the person responsible, at a program, major or degree level, for managing the curriculum and providing coordination and advice to staff and students.

**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.

**Unit of Study Coordinator** means the academic staff member with overall responsibility for the planning and delivery of a unit of study.

**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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<td>4.4.7</td>
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<td>4.4.9</td>
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<td>4.6.4 Place requirements or restrictions on enrolment of a student admitted to an undergraduate award course under the Cadigal Program.</td>
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<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>Associate Dean</td>
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<td>4.6.6 Determine whether an applicant has suffered educational disadvantage for the purposes of admission through a Conditional Early Offers Scheme</td>
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Coursework Policy 2014

Coursework Policy 2014

Coursework Policy 2014

Coursework Policy 2014

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<td>4.7.2</td>
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<td>Head of School and Dean (University School), Sydney College of the Arts</td>
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<td>4.7.5</td>
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<tr>
<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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**Master’s degrees by research**

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<tr>
<td>4.8.23 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>
<td>Higher Degree by Research Rule 2011</td>
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<tr>
<td>4.8.24 Appoint a committee to make a preliminary assessment of an application for admission</td>
<td>Dean; Head of School and Dean (University School)</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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<td>6.1.2 Grant credit for prior study, including imposing limits relating to progression and time for completion</td>
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<tr>
<td>6.1.3 Approve reduced volume of learning</td>
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<tr>
<td>6.1.4 Rescind specific credit, non-specific credit or reduced volume of learning on application by the student</td>
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<td>6.1.5 Vary limits on credit and reduced volume of learning consistently with approved policy</td>
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<td>Coursework Policy 2014</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>
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<td>6.1.7 Grant a limited amount of credit for</td>
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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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<tr>
<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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<td>6.2 Postgraduate research candidates</td>
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<td>6.2.1 Grant credit for previous research periods undertaken at the University</td>
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<td>6.2.2 Grant credit for previous higher degree by research study at another university or institution</td>
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<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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<td>Academic Board</td>
<td>Expertise</td>
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<td>7.1.2 Make resolutions applying to all degrees within a certain category awarded by a Faculty or University School</td>
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<td>7.1.3 Approve changes to degree cores</td>
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<td>Academic Board</td>
<td>Faculty, University School or Board of Interdisciplinary Studies</td>
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<td></td>
<td>7.1.4 Approve addition and deletion of award courses, streams, programs, majors and minors</td>
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<td>Academic Board</td>
<td>Faculty, University School or Board of Interdisciplinary Studies</td>
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<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>
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<td>Board of Interdisciplinary Studies</td>
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<td>7.1.6 Approve shorter than normal periods for completing course</td>
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<td>requirements for candidates in that course</td>
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<td>7.1.7 Prescribe standards for Master's and Doctorate degrees by research,</td>
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<td>Higher Degree by Research</td>
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<td>relating to admission, course requirements, candidature and examination</td>
