ACADEMIC STANDARDS AND POLICY COMMITTEE
2:00PM – 4:00PM, TUESDAY 12 FEBRUARY 2019
Chair: Professor Jane Hanrahan
Committee Officer: Dr Matthew Charet T 9114 1356
University Secretariat | Office of the Vice-Chancellor E matthew.charet@sydney.edu.au
Quadrangle (A14) sydney.edu.au/secretariat/academic-board-committees/standards-policy-committee

NOTICE OF MEETING
Meeting 1/2019 of the Academic Standards and Policy Committee will be held from 2:00pm – 4:00pm on Tuesday 12 February 2019 in Level 5 Function Room, Administration Building F23. The Agenda for the meeting is below.

Dr Matthew Charet
Secretary

AGENDA

1 WELCOME AND APOLOGIES
   1.1 Acknowledgement of Country Chair verbal
   1.2 Welcomes and Apologies Chair verbal
      Members are asked to welcome:
      • Associate Professor Alex Lefebvre as representative of the
        Faculty of Arts & Social Sciences, replacing Associate Professor
        Mark Melatos; and
      • Jacky He (in absentia), as incoming President of the SRC.
      Apologies have been received from Professor Greg Murray.

2 PROCEDURAL MATTERS
   2.1 Minutes of Previous Meeting Chair attached
   2.2 Business Arising Chair verbal

3 STANDING ITEMS
   3.1 Report of the Chair Chair verbal
   3.2 Report of Academic Board Chair, Academic Board attached

4 ITEMS FOR ACTION
   4.1 Approval of Accredited Micro-Credentials Peter McCallum attached

5 ITEMS FOR NOTING
   5.1 Continuing and Extra-Curricular Education Procedures (previously circulated) Peter McCallum attached
5.2 Further Actions to Address Increasing Risk of Contract Cheating (previously circulated)  
Peter McCallum  
confidential circulation

5.3 Availability of Unit of Study Materials and Canvas Sites (previously circulated)  
Peter McCallum  
attached

5.4 Postgraduate Research Support Scheme Procedures  
Ross Coleman  
attached

6 OTHER BUSINESS

6.1 Any Other Business

Next meeting: 2:00pm – 4:00pm, Tuesday 19 March 2019  
Level 5 Function Room, F23 Administration Building

Academic Standards and Policy Committee - Terms of Reference

PURPOSE

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

TERMS OF REFERENCE

1. To play an active role in assuring the quality of teaching, scholarship and research in the University 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.
To seek approval of the minutes of the previous meeting.

RECOMMENDATION

That the Academic Standards and Policy Committee resolve that the minutes of meeting 6/2018, held on 6 November 2018, be confirmed as a true record.

MINUTES

ACADEMIC STANDARDS AND POLICY COMMITTEE

2:00pm – 4:00pm, Tuesday 6 November 2018

Senate Room, Quadrangle (A14)

Members: Professor Jane Hanrahan (Chair); Helen Agus (Science); Associate Professor Salvatore Babones (Academic Board); Dr Vasiliki Betihavas (Nursing); Professor Adam Bridgeman (Director, Educational Innovation); Dr Bret Church (Pharmacy); Professor Alan Fekete (Academic Board); Associate Professor Vincent Gomes (Engineering & IT); Professor Manuel Graeber (co-opted, Medicine & Health); Imogen Grant (President, SRC); Kerrie Henderson (co-opted, Office of General Counsel); Nanda Jarosz (nominee of the President, SUPRA); Patty Kamvounias (Academic Board); Dr Adrienne Keane (Architecture, Design & Planning); Dr Peter Knight (Medicine & Health); Associate Professor Tony Masters (Chair of the Academic Board); Associate Professor Peter McCallum (Director, Educational Strategy) (for Professor Pip Pattison); Professor Greg Murray (Dentistry); Associate Professor Maurice Peat (co-opted, Business); Associate Professor Alison Purcell (Health Sciences); Associate Professor Jennifer Rowley (Conservatorium); Professor John Shields (Business, for Professor Peter Bryant).

Attendees: Dr Matthew Charet (Secretary); Professor Ross Coleman (Director, Graduate Research); Tristan Enright (Manager, Educational Integrity) (for Item 4.9); Tanya Goswami (Appeals Coordinator, Student Affairs Unit) (for Item 5.3); Veronica le Nevez (Senior Policy and Project Officer, Education Portfolio); David Lodge (Senior Student Affairs Officer) (for Item 5.2); Alexis Nguyen (Project Manager, Sydney Operating Model); Hugh O’Dwyer (Policy/Project Officer, Education Portfolio); Georgina Wheadon (Senior Project and Policy Officer, Education Portfolio); Associate Professor Tim Wilkinson (Chair, Admissions Sub-Committee).

