ACADEMIC STANDARDS AND POLICY COMMITTEE

2:00PM – 4:00PM, TUESDAY 17 JULY 2018

Chair: Professor Jane Hanrahan

NOTICE OF MEETING

Meeting 4/2018 of the Academic Standards and Policy Committee will be held from 2:00pm – 4:00pm on Tuesday 17 July 2018 in the Senate Room, Quadrangle. The Agenda for the meeting is below.

Dr Matthew Charet
Executive Officer to Academic Board

AGENDA

<table>
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<tr>
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<th>WELCOME AND APOLOGIES</th>
<th>Presenter</th>
<th>Paper</th>
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<tr>
<td>1</td>
<td>The Committee is invited to welcome members of the Admissions Sub-Committee, who are in attendance for Item 4.1, and members of the Academic Board, who are in attendance for Item 4.2.</td>
<td>Chair</td>
<td>attached</td>
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<td>The Committee is invited to welcome Weihong Liang as President, SUPRA.</td>
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<td>Apologies have been received from Professor Manuel Graeber and Associate Professor Maurice Peat.</td>
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<td>Chair</td>
<td>attached</td>
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<td>Chair</td>
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<td>3.2</td>
<td>Report of Academic Board</td>
<td>Tony Masters</td>
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<td>Maths Prerequisites</td>
<td>Peter McCallum</td>
<td>attached</td>
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<td>4.2</td>
<td>Educational Services Agreements Policy 2017</td>
<td>Chair</td>
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<td>5</td>
<td>Academic Promotions Normative Criteria</td>
<td>Eric Knight</td>
<td>attached</td>
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<th>OTHER BUSINESS</th>
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<td>6.1</td>
<td>Any Other Business</td>
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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 by ensuring the body of academic policies and degree resolutions are internally consistent, incorporate the best ideas and are aligned with the strategic goals of the University.

2. To formulate, review and, as appropriate, recommend policies, guidelines and procedures relating to academic matters, particularly with respect to academic issues that have scope across the University, including equity and access initiatives.

3. To recommend to the Academic Board policy concerning the programs of study or examinations in any Faculty, University School 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 provide academic oversight of admissions, credit and recognition of prior learning in relation to domains 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.4, 6.3.1 (a), (b), (d), 6.3.2 (a), (d), (e), of the Higher Education Standards Framework (Threshold Standards) 2015.

6. To provide academic oversight of research training in relation to domains 4.2.1 (a) – (e), and 6.3.1 (a), (b), (d), 6.3.2 (a), (d), (e), of the Higher Education Standards Framework (Threshold Standards) 2015.

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 the University Executive to promote cross-referencing and discussion of matters relating to academic standards and policy.

9. To receive reports from, and provide advice to, the Deputy Vice Chancellors relating to the operation and effectiveness of policy in the areas of teaching, scholarship and research.

10. To exercise all reasonable means to provide and receive advice from the University Executive 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.
RECOMMENDATION

That the Academic Standards and Policy Committee resolve that the minutes of meeting 3/2018, held on 22 May 2018, be confirmed as a true record.

MINUTES

ACADEMIC STANDARDS AND POLICY COMMITTEE

2:00pm – 4:00pm, Tuesday 22 May 2018

Senate Room, Quadrangle (A14)

Members Present: Professor Jane Hanrahan (Chair); Helen Agus (Science); Associate Professor Salvatore Babones (Academic Board); Dr Vasiliki Betihavas (Nursing); Professor Peter Bryant (Business); Dr Bret Church (Pharmacy); Professor Alan Fekete (Academic Board); Professor Manuel Graeber (co-opted, Medicine); Imogen Grant (President, SRC); Kerrie Henderson (co-opted, Office of General Counsel); Pranay Jha (UG Student); Nanda Jorsz (nominee of the President, SUPRA); Patty Kamvounias (Academic Board); Dr Adrienne Keane (Architecture, Design & Planning); Associate Professor Tony Masters (Chair of the Academic Board); Professor Greg Murray (Dentistry); Associate Professor Alison Purcell (Health Sciences).

Attendees: Dr Amanda Budde-Sung (Academic Board) (for Item 4.1); Dr Matthew Charet (Secretary); Associate Professor Peter McCallum (Director, Educational Strategy) (for Items 4.2 and 5.1); Associate Professor Susan McGrath-Champ (Academic Board) (for Item 4.1); Dr James Parkinson (Academic Board) (for Item 4.1).

Apologies: Associate Professor Vincent Gomes (Engineering & IT); Dr Peter Knight (Medicine); Associate Professor Mark Melatos (Arts & Social Sciences); Professor Pip Pattison (Deputy Vice-Chancellor (Education)); Associate Professor Maurice Peat (co-opted, Business); Associate Professor Jennifer Rowley (Conservatorium); Associate Professor Rita Shackel (Law).

UNCONFIRMED MINUTES

1  WELCOME AND APOLOGIES

The Chair welcomed new members and conveyed apologies as recorded above.

2  PROCEDURAL MATTERS

2.1 Minutes of Previous Meeting

The minutes of the previous meeting held on 10 April 2018 were approved as a true record.

Resolution ASPC18/3-1
The Academic Standards and Policy Committee resolved that the minutes of meeting 2/2018, held on 10 April 2018, be confirmed as a true record.
2.2 Business Arising

There was no business arising.

3 STANDING ITEMS

3.1 Report of the Chair

The Chair advised that she had nothing to report.

Resolution ASPC18/3-2
The Academic Standards and Policy Committee noted the report of the Chair.

3.2 Report of Academic Board

The Chair of Academic Board advised that he had nothing to add to the written report.

Resolution ASPC18/3-3
The Academic Standards and Policy Committee noted the report of the Academic Board meeting held on 1 May 2018.

4 ITEMS FOR ACTION

4.1 Late Penalties & Common Submission Time

The Chair advised that this item was discussed at the previous Committee meeting and had been presented for approval to the 1 May meeting of the Academic Board. At that meeting, a number of members requested that the proposal receive further discussion and it was agreed that the proposal be referred back to the Committee. Members of the Academic Board with a particular interest in the proposal were also invited to attend the current meeting.

In discussion, Dr Budde-Sung suggested that a five per cent penalty is unlikely to significantly alter behaviour and recommended that the penalty be increased to ten per cent; Associate Professor McGrath-Champ concurred, advising that the Business School has experienced a marked reduction in late submissions since the faculty increased late penalties from five to ten per cent. Mrs Agus informed members that Science supports the proposal as presented and has reduced its penalty to five per cent to accommodate a common standard. Mr Jha suggested that enabling students to submit work late – regardless of penalty – does not prepare students for real-world workplace expectations, and Dr Bethavas observed that professional practice requirements need to be factored into discussion of late submission as lateness is not tolerated in many professions (and indeed can be extremely dangerous). Associate Professor Babones suggested eliminating late penalties entirely. Professor Fekete observed that if there is to be a penalty, it should be common and that five per cent seemed reasonable; he also suggested that students might instead be allowed a number of ‘slippage days’ per semester so they could directly adjust due dates to allow for scheduling conflicts or other impediments to timely submission. Ms Grant observed that the current penalties are not based in pedagogy or research and are somewhat arbitrary, building largely on historical practice in individual faculties.

The Director, Educational Strategy advised that with this year’s introduction of the new undergraduate curriculum – which allows both greater cross-faculty opportunities and increased interdisciplinarity in individual units of study – there is a growing need for institutional consistency in application of late penalties. The Chair of Academic Board informed members that this discussion had been initiated by students to address discrepancies not only between faculties but between units of study within faculties, with confusion as to what penalty would be applied in different subjects. Exceptions to the availability of penalties on pedagogical grounds are enabled by the proposal, so if compelling reasons exist for disallowing late submission or not applying a penalty for a given assessment activity, this can be explicitly stated in the unit of study outline. Preliminary data collection suggested that the most popular submission time at the moment is between 11pm and midnight, so adjusting the common submission time simply reflects current practice; there is also nothing to prevent students from earlier submission (and many students do in fact submit early).

It was observed that the Procedures would benefit from an explicit statement that the submission time applies only to “written assessment submitted electronically” to allow unit of study...
coordinators to set other times for physical submission or other forms of assessment. The need for clear communication to faculties, Unit of Study Coordinators and students was also highlighted; the Chair of Academic Board informed members that it is intended to notify Faculty Managers in the first instance to ensure that local communication is managed in a consistent fashion.

A number of minor changes to the proposed amendments were suggested to clarify meaning and applicability, and the proposal was endorsed subject to the making of these adjustments.

**Resolution ASPC18/3-4**
The Academic Standards & Policy Committee:
(1) endorsed the recommendation of the UE Education Committee that a common system of Late Penalties and a common submission time of 23:59 for written assessments be adopted; and
(2) endorsed the amendment of the Assessment Procedures 2011, as amended with effect from Semester 1 2019.

### 4.2 Coursework Rule 2014 amendments

The Director, Educational Strategy spoke to this item and advised that the proposed amendments to the *University of Sydney (Coursework) Rule 2014* will provide a governance mechanism for the creation and approval of non-AQF qualifications, including but not limited to coursework qualifications for HDR students, short professional education programs, micro-credentials at the post-bachelor level and creating pathway programs for international programs. The amendments also clarify delegations related to admission to candidature and time limits for embedded award courses.

The proposal was endorsed subject to minor corrections of language.