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<td>7.1.8 Specify prerequisites, assumed knowledge and recommended study</td>
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<td>7.1.9 Specify qualifications for admission to undergraduate courses</td>
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<td>7.1.10 Approve prerequisites for award courses</td>
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<td>7.1.11 Approve use of third party learning technologies for assessment</td>
<td>Deputy Vice-Chancellor (Education)</td>
<td>Learning and Teaching Policy 2015</td>
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<td>7.2 New and amended award</td>
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<td>7.2.1 Determine requirements, including</td>
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<td><strong>7.3 Unit of study requirements</strong></td>
<td>7.3.1 Approve units of study for award courses in a Faculty or University School</td>
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<td>7.3.2 Determine elective units of study to be offered in any given year</td>
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<td>7.3.3 Approve arrangements for teaching units of study</td>
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<td>7.3.4 Approve curricula for units of study, minors, majors and programs</td>
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<td>7.3.5 Prescribe professional experience or practical work required for a course</td>
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<td><strong>7.4 Higher degree by research degrees</strong></td>
<td>7.4.1 Determine policies relating to supervision of candidature</td>
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<td>Higher Degree by Research Rule 2011</td>
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<td>7.4.2 Determine policy and standards relating to discontinuation, suspension, lapse of candidature and leave of absence</td>
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<td><strong>Activity</strong></td>
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<td><strong>Consultation</strong></td>
<td><strong>Notification</strong></td>
<td><strong>Policies</strong></td>
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<td>7.4.3</td>
<td>Determine policy and standards relating to examination of candidature</td>
<td>Academic Board</td>
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<td>Higher Degree by Research Rule 2011</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>
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<td>Higher Degree by Research Rule 2011</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>
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<td>Supervision of Higher Degree by Research Students Policy 2013</td>
</tr>
<tr>
<td>7.4.6</td>
<td>Approve removal of an approved Supervisor from the Supervisor Register for unsatisfactory performance</td>
<td>Dean; Head of School and Dean (University School)</td>
<td>Associate Dean</td>
<td></td>
<td>Supervision of Higher Degree by Research Students Policy 2013</td>
</tr>
<tr>
<td>7.4.7</td>
<td>Approve removal of an approved Supervisor from the Supervisor Register for misconduct</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>8.1.1 Determine pre-requisites and co-requisites for enrolment by a coursework student in a unit of study</td>
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<tr>
<td><strong>8.2 Variations to standard enrolment</strong></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>Program Director</td>
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<td></td>
<td>8.2.2 Approve cross-institutional study, including imposing conditions</td>
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<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>
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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</td>
<td>Permit a coursework student to enrol in a unit of study which exceeds maximum credit point limits</td>
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<td>8.2.6</td>
<td>Permit a coursework student to enrol in a prohibited unit of study</td>
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<tr>
<td>8.2.7</td>
<td>Vary coursework award requirements (other than the maximum time limit for completion) for a particular coursework student in exceptional circumstances</td>
<td>Dean; Head of School and Dean (University School); Associate Dean</td>
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<td>8.3</td>
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<td>Activity</td>
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<td>course</td>
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<tr>
<td>8.5.2 Impose requirements for completing a course on a coursework student who re-enrols after a suspension</td>
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<td>8.5.3 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>8.5.4 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>8.5.5 Impose requirements for completing a course on a research student who re-enrols after a suspension</td>
<td>Associate Dean</td>
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<td>8.5.6 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>
<td>Associate Dean</td>
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## PART 9  ATTENDANCE

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<td>9.1.1 Specify attendance and participation</td>
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<td>Expertise</td>
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<td>requirements for courses and units of study</td>
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<td>9.1.2 Specify circumstances under which a</td>
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<td>Program Director</td>
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<td>student is deemed not to have completed a unit</td>
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<td>of study or award course due to failure to</td>
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<td>satisfy attendance requirements</td>
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<td>9.1.3 Exempt a student from attendance or</td>
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<td>Unit of Study Coordinator</td>
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<td>participation requirements, having regard to</td>
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<td>previous studies</td>
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<td><strong>9.2 Academic year</strong></td>
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<td>9.2.1 Determine periods of instruction and</td>
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<td>commencement and conclusion dates of the</td>
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<td>9.2.2 Approve variations from standard teaching sessions requested by faculties</td>
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### PART 10  SUSPENSION OF ENROLMENT AND LEAVE OF ABSENCE

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<th>GOVERNANCE</th>
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<tbody>
<tr>
<td>10.1 Permit suspension and leave of absence</td>
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<tr>
<td>Coursework students</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>
<td>Associate Dean</td>
<td></td>
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<td>Coursework Policy 2014</td>
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<tr>
<td>Research students</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>
<td>Associate Dean</td>
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<td>Higher Degree by Research Rule 2011</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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<tr>
<th>Activity</th>
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<th>GOVERNANCE</th>
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</thead>
<tbody>
<tr>
<td>11.1</td>
<td>Coursework</td>
<td>11.1.1 Determine examination and assessment requirements for a unit of study</td>
<td>Faculty or University School</td>
<td>Learning and Teaching Policy 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11.1.2 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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</tr>
<tr>
<td></td>
<td></td>
<td>11.1.3 Determine specific unit of study results of candidates</td>
<td>Unit of Study Coordinator</td>
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<tr>
<td></td>
<td></td>
<td>11.1.4 Determine the outcome of applications for special consideration due to illness, injury or misadventure</td>
<td>Unit of Study Coordinator</td>
<td>Coursework Policy 2014</td>
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<tr>
<td></td>
<td></td>
<td>11.1.5 Set the date of a replacement assessment not undertaken in a formal exam period</td>
<td>Associate Dean</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>11.1.6 Set the date of a replacement assessment undertaken in a formal exam period</td>
<td>Deputy Vice-Chancellor (Registrar)</td>
<td>Assessment Procedures 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11.1.7 Determine alternative means of</td>
<td>Associate Dean</td>
<td>Assessment Procedures</td>
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<tr>
<td><strong>Activity</strong></td>
<td><strong>Function</strong></td>
<td><strong>Expertise</strong></td>
<td><strong>Consultation</strong></td>
<td><strong>Notification</strong></td>
</tr>
<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>
<td>associate dean</td>
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<tr>
<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>
<td>program director</td>
<td></td>
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</tr>
<tr>
<td>11.1.9 Determine the outcome of applications for special arrangements for assessments</td>
<td>program director</td>
<td>unit of study coordinator</td>
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</tr>
<tr>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>11.1.11 Approve three hour examinations and examinations that are longer than the equivalent of 30 minutes per credit point</td>
<td>associate dean</td>
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<tr>
<td>Activity</td>
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<td>DELEGATION EXERCISE CONDITIONS</td>
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<tr>
<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</td>
<td>Consultation</td>
</tr>
<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)</td>
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<tr>
<td>11.2</td>
<td>Postgraduate research</td>
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<tr>
<td>11.2.1</td>
<td>Determine policy for the award and examination of the PhD</td>
<td>Academic Board</td>
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<tr>
<td>11.2.2</td>
<td>Determine policy for supervision of postgraduate research students</td>
<td>Academic Board</td>
<td></td>
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<tr>
<td>11.2.3</td>
<td>Require students to undertake other studies and training during candidature</td>
<td>Postgraduate Coordinator</td>
<td></td>
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</tr>
<tr>
<td>11.2.4</td>
<td>Require students to provide satisfactory evidence of progress in</td>
<td>Postgraduate Coordinator</td>
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University of Sydney (Delegations of Authority – Academic Functions) Rule 2016
<p>| DELEGATION |</p>
<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>their candidature and participate in a progress review interview</td>
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<p>| DELEGATION EXERCISE CONDITIONS |</p>
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<tr>
<th>Activity</th>
<th>Function</th>
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<tbody>
<tr>
<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>
<td>Postgraduate Coordinator</td>
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<table>
<thead>
<tr>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<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>
<td>Postgraduate Coordinator</td>
</tr>
</tbody>
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<p>| DELEGATION |</p>
<table>
<thead>
<tr>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<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>
<td>Associate Dean</td>
</tr>
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</table>

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<table>
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<tr>
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<tbody>
<tr>
<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>11.2.9 Grant a candidate an exemption to the prescribed requirements for dealing with confidential information in</td>
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<tr>
<td>11.2.10 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>a thesis</td>
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<tr>
<td>11.2.9</td>
<td>Grant access by a scholar to a restricted appendix of a thesis</td>
</tr>
<tr>
<td>11.2.10</td>
<td>Restrict access to a thesis for a period not exceeding six months from the date of the award of the degree</td>
</tr>
<tr>
<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><strong>Master's degrees</strong></td>
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<tr>
<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>
</tr>
<tr>
<td>11.2.13</td>
<td>Determine an application to submit a thesis in a language other than English</td>
</tr>
<tr>
<td>11.2.14</td>
<td>Prescribe the required form of a thesis for examination</td>
</tr>
<tr>
<td>11.2.15</td>
<td>Certify that the form of a student's thesis is satisfactory</td>
</tr>
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**Doctorates other than PhD**