**Resolution ASPC18/3-5**
The Academic Standards & Policy Committee recommend that the Academic Board recommend that Senate approve the amendment of the University of Sydney (Coursework) Coursework Rule 2014, as amended, with effect as soon as practicable following approval by Senate.

### 4.3 Academic Delegations: Annual Amendment Round 2018

The University Policy Manager reminded members that the timeline for submission of changes to the Delegations of Authority were presented to the Academic Board earlier in the year, marking a return to an annual review process. The current proposal consists of two changes, and it was agreed to recommend that the Academic Board endorse the amendment for presentation to Senate.

**Resolution ASPC18/3-6**
The Academic Standards and Policy Committee endorsed the proposed amendments to the University of Sydney – Delegations of Authority (Academic Functions) Rule 2018.

### 5 ITEMS FOR NOTING

#### 5.1 Education Portfolio: Update on Implementation of Strategic Initiatives Relating to Assessment

The Director, Educational Strategy, extended thanks to the members of the Working Party for their ongoing contribution and advised that this update presents the latest draft of the rubrics for measuring student attainment of the graduate qualities. He informed members that as a response to the timelines for faculty review of learning outcomes as originally presented, the Academic Board at its 1 May meeting agreed to extend the timeframe for completion. Full implementation is anticipated for 2020 so there is a need to ensure that the rubrics are valid and the validation process will involve staff, students and alumni. This process will examine units of study and majors to determine whether the rubrics are genuinely progressive, with a long-term intention to have discipline-specific variations to accommodate the different skills they may require. The stylistic diversity of the rubrics as currently presented will also be addressed during this consultation process. A discussion paper is anticipated for presentation to the August meeting of the Academic Board.
Resolution ASPC18/3-7
The Academic Standards and Policy Committee noted the progress report from the Assessment Working Group.

6 OTHER BUSINESS

6.1 Any Other Business

Professor Graeber asked whether the Committee / University would accept an AI making academic decisions. It was agreed that debate on this issue would be of interest to the Committee at a future meeting.

Associate Professor Babones sought advice regarding University policy on disability adjustments for assessment. In light of the fact that approximately eighty per cent of those on the Disability Register have a diagnosis of anxiety, he raised the possibility that it might be better to remove students with a non-physical diagnosis from the register and accommodate their needs through Special Consideration on a case-by-case basis. The University Policy Manager advised that the University's position on recognition of disability is compliant with relevant government legislation (such as the Disability Act) and if we were to adjust this, we would need to work within these parameters. The Chair of Academic Board suggested that this might best be raised as part of the current Phase 5 thematic review of Student Wellbeing and Safety. He agreed to refer this matter to the review panel for further consideration.

Next meeting: 2:00pm – 4:00pm, Tuesday 17 July 2018
Senate Room, Quadrangle.

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<th>Author</th>
<th>Matthew Charet, Executive Officer to Academic Board</th>
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<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of the Academic Board</td>
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<td>Paper title</td>
<td>Report of the Academic Board meeting</td>
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<td>Purpose</td>
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**RECOMMENDATION**

That the Academic Standards & Policy Committee note the report of the Academic Board meeting held on 12 June 2018.

**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 22 May 2018 and:

- endorsed the amendment of the Assessment Procedures 2011, as presented, to enable implementation of a common system of late penalties and a common submission time for some forms of assessment, with effect from Semester 1 2019;
- agreed to recommend that Senate approved the amendment of the University of Sydney (Coursework) Rule 2014, as presented, with effect as soon as practicable following approval by Senate;
- agreed to recommend that Senate approved the amendment of the University of Sydney – Delegations of Authority (Academic Functions) Rule 2018, as amended, with effect as soon as practicable following approval by Senate; and
- noted the update on the implementation of strategic initiatives relating to assessment, as presented.

**Items related to the Academic Quality Committee**
The Academic Board noted the report from the meeting of the Academic Quality Committee held on 8 May 2018 and:

- noted a paper identifying issues with the current HDR thesis examination process as provided by the Director, Graduate Research and invited the Director, Graduate Research to develop a more detailed submission on the matter;
- approved the course review from the Faculty of Science for the Master of Nutrition and Dietetics, as presented; and
- approved the Academic Board / University Executive Phase Four Faculty Review Report for the Sydney Conservatorium of Music, as presented.

**Items related to the Graduate Studies Committee**
The Academic Board noted the report from meeting of the Graduate Studies Committee held on 22 May 2018 and:

- approved the proposal from Sydney Law School to amend the Juris Doctor and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from Sydney Law School to amend the Master of Administrative Law and Policy, Master of Criminology (Coursework), Graduate Diploma in Criminology, Master of International Law, Graduate Diploma in International Law; Master of Business Law, Graduate Diploma in Business Law, Master of Environmental Law, Graduate Diploma in Environmental Law, Master of Laws, Graduate Diploma in Law and Graduate Diploma in Commercial Law; and approved the amendment of unit of study tables and course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the School of Architecture, Design and Planning to amend the Bachelor of Design in Architecture (Honours) / Master of Architecture and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
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- approved the proposal from the School of Architecture, Design and Planning to amend the Master of Architectural Science (Sustainable Design) and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the School of Architecture, Design and Planning to amend the Master of Architecture and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the School of Architecture, Design and Planning to amend the Master of Heritage Conservation and amend the course resolutions and unit of study table arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Doctor of Arts and Doctor of Social Sciences examination procedures and amend course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Certificate of Art Curating and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Diploma in Contemporary Art and Master of Contemporary Art and amend course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Crosscultural and Applied Linguistics and amend the course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Certificate in Digital Communication and Culture and amend the course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Education and embedded award courses and amend the course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Education (Educational Management and Leadership) and embedded programs and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Executive Master of Arts and Social Sciences and amend course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Executive Master of Public Administration and amend course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Certificate in Human and Community Services and amend course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Peace and Conflict Studies and amend course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of US Studies and embedded award courses and amend course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Relations, Master of International Security and Master of Political Economy and amend course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Certificate in International Relations and amend unit of study tables, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Moving Image and amend course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Business School to amend the Master of Commerce and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Business School to amend the Master of Business Administration (Leadership & Enterprise) and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Business School to amend the Master of Human Resource Management and Industrial Relations and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
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- approved the proposal from the Business School to amend the Master of Business Administration and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Business School to amend the Master of Professional Accounting and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Business School to amend the Master of Logistics and Supply Chain Management and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering / Master of Engineering and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering and Master of Professional Engineering and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Health Technology Innovation and embedded award courses and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Project Management and amend course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Project and Program Management and amend course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Information Technology and Master of Information Technology Management and embedded award courses and amend course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Complex Systems and embedded award courses and amend course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Medicine and Health to amend the Graduate Certificate in Evidence-Based Complementary Medicines and Master of Pharmacy and amend course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Medicine and Health to delete the Graduate Certificate in Clinical Dentistry (Oral Rehabilitation) and agreed to recommend that Senate approved the amendment of Resolutions of Senate for the Faculty of Dentistry arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Medicine and Health to amend the Doctor of Clinical Dentistry and amend course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Medicine and Health to amend the Master of Medicine / Master of Science in Medicine and associated award courses, amend course resolutions and unit of study tables arising from this proposal, and agreed to recommend that Senate approved the amendment of the Resolutions of Senate for the Faculty of Medicine, with effect from 1 January 2019;
- approved the proposal from the Faculty of Medicine and Health to amend the Master of Health Policy and embedded award courses and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Medicine and Health to amend the Master of Medicine / Master of Science in Medicine (Infection and Immunity) and embedded award courses and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Medicine and Health to amend the Resolutions of the University of Sydney Medical School for coursework courses, with effect from 1 January 2019;
- approved the proposal from the Faculty of Medicine and Health to amend the Master of Medicine / Master of Science in Medicine (Clinical Epidemiology) and embedded award courses, and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
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- approved the proposal from the Faculty of Medicine and Health to amend the Master of Medicine / Master of Science in Medicine (General Practice and Primary Health Care) and embedded award courses and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Graduate Diploma in Psychology and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Master of Clinical Psychology and Master of Clinical Psychology / Doctor of Philosophy and amend course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Master of Environmental Science and Master of Environmental Science and Law and embedded award courses and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science / Master of Mathematical Sciences and amend the course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science / Master of Nutrition and Dietetics and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Master of Veterinary Studies / Master of Veterinary Clinical Studies and amend course resolutions arising from this proposal, with effect from 1 January 2019; and
- noted the proposal from the Faculty of Medicine and Health to amend the Master of Mental Health Nursing, Nursing postgraduate award courses, Master of Surgery; Master of Global Health and the Master of Public Health.

Items related to the Undergraduate Studies Committee
The Academic Board noted the report from meeting of the Undergraduate Studies Committee held on 15 May 2018 and:
- approved the proposal from the Faculty of Science to amend the Bachelor of Liberal Arts and Science and approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Bachelor of Liberal Arts and Science and approved the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science / Bachelor of Advanced Studies to clarify the requirements of the Advanced stream, and approved the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science / Bachelor of Advanced Studies to allow students in the combined Bachelor of Engineering Honours / Bachelor of Science degree to select the Nanoscience and Nanotechnology program, and approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Bachelor of Animal and Veterinary Sciences and approved the amendment of course resolutions arising from this proposal, with immediate effect;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science Table A; approved the amendment of the Bachelor of Psychology to incorporate changes to intermediate psychology subjects and approved the amendment of course resolutions arising from the proposal; approved the amendment of the Bachelor of Science to incorporate a name change from the major in Behavioural Sciences to Psychological Science, and approved the amendment of course resolutions arising from the proposal; and approved the amendment of the Bachelor of Science / Master of Mathematical Sciences to reflect a change in credit points for the Mathematical Sciences Program resulting from inclusion of the Data Science major, as well as to bring resolutions of the BSc / MMathSci into line with the Mathematical Sciences Program structure, and approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science / Bachelor of Advanced Studies (Taronga Wildlife Conservation) to allow students to enter the via special admission programs available to other award courses offered by the Faculty, and approved the amendment of faculty resolutions arising from this proposal, with effect from 1 January 2019;
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- approved the proposal from the Faculty of Science to amend the Bachelor of Science / Doctor of Medicine and approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine and approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to update the units of study in the Bachelor of Science (pre-2018) Table 1, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science (pre-2018) and Bachelor of Liberal Arts and Sciences to close the Nanoscience and Technology major, and approved the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Science to amend the Bachelor of Science / Master of Nutrition and Dietetics, Bachelor of Science in Agriculture, Bachelor of Food and Agribusiness, Bachelor of Animal and Veterinary Bioscience and Bachelor of Environmental Systems and approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2019.
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours; approved the introduction of a new major in Food and Bioprocessing to the Bachelor of Engineering Honours; and approved the amendment of course resolutions and unit of study arising from the proposal, with effect from Semester 1, 2020;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours); and approved the amendment of unit of study tables arising from the proposal, with effect from Semester 1, 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Advanced Computing and the Bachelor of Engineering (Honours); and approved the amendments to the tables of Units of Study arising from this proposal, with effect from Semester 1, 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Project Management and approved the amendment of course resolutions and unit of study tables arising from this proposal, with effect from Semester 1, 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) Civil stream and approved the amendment of unit of study tables arising from this proposal, with effect from Semester 1, 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) Biomedical stream and approved the amendment of unit of study tables arising from this proposal, with effect from Semester 1, 2019;
- approved the proposal from the Faculty of Engineering and Information Technologies to amend the combined Bachelor of Engineering (Honours) and Bachelor of Project Management and approved the amendment of course resolutions of the Bachelor of Engineering Honours combined degrees, with effect from Semester 1, 2019;
- approved the proposal from the Faculty of Health Sciences to amend the units of study for the Hearing and Speech Table S major, and approved the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Physiotherapy) and approved the amendment of unit of study tables arising from this proposal, with effect from Semester 1, 2019;
- approved the proposal from the Sydney Law School to amend the Bachelor of Laws and approved the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Business School to amend the Bachelor of Commerce and approved the amendment of unit of study Table A and Table S arising from this proposal, with effect from 1 January, 2019;
- approved the proposal from the Sydney Pharmacy School to amend the Bachelor of Pharmacy and Bachelor of Pharmacy and Management and approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Sydney Pharmacy School to amend the Bachelor of Pharmacy and Bachelor of Pharmacy and Management and approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2019;
- agreed to recommend that Senate approved a proposal from the Sydney Dental School to delete the Bachelor of Dentistry from the Resolutions of Senate for the Faculty of Dentistry, with effect from 1
January 2019, noting that this degree is no longer offered and has been replaced by the Doctor of Dental Medicine in 2012;

- approved the proposal from the Faculty of Arts and Social Science to amend the Bachelor of Visual Arts and Bachelor of Visual Arts / Bachelor of Advanced Studies and approved the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts and Bachelor of Arts / Bachelor of Advanced Studies to allow the introduction a new major Politics and International Relations with effect from 1 January 2019; to allow the introduction a new major Criminology with effect from 1 January 2020; to clarify the OLE requirements, with effect from 1 January 2019; and to confirm that the Global Studies and Media Studies majors are available to students enrolled in Bachelor of Arts/Bachelor of Laws, with effect from 1 January 2019; and approved the amendment of course resolutions and unit of study tables arising from these proposals;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the resolutions of the Diploma of Arts, Diploma of Social Sciences and Diploma of Language Studies to reflect the new curriculum majors and minors and approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Social Work and approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Economics and Bachelor of Economics / Bachelor of Advanced Studies to clarify OLE requirements, and approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Education (Secondary: Mathematics) and Bachelor of Science and amend course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts and approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Arts and Social Sciences to amend Table A, with effect from 1 January 2019; and
- approved the proposal from the Faculty of Arts and Social Sciences to pilot a student-centred enrolment pathway for Italian Studies, with effect from 1 January 2019.

Other matters
The Academic Board also:
- received a presentation from Dr Ann Rogerson (Director of Academic Integrity and Assessment - Faculty of Business, University of Wollongong) on Trends in Academic Integrity;
- received and noted the Reports of the Chair and of the Vice-Chancellor;
- received and noted reports from the student members of the Academic Board;
- approved the amendment of the Assessment Procedures 2011, to enable implementation of a common system of late penalties and a common submission time for some forms of assessment, with effect from Semester 1 2019;
- noted the appointment of academic staff members to the 2018 Central Promotion committee; and
- received an update on the implementation of strategic initiatives relating to assessment.

The agenda pack for the 12 June 2018 meeting of the Academic Board (excluding the Reports of the Undergraduate and Graduate Studies Committees) is available here.

The Report of the Undergraduate Studies Committee is available here.

The Report of the Graduate Studies Committee is available here.

Associate Professor Tony Masters
Chair, Academic Board
RECOMMENDATION

That the Admissions Subcommittee and the Academic Standards and Policy Committee endorse the proposed amendments pertaining to mathematics prerequisites, including the proposal to provide a pathway for students experiencing educational disadvantage.

EXECUTIVE SUMMARY

In February 2016, the University announced an admissions requirement whereby prospective students applying for admission from 2019 must achieve at least a Band 4 in HSC Mathematics for relevant courses. Approximately 60% of the University’s bachelor-level courses will require this prerequisite from next year. There are two primary issues that need to be addressed regarding these mathematics entry requirements: (1) formalising the (already advertised) requirements in the Coursework Policy 2014 and associated policy instruments and (2) determining arrangements for the operation of pre-requisites in mathematics beyond those already advertised by the University (currently these apply only to students seeking a place commencing in 2019 who completed a year 12 qualification in Australia in 2018). In particular, decisions are needed about students transferring or entering on the basis of tertiary study, students from educationally disadvantaged backgrounds including Aboriginal and Torres Strait Islander students and applicants from Education Access Scheme (EAS) S01E schools, and students applying on the basis of preparation programs and other qualifications. The application of pre-requisites to international students is currently under discussion, but is not part of this proposal and will not be implemented before 2022. Currently, the Coursework Policy 2014 does not contain reference to admission pre-requisites for degrees. It is proposed that a Governance Instrument (attachment 1) is created with reference to clause 14 of the Coursework Policy 2014 (‘special entry requirements and pre-requisites’) (attachment 2). The proposed Governance Instrument addresses the following:

- domestic students applying on the basis of secondary study; it is proposed that arrangements already advertised for 2019 for 2018 school leavers be extended to all domestic school leaving applicants in 2020;
- domestic students applying on the basis of tertiary study; it is proposed that students must demonstrate the mathematical standard either in their secondary or tertiary study (in the latter case by completing MATH1111 or equivalent as part of their tertiary study or in MOOC form);
- domestic students applying on the basis of other qualifications; the other qualification must include study demonstrating mathematics ability to an equivalent level to MATH1111;
- applicants from disadvantaged schools and Aboriginal and Torres Strait Islander students; students would receive an offer but must complete a bridging course and complete MATH111 as part of first year study or through the MOOC version of MATH111; and
- students applying on the basis of approved preparation programs (including the University of Sydney Foundation Program); students must complete study equivalent to the standard for school leavers

The Governance Instrument also includes transitional arrangements.

CONTEXT

From 2019, the University will introduce mathematics admission prerequisites for courses in relevant discipline areas (including medicine, health, science, technology, engineering, mathematics, commerce, and
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The Admissions team have modelled the hypothetical impact of mathematics pre-requisites on 2018 NSW school-leaving applicants for those degrees introducing pre-requisites based on an analysis of the mathematical standards reached by applicants in 2017 (attachment 3). The data take into account achievements in HSC Mathematics, Mathematics Extension 1 and Mathematics Extension 2. According to these figures, up to 700 students university-wide in 2018 would have failed to meet the pre-requisites. Against this data, two considerations are relevant: (1) these figures represent levels of achievement for a cohort that was unaware of and unaffected by the University’s mathematics pre-requisites for 2019; (2) there has been an uplift of approximately 10% (over 1700 students) in the number of students taking HSC Mathematics since the University announced pre-requisites in 2016.

While the pre-requisites could be considered a step toward improving the University’s admissions benchmarks, the requirements do not adequately allow for the educational disadvantage associated with varying levels of mathematics teaching quality experienced by students who attend schools in remote and socioeconomically disadvantaged areas. There is extensive literature linking primary and secondary school performance with socioeconomic status (SES). Indeed, some studies have identified a significantly larger correlation in the differential between high/low SES and performance for certain single subject achievement measures, in particular mathematics, than for general weighted achievement measures. As such, it is proposed that an exemption is provided in the schedule for domestic students from EAS disadvantage code S01E schools and for Aboriginal and Torres Strait Islander students applying on the basis of secondary study that do not meet the pre-requisite requirements. Instead, an offer subject to enrolment in a mathematics bridging course prior to commencement of the degree, followed by enrolling and demonstrating achievement in MATH1111, would offer an additional pathway for admission to a degree with the mathematics prerequisite. The bridging course would be used to determine whether a student is encouraged to undertake a course requiring mathematics. Therefore, the exemption would still require the student to demonstrate mathematics proficiency via completing the bridging course and MATH1111, but ensures that students from disadvantaged backgrounds have the opportunity to pursue one of the courses with a mathematics prerequisite and (if necessary) engage with support services while undertaking the degree.