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<tr>
<td>11.2.16</td>
<td>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>
<td>Associate Dean</td>
<td></td>
</tr>
<tr>
<td>11.2.17</td>
<td>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>
<td>Chair of the Academic Board</td>
<td></td>
</tr>
<tr>
<td>11.2.18</td>
<td>Approve an extension of candidature with a latest date for submission of thesis for examination beyond the maximum specified period</td>
<td>Associate Dean</td>
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<tr>
<td>11.2.19</td>
<td>Determine an application to submit a thesis in a language other than English</td>
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</tr>
<tr>
<td>11.2.20</td>
<td>Prescribe the required form of a thesis for examination</td>
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<tr>
<td>11.2.21</td>
<td>Certify that the</td>
<td>Coordinating</td>
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Higher Degree by Research Rule 2011
<table>
<thead>
<tr>
<th>Activity</th>
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<th>DELEGATION EXERCISE CONDITIONS</th>
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<tr>
<td>form of a student’s thesis is satisfactory</td>
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<tr>
<td><strong>Doctor of Philosophy (PhD)</strong></td>
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<tr>
<td>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</td>
<td>Associate Dean</td>
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<td>Higher Degree by Research Rule 2011</td>
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<tr>
<td>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</td>
<td>Chair of the Academic Board</td>
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<tr>
<td>11.2.24 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>11.2.25 Prescribe the required form of a thesis for examination</td>
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<tr>
<td>11.2.26 Determine an application to submit a thesis in a language other</td>
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## Higher Doctorates

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<tr>
<td>11.2.27 Appoint examiners</td>
<td>Academic Board</td>
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<tr>
<td>11.2.28 Determine result of examination on the recommendation of the Dean or Head of School and Dean (University School)</td>
<td>Academic Board</td>
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Higher Degree by Research Rule 2011
### PART 12 PROGRESSION AND EXCLUSION

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<tbody>
<tr>
<td>12.1 Progression requirements</td>
<td>12.1.1 Approve progression requirements for each course</td>
<td>Academic Board</td>
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</tr>
<tr>
<td>12.1.2 Approve a research student’s progress plan</td>
<td>Postgraduate Coordinator</td>
<td>Coordinating Supervisor</td>
<td>Coursework Policy 2014</td>
</tr>
<tr>
<td>12.1.3 Approve material variations to a research student’s progress plan</td>
<td>Postgraduate Coordinator</td>
<td>Coordinating Supervisor</td>
<td>Progress Planning &amp; Review for Higher Degree by Research Students Policy 2015</td>
</tr>
<tr>
<td>12.1.4 Require that progress reviews be conducted for research students</td>
<td>Postgraduate Coordinator</td>
<td></td>
<td>Progress Planning &amp; Review for Higher Degree by Research Students Policy 2015</td>
</tr>
<tr>
<td>Activity</td>
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<td>DELEGATION EXERCISE CONDITIONS</td>
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<td>Expertise</td>
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<tr>
<td>12.1.5</td>
<td>Appoint academic staff members to form a review panel, and nominate one member to act as Chair</td>
<td>Postgraduate Coordinator</td>
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<tr>
<td>12.1.6</td>
<td>Determine a progress review rating</td>
<td>Postgraduate Coordinator</td>
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<tr>
<td>12.1.7</td>
<td>Determine that a supplementary progress review is required</td>
<td>Postgraduate Coordinator</td>
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</tr>
<tr>
<td>12.1.8</td>
<td>In response to a rating of ‘marginal progress’ or ‘unsatisfactory progress’, take such action as considered appropriate, consistent with the relevant Rule and policy</td>
<td>Postgraduate Coordinator</td>
<td></td>
</tr>
<tr>
<td>12.2</td>
<td>Requirement to show good cause</td>
<td><strong>Coursework students</strong></td>
<td></td>
</tr>
<tr>
<td>12.2.1</td>
<td>Require a student who has not met progression requirements</td>
<td>Associate Dean</td>
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</tr>
<tr>
<td>Activity</td>
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<td>DELEGATION EXERCISE CONDITIONS</td>
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<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>
<td>Associate Dean</td>
<td></td>
<td></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>
<td>Associate Dean</td>
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<tr>
<td>12.2.4 Permit a student who has shown good cause to re-enrol</td>
<td>Associate Dean</td>
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<tr>
<td><strong>Research students</strong></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>
<td>Associate Dean</td>
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<tr>
<td>12.2.6 Determine that a student has shown good</td>
<td>Associate Dean</td>
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<td>Activity</td>
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<td>Expertise</td>
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<tr>
<td>cause and permit the student to continue</td>
<td></td>
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</tr>
<tr>
<td>12.3 Failure to show good cause</td>
<td></td>
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<tr>
<td>Coursework students</td>
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</tr>
<tr>
<td>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</td>
<td></td>
<td>Associate Dean</td>
<td></td>
</tr>
<tr>
<td>12.3.2 Exclude from a course a student who has failed to show good cause</td>
<td></td>
<td>Associate Dean</td>
<td></td>
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<tr>
<td>Research students</td>
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</tr>
<tr>
<td>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</td>
<td></td>
<td>Associate Dean</td>
<td></td>
</tr>
<tr>
<td>12.3.4 Offer a student an option to transfer to another course, and impose conditions on any such transfer</td>
<td></td>
<td>Associate Dean</td>
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</tr>
<tr>
<td>12.3.5 Preclude an excluded student from applying for admission to a higher degree by research within the Faculty or University</td>
<td></td>
<td>Associate Dean</td>
<td></td>
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<tr>
<td>Activity</td>
<td>Function</td>
<td>DELEGATION EXERCISE CONDITIONS</td>
<td>GOVERNANCE</td>
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<tr>
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<td>Expertise</td>
<td>Consultation</td>
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<tr>
<td>12.4 Re-admission and credit after exclusion</td>
<td></td>
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</tr>
<tr>
<td>12.4.1 Re-admit a student who has been excluded from a coursework award course after at least two calendar years</td>
<td></td>
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</tr>
<tr>
<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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</table>
## PART 13 TERMINATION OF CANDIDATURE