Over half of the University’s undergraduate courses will require a mathematics prerequisite from 2019, as such, an equity exemption is not applied the University risks excluding a significant potential cohort of students from Aboriginal and Torres Strait Islander and/or socioeconomically disadvantaged backgrounds. For instance, if the prerequisite was applied to 2016 University of Sydney course offers, the number of Aboriginal and Torres Strait Islander students undertaking an undergraduate degree that included mathematics would have declined by 40%. However, it should be noted that this data is based on a cohort that were not advised of or affected by the mathematics prerequisite. In 2018, there are 330 undergraduate enrolments in courses with the mathematics prerequisite from disadvantage code S01E schools. It is important to ensure that

2 Gonski, D; Boston, K; Greiner, K; Lawrence, C; Scales, B; Tannock, P. (2011) ‘Review of funding for schooling — final report’ Department of Education, Employment and Workplace Relations, Canberra.
3 The EAS has three different disadvantage codes. The S01E disadvantage code is comprised of NSW Government schools identified by the Department of Education as among the most socio-economically disadvantaged, geographically isolated, or participating in the Connected Communities program. Additionally, non-Government schools identified as comparable to these categories by the Catholic Education Commission or the Association of Independent Schools are included in S01E.
4 DVC-ISS Submission to SEG Aboriginal and Torres Strait Islander Strategy and Services Committee 30 August 2016.
Non-Confidential

enrolment numbers of students from disadvantaged schools do not decline from 2019 as a result of the prerequisite.

In addition to the policy changes proposed in this paper, messaging to equity cohorts would need to begin earlier to ensure that support is provided and decisions are made prior to the final year of secondary education by students that wish to undertake a degree with a mathematics prerequisite. For instance, the latest PISA results indicate that on average Aboriginal and Torres Strait Islander students are almost two-and-a-half years behind their non-Indigenous peers in mathematical literacy.\(^5\) PISA results are predominantly based on collated Year 10 (75%) and Year 11 (14%) cohort data,\(^6\) and as such, the messaging and support for Aboriginal and Torres Strait Islander students' needs to begin prior to Year 10 – which the introduction of the mathematics prerequisite in 2016 for 2019 enrolments has not accounted for.

Consideration should be given to whether an alignment between domestic and international student mathematics admission requirements should be formalised in policy in the future. If international pre-requisites were to be applied in full, sufficient time to both determine equivalent mathematics scores/grades across non-Australian secondary education systems and provide communications to international markets about the requirements would need to be included in the transitional arrangements section of the schedule. Other models based on the MATH1111 MOOC and assumed knowledge are also being explored. A Working Party established by the Admissions Subcommittee will provide an options paper for international students later in the year, working on the assumption that international students will need to be given appropriate notice of any change and the Admissions Office will need appropriate resources.

CONSULTATION

The draft policy schedule will be provided to the following committees:

- Admissions Sub-Committee
- Academic Standards and Policy Committee
- University Executive Education Committee
- Academic Board

ATTACHMENTS

Attachment 1: Mathematics pre-requisites schedule
Attachment 2: Clause 5 and 14 of the Coursework Policy 2014
Attachment 3: Hypothetical impact of mathematics prerequisites

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\(^6\) Ibid. p. 8
Draft Schedule of Degrees with Admission Pre-requisites in Mathematics
(as referenced in Section 14 of the Coursework Policy)

To be eligible for admission to the degrees listed in Table 2, students must demonstrate attainment in mathematics as set out in this schedule.

1. **Domestic Students applying on the basis of secondary study**
   
   [*note:* for students seeking admission after 1 January 2019, this clause will apply to domestic students who took an Australian School leaving qualification in 2018: it applies to all domestic students from 1 January 2020]
   
   Domestic students applying for admission to a degree with an approved mathematics pre-requisite (Table 2) on the basis of secondary studies must:
   
   a. Achieve an ATAR in the NSW HSC equal to or greater than the Selection Rank for the degree; or
   
   b. Achieve a standard in another school-leaving qualification determined by the University to be the equivalent of the Selection Rank for the degree; and
   
   c. Demonstrate achievement in mathematics through:
      
      i. A band 4 of higher in Mathematics in the NSW HSC; or
      
      ii. Achievement in mathematics in a secondary school-leaving qualification equivalent to or higher than band 4 in Mathematics in the NSW HSC; and
      
   d. Meet English Language Requirements and other admission requirements for the degree as specified in Part 5 of the Coursework Policy and in the relevant degree resolutions.

2. **Domestic students applying on the basis of tertiary study**
   
   [*note:* this clause applies to all domestic students applying for a place commencing after 1 January 2020]
   
   Domestic students applying for admission to a degree with an approved mathematics pre-requisite (Table 2) on the basis of tertiary study must:
   
   a. Achieve a WAM over 48 credit points of tertiary study to a standard equivalent to the Selection Rank for the degree in the year of transfer; or
   
   b. Have achieved a standard equivalent to or higher than the Selection Rank for the degree in the year of transfer 1 in the NSW HSC; and
   
   c. Demonstrate achievement in mathematics through:
      
      i. A pass grade in a mathematics unit in Table 1 at the University of Sydney; or
      
      ii. Other tertiary mathematical study deemed by the relevant Associate Dean of the faculty administering the degree to be at a pass or higher standard in a mathematics unit in Table 1; or
      
      iii. Have demonstrated the standard of mathematics in 1 (c) in the NSW HSC or other school-leaving qualification; and
      
   d. Meet English Language Requirements and other admission requirements for the degree as specified in Part 5 of the Coursework Policy and in the relevant degree resolutions.

3. **Domestic students applying on the basis of other qualifications**
   
   [*note:* this clause applies to all domestic students applying for a place commencing after 1 January 2020]
   
   Domestic students applying for admission to a degree with an approved mathematics pre-requisite (Table 2) on the basis of another qualification approved by the Academic Board specified in the Coursework Policy (12) must:
   
   a. Achieve a standard in the other qualification determined by the University; and
   
   b. Demonstrate achievement in mathematics in the other qualification or in other study determined by the University to be the equivalent to 1(c) or 2(c); and
   
   c. Meet English Language Requirements and other admission requirements for the degree as specified in Part 5 of the Coursework Policy.
4. Educational disadvantage (Educational Access Scheme schools and/or Aboriginal and Torres Strait Islander students)

[Note: this clause applies to students from Educational Access Scheme S01E schools and/or Aboriginal and Torres Strait Islander students seeking a place commencing after 1 January 2019]

Domestic students from Educational Access Schemes (EAS) S01E schools or Aboriginal and Torres Strait Islander students applying on the basis of secondary study for admission to a degree with an approved mathematics pre-requisite (Table 2) who do not meet the pre-requisite requirements but who meet other requirements under an approved admission pathway may receive an offer in the course and:

a. Are required to enrol in a mathematics bridging course prior to commencement of the degree;

b. Are required to enrol in a mathematics unit in Table 1 during the first year of the degree (or alternative unit of study as determined by the relevant faculty);

c. Are required to demonstrate achievement in mathematics by passing a mathematics unit in Table 1 or alternative as determined by the faculty during their degree.

[Note: where the curriculum does not allow space to take a mathematics unit in Table 1 during the first year, students may take the MOOC version of MATH1111 during the first year of candidature, including, optionally, during non-teaching periods]

5. Approved preparation programs and other programs

Students applying for admission on the basis of approved preparation programs as specified in Part 15 of the Coursework Policy must:

a. Achieve a standard in the other qualification determined by the University; and

b. Demonstrate achievement in mathematics in the other qualification or in other study determined by the University to be the equivalent to 1(c) or 2(c); and

c. Meet English Language Requirements and other admission requirements for the degree as specified in Part 5 of the Coursework Policy.

6. Transitional arrangements

a. Clause 1

i. Clause 1 applies only to students applying for a place from 1 January 2019 on the basis of secondary qualifications who undertook an Australian school-leaving qualification in 2018.

ii. Clause 1 applies to all students applying for a place commencing after 1 January 2020 on the basis of secondary qualifications.

b. Clause 2

i. Clause 2 applies to all students applying for a place commencing after 1 January 2020 on the basis of tertiary qualifications.

c. Clause 3

i. Clause 3 applies to all students applying for a place commencing after 1 January 2020 on the basis of other qualifications as set out in Section 12 of the Coursework Policy.

d. Clause 4

i. Clause 4 applies to all domestic students from EAS S01E schools or Aboriginal and Torres Strait Islander students that do not meet the pre-requisite requirements in clause 1 seeking a place commencing after 1 January 2019.

7. Table 1

Mathematics units that may be used to satisfy mathematics prerequisites under Clause 2 and 4 above.

<table>
<thead>
<tr>
<th>Unit of Study Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math1111</td>
<td>Accepted for admission into all degrees</td>
</tr>
<tr>
<td>ECON1003</td>
<td>Accepted for admission into the Bachelor of Economics and Bachelor of Advanced Studies</td>
</tr>
<tr>
<td>BUSS1020</td>
<td>Accepted for admission into Bachelor of Commerce and Bachelor of Advanced Studies.</td>
</tr>
</tbody>
</table>
An Associate Dean may accept an alternative unit as demonstration that a student applying on the basis of prior tertiary study has met pre-requisites in mathematics.

8. **Undergraduate degrees with mathematics pre-requisites pre-requisite**

The undergraduate degrees with an approved mathematics pre-requisite are: Table 2.

<table>
<thead>
<tr>
<th>UAC Code</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty of Arts and Social Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>513225</td>
<td>B Economics</td>
</tr>
<tr>
<td>513230</td>
<td>B Economics/B Advanced Studies</td>
</tr>
<tr>
<td>N/A</td>
<td>B Economics (Science Po Dual Degree)</td>
</tr>
<tr>
<td>513260</td>
<td>B Education (Secondary: Mathematics)/B Science</td>
</tr>
<tr>
<td>513265</td>
<td>B Education (Secondary: Science)/B Science</td>
</tr>
<tr>
<td><strong>Sydney Business School</strong></td>
<td></td>
</tr>
<tr>
<td>513300</td>
<td>B Commerce</td>
</tr>
<tr>
<td>Code</td>
<td>Course Name</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>513305</td>
<td>B Commerce/B Advanced Studies</td>
</tr>
<tr>
<td>513310</td>
<td>B Commerce/B Advanced Studies (Dalyell Scholars)</td>
</tr>
</tbody>
</table>

Faculty of Engineering and Information Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>513500</td>
<td>B Advanced Computing</td>
</tr>
<tr>
<td>513505</td>
<td>B Advanced Computing/B Commerce</td>
</tr>
<tr>
<td>513510</td>
<td>B Advanced Computing/B Science</td>
</tr>
<tr>
<td>513515</td>
<td>B Advanced Computing/B Science (Health)</td>
</tr>
<tr>
<td>513520</td>
<td>B Advanced Computing/B Science (Medical Science)</td>
</tr>
<tr>
<td>513525</td>
<td>B Engineering Honours (Aeronautical)</td>
</tr>
<tr>
<td>513530</td>
<td>B Engineering Honours (Biomedical)</td>
</tr>
<tr>
<td>513535</td>
<td>B Engineering Honours (Chemical and Biomolecular)</td>
</tr>
<tr>
<td>513540</td>
<td>B Engineering Honours (Civil)</td>
</tr>
<tr>
<td>Code</td>
<td>Program Description</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>513571</td>
<td>B Engineering Honours (Dalyell Scholars)</td>
</tr>
<tr>
<td>513545</td>
<td>B Engineering Honours (Electrical)</td>
</tr>
<tr>
<td>513550</td>
<td>B Engineering Honours (Flexible First Year)</td>
</tr>
<tr>
<td>513555</td>
<td>B Engineering Honours (Mechanical)</td>
</tr>
<tr>
<td>513560</td>
<td>B Engineering Honours (Mechatronic)</td>
</tr>
<tr>
<td>513565</td>
<td>B Engineering Honours (Software)</td>
</tr>
<tr>
<td>513570</td>
<td>B Engineering Honours with Space Engineering</td>
</tr>
<tr>
<td>513575</td>
<td>B Engineering Honours/B Arts</td>
</tr>
<tr>
<td>513580</td>
<td>B Engineering Honours/B Commerce</td>
</tr>
<tr>
<td>513585</td>
<td>B Engineering Honours (Civil)/B Design in Architecture</td>
</tr>
<tr>
<td>513590</td>
<td>B Engineering Honours/B Project Management</td>
</tr>
<tr>
<td>513595</td>
<td>B Engineering Honours/B Science</td>
</tr>
<tr>
<td>Code</td>
<td>Programme</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>513600</td>
<td>B Engineering Honours/B Science (Health)</td>
</tr>
<tr>
<td>513605</td>
<td>B Engineering Honours/B Science (Medical Science)</td>
</tr>
<tr>
<td>513610</td>
<td>B Project Management</td>
</tr>
</tbody>
</table>

**Sydney Law School**

<table>
<thead>
<tr>
<th>Code</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>513800</td>
<td>B Commerce/B Laws</td>
</tr>
<tr>
<td>513800</td>
<td>B Economics/B Laws</td>
</tr>
<tr>
<td>513800</td>
<td>B Engineering Honours/B Laws</td>
</tr>
<tr>
<td>513800</td>
<td>B Science/B Laws</td>
</tr>
</tbody>
</table>

**Faculty of Medicine and Health**

<table>
<thead>
<tr>
<th>Code</th>
<th>Programme</th>
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</thead>
<tbody>
<tr>
<td>513715</td>
<td>B Arts/D Medicine</td>
</tr>
<tr>
<td>513760</td>
<td>B Pharmacy</td>
</tr>
<tr>
<td>513765</td>
<td>B Pharmacy and Management</td>
</tr>
<tr>
<td>Code</td>
<td>Course Description</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>513705</td>
<td>B Science/Dental Medicine</td>
</tr>
<tr>
<td>513720</td>
<td>B Science/D Medicine</td>
</tr>
<tr>
<td>513745</td>
<td>B Science/M Nursing</td>
</tr>
<tr>
<td>513750</td>
<td>B Science (Health)/M Nursing</td>
</tr>
</tbody>
</table>

Faculty of Science

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>513905</td>
<td>B Psychology</td>
</tr>
<tr>
<td>513910</td>
<td>B Science</td>
</tr>
<tr>
<td>513915</td>
<td>B Science (Health)</td>
</tr>
<tr>
<td>513925</td>
<td>B Science (Medical Science)</td>
</tr>
<tr>
<td>513930</td>
<td>B Science/B Advanced Studies</td>
</tr>
<tr>
<td>513911</td>
<td>B Science/B Advanced Studies (Dalyell Scholars including Mathematical Science)</td>
</tr>
<tr>
<td>513935</td>
<td>B Science/B Advanced Studies (Advanced)</td>
</tr>
<tr>
<td>Code</td>
<td>Program</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>513940</td>
<td>B Science/B Advanced Studies (Agriculture)</td>
</tr>
<tr>
<td>513945</td>
<td>B Science/B Advanced Studies (Animal and Veterinary Bioscience)</td>
</tr>
<tr>
<td>513950</td>
<td>B Science/B Advanced Studies (Food and Agribusiness)</td>
</tr>
<tr>
<td>513920</td>
<td>B Science/B Advanced Studies (Health)</td>
</tr>
<tr>
<td>513960</td>
<td>B Science/B Advanced Studies (Medical Science)</td>
</tr>
<tr>
<td>513965</td>
<td>B Science/M Nutrition and Dietetics</td>
</tr>
<tr>
<td>513970</td>
<td>B Veterinary Biology/D Veterinary Medicine</td>
</tr>
</tbody>
</table>
5 Definitions

(1) In this policy:

**admission pre-requisite** means a standard in a specific subject area that applicants must demonstrate prior to admission.

14 Domestic and international applicants – special entry requirements and pre-requisites for admission to courses

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

(2) Deans may, with the approval of the Academic Board, set pre-requisites for admission to award courses.

(3) Domestic and international applicants for admission to an undergraduate award course must meet any special entry requirements and admission pre-requisites approved by the Academic Board and prescribed in the award course resolutions or in Governance Instruments related to Admission.
YEAR 1 POTENTIAL IMPACT

Admissions has looked at the 2017 domestic Year 12 offer data in an attempt to gauge the scope of the mathematics requirement. These applicants had obviously had no need to change their behaviour in Year 12 subject selection, but the prevalence of General Mathematics amongst Australian Year 12 students is very evident.

The graphs below are a collection of insights admissions has put together for various degrees post-Semester 1 (2018) and show the hypothetical impact against either some specific courses or faculties.
Business faculty wide - Hypothetical Impact of Maths Prereq based on 2018 NSW YR12 Offer data

- 441, 79%
- 116, 21%

PASS | FAIL

FASS - B Economics & Adv.
Impact of Maths Prereq using 2018 S1 offer data

- 167, 70%
- 71, 30%

PASS | FAIL
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Matthew Charet (Secretary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Jane Hanrahan (Chair)</td>
</tr>
<tr>
<td>Paper title</td>
<td>Educational Services Agreements Policy 2017</td>
</tr>
<tr>
<td>Purpose</td>
<td>To seek the advice on the committee regarding whether the <em>Educational Services Agreements Policy 2017</em> addresses all aspects entailed with the development of such agreements</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

*That the Academic Standards & Policy Committee discuss the Educational Services Agreements Policy 2017.*

**EXECUTIVE SUMMARY**

At a recent meeting, the NTEU passed a motion calling for the University to develop a policy on Education Agreements, to govern situations like the discussion with the Ramsay Centre for Western Civilisation to fund an award course offered by the University (as mentioned by the Vice-Chancellor at recent meetings of the Academic Board). At the October 2017 meeting of the Academic Board, the attached *Educational Services Agreements Policy 2017* was approved for introduction, and members are invited to consider whether the policy should be reviewed to include consideration of issues raised by the current discussion.
EDUCATIONAL SERVICES AGREEMENTS POLICY 2017

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

Dated: 10 October 2017 (commencing 24 October 2017)

Last amended: 25 October 2017 (administrative amendment only)

Signature:

Name: Professor Philippa Pattison

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1 Name of policy

This is the Educational Services Agreements Policy 2017.