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<tbody>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Function</strong></td>
<td><strong>Expertise</strong></td>
<td><strong>Consultation</strong></td>
</tr>
<tr>
<td>13.1 Termination of candidature</td>
<td>13.1.1 Terminate a coursework student's candidature where disqualifying circumstances exist</td>
<td>Deputy Vice-Chancellor (Registrar)</td>
<td></td>
</tr>
</tbody>
</table>
## PART 14 HONOURS, UNIVERSITY MEDAL AND AEGROTAT AWARDS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>14.1 Honours</strong></td>
<td></td>
</tr>
<tr>
<td>14.1.1 Consistently with registered policies and procedures, determine grading systems and criteria for award of honours in a Faculty or University School</td>
<td>Faculty or University School</td>
</tr>
<tr>
<td>14.1.2 Admit a student to an honours course</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>14.1.3 Permit a student who has failed or discontinued an appended honours year to re-enrol in it</td>
<td>Associate Dean</td>
</tr>
<tr>
<td><strong>14.2 University Medal</strong></td>
<td></td>
</tr>
<tr>
<td>14.2.1 Set minimum levels of academic performance for the award of a University Medal</td>
<td>Faculty or University School</td>
</tr>
<tr>
<td>14.2.2 Award University Medal</td>
<td>Faculty or University School</td>
</tr>
<tr>
<td><strong>14.3 Aegrotat and posthumous awards</strong></td>
<td></td>
</tr>
<tr>
<td>14.3.1 Approve the conferral of an aegrotat or posthumous award in circumstances involving serious illness or the University (Registrar)</td>
<td>Deputy Vice-Chancellor (Registrar)</td>
</tr>
<tr>
<td>DELEGATION</td>
<td>APPOINTED DELEGATE</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Activity</td>
<td>Function</td>
</tr>
<tr>
<td>death of a student</td>
<td></td>
</tr>
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</table>

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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

<table>
<thead>
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<th>Amendment</th>
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