2 Commencement

This policy commences on 24 October 2017.
3 Policy is binding

Except to the extent that a contrary intention is expressed, this policy binds the University, staff, students and affiliates.

4 Statement of intent

This policy:

(a) facilitates the expansion and dissemination of knowledge through academic collaboration; and

(b) provides for quality assurance of educational services provided in collaboration with, or on the University's behalf by, other parties.

5 Application

(1) This policy applies to:

(a) the University, staff and affiliates; and

(b) except as provided in this policy, all educational services agreements, and proposals for such agreements

(2) Except for clause 9, this policy applies to student placement and project agreements.

Note: See clause 12.

(3) Except as provided in clause 13, this policy does not apply to research agreements.

6 Definitions

agreement sponsor means a member of the University's staff who is responsible for monitoring and maintaining the quality of the educational experience or research training provided pursuant to an educational services agreement.

award course has the meaning given in the Learning and Teaching Policy 2015, which at the date of this policy is:

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

educational services agreement means a binding agreement between the University and another party which requires either party to undertake provision of any educational services on behalf of, or in conjunction with, the other. Such agreements include, but are not limited to, research training agreements.

dean includes Head of School and Dean of a University school.
educational services means any of:

- formulating the content or curriculum of an award course;
- facilitating, delivering or overseeing learning activities;
- assessing the performance of students.

faculty includes University school.

memorandum of understanding means a documented but non-binding arrangement between the University and a third party which sets out the parties’ intentions for their future relationship and interaction.

research agreement has the meaning given in the Research Agreements Policy 2011 which, as at the date of this document is:

agreement under which the University will undertake original investigation with the aim of generating new knowledge as a principal or incidental activity.

research training means supervision or education provided to a student in order to meet the requirements for award of a higher degree by research.

Note: See clause 1.3 of the University of Sydney (Higher Degree by Research) Rule 2011.

student placement agreement means any agreement between the University and a placement provider, which permits a student to be assigned to undertake supervised learning at a workplace controlled by the placement provider for the purpose of the student’s practical education.

Note: See clause 12 of this policy, and the Student Placement and Projects Policy 2015.

student project agreement means any agreement between the University and an external project partner, which provides for students to undertake a problem-based learning experience built around any of researching, proposing or implementing solutions to a real world case study presented by the project partner.

Note: See clause 12 of this policy, and the Student Placement and Projects Policy 2015.

7 Principles

(1) Where:

(a) another party provides education or research training for or on behalf of the University under an educational services agreement; and

(b) that education or research training contributes to an award issued by the University,

the University accepts full accountability for the standards and quality of the education or research training provided.

(2) Education and research training carried out pursuant to an educational services agreement must be governed by:
(a) University Rules, policies and procedures; or
(b) policies or requirements which the relevant delegate is satisfied have similar outcomes and intentions to those of the University, particularly in relation to research integrity and academic honesty.

(3) Education carried out under an educational services agreement must meet the educational excellence requirements specified in the Learning and Teaching Policy 2015.

Note: See clause 8 of the Learning and Teaching Policy 2015.

(4) Research training carried out under an educational services agreement must be consistent with the requirements of the University of Sydney (Higher Degree by Research) Rule 2011 (as amended) and the Supervision of Higher Degree by Research Students Policy 2013.

(5) Educational services agreements entered into by the University should clearly and completely articulate the relationship between the University and the other party to the agreement.

(6) Each educational services agreement must have an agreement sponsor.

(7) The agreement sponsor must arrange for each educational services agreement to be:
(a) approved by the relevant delegate;
(b) documented in a form approved by the Office of General Counsel;
(c) executed by or on behalf of each party;
(d) consistent with all applicable University policies, including as appropriate:
   (i) the Intellectual Property Policy 2016;
   (ii) the Research Agreements Policy 2011;
   (iii) the Student Placement and Projects Policy 2015;
   (iv) the Research Code of Conduct 2013;
   (v) the Guidelines Concerning Commercial Activities;
   (vi) the Risk Management Policy 2017;
   and
   (vii) registered in the University contracts register maintained by Archives and Records Management.

(8) Except in as provided in clauses 12 and 13 in relation to student placement agreements or research agreements, negotiations for establishment of potential educational services agreements must not begin before an expression of interest is approved as specified in clause 9.

8 Memoranda of understanding

(1) Memoranda of understanding do not constitute educational services agreements.

(2) Memoranda of understanding may be entered into in circumstances where it is not desirable or possible completely to articulate the scope and detail of the University’s relationship with another party.

(3) Memoranda of understanding must be:
(a) approved by the relevant delegate;
(b) documented in a form approved by the Office of General Counsel; and
(c) expressed to be non-binding.

Note: See University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 and University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016.

(4) If activities proposed to be undertaken pursuant to a memorandum of understanding involve the provision of educational services by either party, the terms on which such activities are to be undertaken must be recorded in an educational services agreement, consistently with this policy, before being provided.

9 Expressions of interest for potential agreements

(1) Subject to clauses 12 and 13, no negotiations for any potential educational services agreement may be undertaken before an expression of interest has been approved by the relevant delegate (that is, the delegate who would be entitled to approve the final agreement).

(2) An expression of interest must be provided in writing and must:
   (a) specify:
       (i) the proposed parties;
       (ii) the proposed agreement sponsor;
       (iii) the activities to be covered by the agreement;
       (iv) the proposed duration of the agreement; and
       (v) key performance indicators for success;
   (b) explain:
       (i) the benefits of the proposed agreement;
       (ii) how the agreement would align with the University’s strategic priorities; and
       (iii) the likely cost of the proposed arrangement;
   and
   (c) attach a risk assessment prepared consistently with the requirements of the Risk Management Policy 2017 and the University’s Risk Management Framework.

(3) In considering an expression of interest, a delegate must take the following into account:
   (a) consistency with the principles set out in clause 7;
   (b) consistency with the University’s statutory object and strategic objectives;
   (c) the likely cost and benefit of the proposed agreement to the University;
   (d) consistency of the risk assessment with the University Risk Appetite and Tolerance Statement; and
   (e) the reputation of each of the other proposed parties;
10 Establishing and renewing agreements

(1) Each educational services agreement must specify:
   (a) the nature of the legal relationship between the parties;
   (b) a duration, of no more than five years; and
   (c) the activities to be undertaken pursuant to the agreement.

(2) Agreements must not be renewed for terms longer than five years.

(3) A delegate must not approve the establishment or renewal of an educational services agreement unless satisfied that it:
   (a) is consistent with the principles set out in clause 7;
   (b) is consistent with the University’s obligations under the Higher Education Standards Framework;
   (c) is an appropriate use of the University’s resources;
   (d) provides an appropriate benefit to the University, compared to the cost involved;
   (e) involves an acceptable level of residual risk to the University, taking into account proposed risk mitigants; and
   (f) complies with applicable University Rules, policies and procedures.

(4) Copies of final executed agreements must be provided to:
   (a) the University contracts register;
   (b) the Deputy Vice-Chancellor (Education); and
   (c) if international parties are involved, the Deputy Vice-Chancellor (Registrar).

11 Quality assurance and responsibilities

(1) The agreement sponsor is responsible for:
   (a) obtaining approval for the initial expression of interest, if required;
   (b) registering the agreement in the University contracts register;
   (c) monitoring the implementation of the agreement during its term, against the University’s standards and expectations for education and research;
   (d) reviewing the success of the agreement at its conclusion, against its stated purpose and benchmarks;
   (e) monitoring student experience during the term of the agreement;
   (f) arranging for student experience to be measured through surveys or other appropriate instruments each time a course is offered;
   (g) reporting on the implementation of the agreement, including but not limited to student experience, as directed by the relevant dean; and
   (h) in February each year, providing a written report to the relevant dean on activity undertaken under each agreement for which they are responsible.

(2) The relevant dean is responsible for:
   (a) reviewing reports from agreement sponsors; and
(b) in March each year, providing a written report to the faculty leadership group and faculty board on activity undertaken pursuant to educational services agreements for which the faculty is responsible.

(3) The faculty board is responsible for:
   (a) reviewing reports from the dean; and
   (b) providing the reports, with appropriate comments, to each of the delegates who approved the agreements reported on.

(4) The relevant delegate is responsible for:
   (a) satisfying themselves that the requirements of this policy have been met before approving an expression of interest, or the establishment or renewal of an agreement;
   (b) reviewing reports from deans; and
   (c) providing an annual summary report to the Deputy Vice-Chancellor (Education) on all agreements for which they were the approving delegate.

(5) The Director of Graduate Research is responsible for endorsing research training provisions in research agreements.

Note: See clause 13.

(6) The Deputy Vice-Chancellor (Education) is responsible for:
   (a) reviewing reports from delegates;
   (b) providing an annual summary report on the operation of educational services agreements, and issues arising from them, to the Academic Board; and
   (c) in appropriate circumstances, endorsing research training provisions in research agreements.

(7) The Academic Board is responsible for:
   (a) considering the report of the Deputy Vice-Chancellor (Education); and
   (b) if it considers it appropriate to do so, making recommendations to any of:
      (i) the Deputy Vice-Chancellor (Education);
      (ii) the University Executive;
      (iii) any other relevant Deputy Vice-Chancellor;
      (iv) any dean.

12 Student placement agreements

(1) Student placement agreements are not required to comply with the provisions of clause 9 of this policy.

(2) Student placement agreements must comply with all other provisions of this policy and with the Student Placement and Projects Policy 2015.

13 Research agreements

(1) Provided that they comply with the requirements of this clause, research agreements are not required to comply with the remainder of this policy.
(2) If a research agreement contains provisions relating to the provision of research training, the relevant delegate must not approve the agreement until the research training provisions have been endorsed by the Director of Graduate Research or the Deputy Vice-Chancellor (Education).

(3) In endorsing provisions under this clause, the Director of Graduate Research or Deputy Vice-Chancellor (Education) must be satisfied that they:

(a) are consistent with the principles set out in clause 7;
(b) are consistent with the University’s obligations under the Higher Education Standards Framework;
(c) involve an acceptable level of residual risk to the University, taking into account proposed risk mitigants;
(d) provide for appropriate quality assurance mechanisms; and
(e) comply with applicable University Rules, policies and procedures.

14 Transitional provision

This policy will not apply to agreements entered into on or before 1 January 2018 until 31 December 2018.

15 Rescissions and replacements

This document replaces the following, which are rescinded as from the date of commencement of this document:

(1) Agreements for Educational Services Policy 2011, which commenced on 23 June 2011
(2) Agreements for Educational Services Procedures 2011, which commenced on 23 June 2011

NOTES

Educational Services Agreements Policy 2017

Date adopted: 10 October 2017
Date commenced: 24 October 2017
Date amended: 25 October 2017 (administrative amendment)
Administrator: Deputy Vice-Chancellor (Education)
Review date: 24 October 2022

Rescinded documents:

Agreements for Educational Services Policy 2011
Agreements for Educational Services Procedures 2011
Related documents:

- University of Sydney (Delegations of Authority – Academic Functions) 2016
- University of Sydney (Delegations of Authority – Administrative Functions) 2016
- University of Sydney (Higher Degree by Research) Rule 2011 (as amended)
- Intellectual Property Policy 2016
- Learning and Teaching Policy 2015
- Research Agreements Policy 2011
- Research Code of Conduct 2013
- Risk Management Policy 2017
- Student Placement and Projects Policy 2017
- Supervision of Higher Degree by Research Students Policy 2013
- University Recordkeeping Policy
- Learning and Teaching Procedures 2016
- Recordkeeping Manual
- Risk Management Framework

AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates at front of policy</td>
<td>Amended to correctly reflect date approved and date commenced</td>
<td>25 October 2017</td>
</tr>
<tr>
<td>Notes</td>
<td>Removal of <em>Educational Services Agreements Procedures</em> 2017 from related documents (not yet available)</td>
<td>25 October 2017</td>
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Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Kathy Lynch (Acting Associate Director, Operations, Office of the Provost &amp; DVC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>A/Prof Eric Knight, Pro-Vice-Chancellor (Research – Enterprise and Engagement)</td>
</tr>
<tr>
<td>Paper title</td>
<td>Schedule 1 - Academic Promotions Normative Criteria</td>
</tr>
<tr>
<td></td>
<td>Schedule 2 – Additional criteria for research-focussed, education focussed and governance, leadership and engagement-focussed roles</td>
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<tr>
<td>Purpose</td>
<td>The amended normative criteria and additional criteria (within the Academic Promotions Procedures document) that includes information that explicitly acknowledges the work academics undertake around research engagement – for noting by the Academic Standards and Policy Committee regarding.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Academic Standards and Policy Committee note the changes to the normative criteria and additional criteria (within the Academic Promotions Procedures document) that includes information that explicitly acknowledges the work academics undertake around research engagement.

**EXECUTIVE SUMMARY**

One change that can assist the University achieve the objectives of growing the number of academic staff engaged in engagement activities; have deeper relationships with large partners in multi-project, multi-disciplinary research and teaching engagements; and create a culture that shares and celebrates success in research/teaching enterprise and engagement activities is to address the promotions criteria to encourage changes in the focus of staff engaged in research.
CONSULTATION

Over the last several months discussions have been held with Heads of Schools and at the Academic Board to canvas views on this approach. In particular two options were developed together with various changes to the Academic Promotions Procedures and Promotions Guidelines: one which treated “engagement” as a new, additional category within promotions, and a second which embedded it more explicitly within the core mission of research and teaching activity. As a result of the feedback received, the second option was identified as the preferred go-forward option.

Submissions from across the university community were considered in terms of how “engagement” is defined and reflected within the various changes to Academic Promotions Procedures and Promotions Guidelines, as well as other programs affected. After reviewing these submissions, feedback received at UE Education, HoS and Research, and based on consultations, the following is put forward as a package of changes at the whole-of-university level to give recognition to engagement activity. This does not preclude additional initiatives at the faculty and school level; indeed, this is actively encouraged.

IMPLEMENTATION

These promotions are planned to be implementation as of 2019. The following initiatives are proposed:

Changes to Promotions Procedures and Promotions Guidelines

- Edits and restructuring to the normative criteria in the Promotions Procedures (Schedule 1).
- Additional criteria for research-focussed and GLE focused roles (Schedule 2).
- Promotions Applicant Guidelines will be updated based on the above endorsed amendments.

Aligning of AP&D discussions to embed engagement

- Engagement will be aligned into AP&D discussions, embedded into the current domains within the online system and called out in the relevant document. AP&D discussions will be guided to differentiating between engagement activities contributing to the research, teaching, or service missions of the academic under discussion. This will be done in collaboration with the Office of Workforce Development, and will come into effect in 2019.

Committee (LPC) training

- Online training (20 minutes maximum) will be prepared for all members of LPC. This will give context to engagement within the broader context of the application overall. This is intended to improve consistency of approach amongst LPCs. This will be done in collaboration with the Office of Workforce Development, and will be available in 2019.

University-wide training to staff about engagement

- The university will run an appropriate communications plan during 2018 and 2019 to educate staff on the changes, and make the changes accessible online.

COMMUNICATIONS

This process relates to promotion criteria. However, the overall endeavour of improving industry, government, and community engagement needs to be supported by the university as a whole. The initiatives highlighted above are just one dimension, and complement existing initiatives. Activities as diverse as resource planning (to ensure sufficient time is available to carry out these endeavours) through to infrastructure design (to ensure there are appropriate spaces available that are compatible with industry engagement) and embedded Business Development Managers need to be working in unison to support academics and our mission.

ATTACHMENTS

Schedule 1: Normative criteria for performance at each academic level
Schedule 2: Additional criteria for research-focussed, education-focussed and governance, leadership and engagement-focussed roles
Schedule 1
Normative Criteria for performance at each academic level

**Generic Attributes**
(All academic staff are expected to have the following generic attributes & responsibilities)

1. Will normally hold a relevant higher degree for appointment at Level A.
2. Will normally hold a PhD or other higher professional qualifications appropriate to their discipline for appointment at Level B or above.
3. Will develop expertise in either or both of teaching and research with an increasing degree of autonomy (e.g., through enrolment in appropriate courses or workshops).
4. Will carry out the duties assigned to them under their school or faculty workload provisions, as appropriate to their academic level.
5. Will be actively engaged in research and scholarship.
6. Will disseminate their knowledge and expertise in education and their research skills as appropriate to their role and academic level.
7. Will be involved in both formal and informal staff or other mentoring programs, including beyond the University where relevant.
8. Will engage in continuing professional development.
9. Will be institutionally engaged as a member of the University community through participation in committees, administrative duties and governance at any or all of school, faculty or University level, as appropriate to their role and academic level.
10. Will interact with staff and students in a professional and collegial manner.
11. Will seek to engage with the wider community where appropriate, through research and/or education related activities connecting with industry, government or community partners.
12. Will, where appropriate, engage in translational research with a view to building strong, sustained partnerships with external organizations with outputs such as commercialisation, improved practice and policy development.
13. Will seek to use their expertise to inform the community or engage in public debate on key community or public issues, where appropriate and consistent with University policy.

<table>
<thead>
<tr>
<th>Level</th>
<th>General Expectations</th>
<th>Education and/or Education Engagement</th>
<th>Research and/or Research Engagement</th>
<th>Governance, Leadership or Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1. Will normally work under supervision of staff at Level B or above, with an increasing degree of autonomy as they gain skill and experience.</td>
<td>1. May supervise research students at undergraduate level.</td>
<td>1. Will normally conduct research or scholarly activities under limited supervision either independently or as a member of a team. 2. May, where appropriate, be involved or mentored in translational research with a view to external collaboration and establishing partnerships with outputs such as research and development, commercialisation, improved practice or policy.</td>
<td>1. Governance 1.1 Will undertake administration primarily relating to their activities. 2. Leadership 2.1 May be mentored in a formal University mentoring program. 3. Engagement 3.1 May participate in external activities related to the discipline or profession, where appropriate.</td>
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</tbody>
</table>
## Schedule 1
Normative Criteria for performance at each academic level

<table>
<thead>
<tr>
<th>Level</th>
<th>Criteria</th>
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</thead>
</table>
| B     | 1. Will contribute to any or all research, scholarship or teaching, either independently or as part of a team, through professional practice and expertise.  
2. Will be involved in evaluating teaching and learning, both at the program level and in relation to their own practice.  
3. May have experience in education-related scholarly activities, which have resulted in demonstrated improvements in teaching quality or education outcomes or successful outcomes in research supervision.  
4. May be involved in training in either or both of pedagogical skills or research.  
5. Will normally contribute to teaching at honours, undergraduate and postgraduate level in units of study or through research supervision. |
|       | 1. Will be able to demonstrate a record of research and scholarly activities relating to their discipline.  
2. Will contribute to academic, practice or professional journals on issues relevant to their discipline or contribute more broadly as appropriate to their discipline. A premium may be placed on ERA recognised contributions.  
3. Will normally demonstrate evidence of competitive grant applications within the University or externally, either individually or as part of a team.  
4. Will, where appropriate, be involved in translational research with a view to external collaboration and establishing partnerships with outputs such as research and development, commercialisation, improved practice or policy; and/or share knowledge with external partners. |
|       | 1. Governance  
1.1 May be required to perform the full academic responsibilities, and related administration, of co-ordination of a unit of study within a faculty, consistently with the faculty’s workload provisions.  
2. Leadership  
2.1 Will co-ordinate or lead the activities of other staff as appropriate to their discipline.  
2.2 Will be an informal mentor for other staff at Levels A or B, and/or colleagues beyond the University where relevant.  
2.3 May be mentored in a formal University mentoring program.  
3. Engagement  
3.1 Will engage in scholarly development and engagement in their subject area.  
3.2. Will, where appropriate, participate in continuing professional development (e.g., through seminars or conferences).  
3.3 May have involvement, where appropriate, in discipline or professional associations. |
### Schedule 1

**Normative Criteria for performance at each academic level**

<table>
<thead>
<tr>
<th>Level</th>
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<th>Education and/or Education Engagement</th>
<th>Research and/or Research Engagement</th>
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</tr>
</thead>
</table>
| C     | 1. Will be able to demonstrate a strong record of:  
   a. research;  
   b. scholarly activities relating to their discipline; or  
   c. teaching or teaching practices;  
   2. Will be acknowledged at a national level as influential:  
      a. in expanding knowledge within their discipline; or  
      b. through pedagogical and curriculum practice.  
   3. Will normally make a significant contribution to any, or all of the research, scholarship, teaching or administration activities of an organisational unit or interdisciplinary area at undergraduate honours or postgraduate level.  
   3. May be pursuing education opportunities to enhance their expertise and professionalism in higher education.  
| 1. Will provide leadership with a significant impact on their faculty or school in teaching, teaching innovation or curriculum development or research training and supervision.  
   2. May be pursuing education opportunities and/or professional development to enhance their expertise and professionalism in higher education.  
| 1. Will make independent and original contributions to scholarship within their discipline and will disseminate these among colleagues and/or the community.  
   2. Will contribute to academic or professional journals on issues relevant to their discipline or contribute more broadly as appropriate to their discipline. A premium may be placed on ERA recognised contributions.  
   3. Will demonstrate evidence of competitive grant applications within the University or externally.  
   4. Will, where appropriate, be involved in translational research and/or collaboration with external partners with a view to establishing partnerships with outputs such as research and development, commercialisation, improved practice and policy.  
   5. May, where appropriate, contribute their research expertise and knowledge to broader forums of public debate, consistently with University policy.  
| 1. Governance  
1.1 Will contribute to governance in their school or faculty or the University, through activities such as participation in committees, membership of the Academic Board or administrative roles in centres or institutes.  
1.2 May be required to perform the full academic responsibilities, and related administration, of co-ordination of a large unit of study or award program or a number of small award programs, consistently with the faculty's workload provisions.  
2. Leadership  
2.1 Will be an informal mentor for other staff at Level C or below, and/or colleagues beyond the University where relevant  
2.2 May be a formal mentor for staff at Level C or below.  
2.2 Will disseminate knowledge to benefit and promote good practice in their faculty and the University, in learning and teaching or research and research training.  
2.3 May be mentored in a formal University mentoring program.  
3. Engagement  
3.1. Will normally play a major role or provide a significant degree of leadership in scholarly, research or professional activities relevant to any or all of their profession, discipline or community. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Normative Criteria for performance at each academic level</th>
</tr>
</thead>
</table>
| D     | 1. Will have attained and maintained recognition at national or international level in their discipline.  
2. Will make:  
   a. original and innovative contributions to their field of study or research, which are recognised as outstanding nationally or internationally; or  
   b. Original contributions to teaching, such as contributions to national efforts to enhance curriculum and providing high quality learning experiences in their discipline. |
|       | 1. May have a sustained record of effective leadership leading to improvements in student learning and in research teaching teams (in curriculum design, implementation, and innovations training). (If not will require to demonstrate leadership in Research – (4)).  
2. Will demonstrate evidence of capability to lead developments in education quality, which enhance major aspects of the faculty’s operations through program management, curriculum development, faculty and institutional teaching roles (such as Associate Dean, Academic Board, UE Education Committee). (If not will be required to demonstrate similar leadership in Research (1)). |
|       | 1. Will contribute to academic or professional journals on issues relevant to their discipline or as recognised under the ERA, or more broadly.  
2. Will have a good track record of competitive and /or partnership-based research grants, as appropriate to their discipline.  
3. Will, where appropriate, be involved in translational research and/or collaboration with external partners with a view to establishing partnerships with outputs such as research and development, commercialisation, improved practice and policy  
4. Will demonstrate evidence of capability to lead developments in research which enhance the reputation of the faculty, or University (such as leading participation in internationally-funded research projects). (If not will be required to demonstrate similar leadership in Education (1)).  
5. Will, where appropriate, contribute their research expertise and knowledge to broader forums of public debate, consistently with University policy. |

1. Governance  
1.1 Will normally make an outstanding contribution to governance and collegial life within the University and in community and professional service.  
2. Leadership  
2.1 Will be an informal mentor for other staff at Level D and below and/or colleagues beyond the University where relevant  
2.2 Will be a formal mentor for staff at Level C or below.  
2.3 May be mentored at a formal University mentoring program.  
3. Engagement  
3.1 Will, where appropriate, assist the University in its development work.  
3.2 Will, where appropriate, demonstrate leadership or active involvement in strategic initiatives and partnerships with external agencies, organisations and industry.
Schedule 1
Normative Criteria for performance at each academic level

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</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>1. Will have evidence of leadership in any or all of curriculum development, program development and management of research and scholarship. (If not will be required to demonstrate similar leadership in Research (6)).</td>
<td>1. Will have achieved and maintained international recognition through original, innovative and distinguished contributions to scholarship and research. 2. Will have publications in peer-reviewed international journals or creative works recognised under the ERA in their discipline or more broadly. 3. Will have a track record of competitive and/or partnership-based research grants, as appropriate to their discipline. 4. Will, where appropriate, demonstrate leadership in translational research and/or collaboration with external partners with a view to establishing sustainable partnerships with outputs such as research and development, commercialisation, improved practice and policy. 5. Will, where appropriate, contribute their research expertise and knowledge to broader forums of public debate, consistently with University policy. 6. Will demonstrate evidence of capability to lead developments in research which enhance the reputation of the faculty, or University (such as leading participation in internationally-funded research projects). (If not will be required to demonstrate similar leadership in Education (1)).</td>
<td>1. Governance 1.1 Will make an outstanding contribution to governance and collegial life within and outside the University, for example by chairing school or faculty committees, undertaking significant administrative positions, or participating in or chairing University-level committees. 2. Leadership 2.1 Will have evidence of mentoring University colleagues to leadership positions and/or senior community or professional individuals 2.2 Will be mentored in a formal University mentoring program. 2.3 Will be an informal mentor for other staff at Level D or below, and/or colleagues beyond the University where relevant 3. Engagement 3.1 Will have evidence of recognition within the broader research and/or professional community, such as membership or editorship of journals, membership of national or international consultative bodies, membership of specialist committees or advisory boards. 3.2 Will, where appropriate, assist the University in its development work. 3.3 Will, where appropriate, demonstrate leadership or active involvement in strategic initiatives and partnerships with external agencies, organisations and industry.</td>
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</tr>
</tbody>
</table>
Schedule 2
Additional criteria for research-focussed, education-focussed and governance, leadership and engagement-focussed roles

**Education-focussed roles**
Staff in education-focussed roles are expected to:
1. Devote most of their effort to excellence in, and contribution to, teaching.
2. Contribute to research in either their discipline or the pedagogy of their discipline.
3. Be building, at junior levels and to have achieved, at senior levels, national and international reputations for their contributions to pedagogical issues within their discipline and more broadly.
4. Have a record of success in competitive grant applications or teaching awards.

**Research-focussed roles**
Staff in research-focussed roles are expected to:
1. Devote most of their effort to research in their discipline.
2. Participate in teaching through the supervision and instruction of postgraduate students, interaction with honours students or limited instruction to undergraduate students.
3. Be building, at junior levels, and to have achieved, at senior levels, national and international reputations for their research.
4. Demonstrate academic leadership through the influence of their research activity through industry, government and the community.
5. Have a record of success in competitive external grant applications.

**Governance, leadership and engagement (GLE)-focussed roles**
Staff in GLE-focussed roles are expected to demonstrate their exceptional abilities in all of the following:
1. Devote a significant proportion of their effort and focus on governance, leadership and engagement activities.
2. Demonstrate sustained engagement over a substantial period of time in governance and significant leadership roles with one or more of the University, faculty, school, discipline or community.
3. Demonstrate sustained engagement with industry, community and/or business organisations.
4. Demonstrate meaningful quality outcomes from the activities in (1) and (2) that provide benefit to the University.
5. Provide evidence of the impact these activities have had in limiting outcomes within their teaching and research portfolios.

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1 Only staff who are applying for promotion to Level D or E may apply under this stream. All applications must be endorsed by the relevant dean and by the Provost prior to submission. Refer to Clause 7(S) of the *Academic Promotions Policy 2015*. 