Apologies: Professor Peter Bryant (Business) (Professor John Shields attending instead); Professor Pip Pattison (Deputy Vice-Chancellor (Education)) (Associate Professor Peter McCallum attending instead); Associate Professor Rita Shackel (Law).

6/2018

UNCONFIRMED MINUTES

1 WELCOME AND APOLOGIES

The Chair welcomed members and advised of apologies as recorded above.
2 PROCEDURAL MATTERS

2.1 Minutes of Previous Meeting

The minutes of the previous meeting held on 11 September 2018 were approved as a true record.

Resolution ASPC18/6-1
The Academic Standards and Policy Committee resolved that the minutes of meeting 5/2018, held on 11 September 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 ASPC18/6-2
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 ASPC18/6-3
The Academic Standards & Policy Committee noted the report of the Academic Board meeting held on 2 October 2018.

4 ITEMS FOR ACTION

4.1 Outbound Student Mobility Policy

The Director, Educational Strategy, spoke to the proposal to introduce the Outbound Student Mobility Policy 2018. This policy includes procedures, which may be separated in a future iteration.

In discussion, concern was expressed regarding study by international students within their country of origin (as permitted under clause 8(4)). It was agreed that any limits to the amount of study conducted overseas that contributes to a University qualification could be addressed at a faculty level by course resolutions or via exchange or study-abroad approval processes. Through these mechanisms, faculties could limit the amount of non-Sydney study undertaken, or even prohibit outbound opportunities. Institutional limits may be explored in a future iteration. The necessity for a student who is under investigation for possible misconduct to remain in Sydney was also questioned, given technological enablement of discussion from anywhere in the world. The silence of the policy on funding opportunities was also mentioned, with an implication that only students who can fully fund the experience themselves are able to undertake outbound opportunities. The competitive nature of scholarship processes may also send a discouraging message to low-WAM students.

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

Resolution ASPC18/6-4
The Academic Standards and Policy Committee endorsed the Outbound Student Mobility Policy 2018 for submission to the Academic Board.

4.2 GOFUS Rule Amendment

The Director, Educational Strategy, informed members that this proposal has arisen to simplify the process of approving award course changes at the faculty level (especially the approval of units of study). It enables more agile timelines for course endorsement.

Members were advised that several minor changes were suggested subsequent to the distribution
of the agenda papers, and these were briefly described. Subject to the incorporation of these additional amendments, the Committee endorsed the proposal for presentation to the Academic Board and Senate.

Resolution ASPC18/6-5
The Academic Standards & Policy Committee agreed to recommend that the Academic Board ask Senate to approve the amendment of the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

4.3 Learning and Teaching Policy 2015
The Director, Educational Innovation, provided background to this paper, which outlines a case for making available all unit of study outlines two weeks before the commencement of semester. A unit of study outline template is in development to ensure consistency of information across all units of study and this is anticipated to be available by the end of 2019.

In discussion, the utility of this recommendation was questioned, with members observing that unit of study information is available via Faculty Handbooks which are published in December of the preceding year. It was agreed that there is benefit to having assessment and other course-related information available in a more detailed format, and that the recommendation be restricted in 2019 to 1000- and 5000-level units of study only. An amended version of the proposal would be circulated for approval.

[Note: subsequent to the meeting, an amended version of the proposal was circulated to and endorsed by the Committee for presentation to the Academic Board.]

Resolution ASPC18/6-6
The Academic Standards & Policy Committee endorsed the amendment of the Learning and Teaching Policy 2015.

4.4 University of Sydney (Higher Degree by Research) Rule 2011
The Director, Graduate Research, outlined the case for this amendment, which calls for more timely submission of HDR theses as well as enabling the undertaking of coursework by HDR students and clarifying English language requirements. In discussion, the benefit of this proposal to students was questioned, as it puts more pressure on them. The desirability of providing additional support for HDR students to enable earlier submission was also highlighted.

The proposal was endorsed as presented.

Resolution ASPC18/6-7
The Academic Standards & Policy Committee agreed to recommend that the Academic Board ask Senate to approve the amendment of the University of Sydney (Higher Degree by Research) Rule 2011.

4.5 Admissions / Coursework Policy Changes
The Director, Educational Strategy, presented the case for clarifying English language requirements for admission to the University, informing members that there are currently inconsistencies between the requirements for undergraduate and postgraduate admission and that equivalencies of testing schemes are presented differently across a number of policies.

The proposal was endorsed as presented.

Resolution ASPC18/6-8
The Academic Standards & Policy Committee:
(1) endorsed the amendment of the Coursework Policy 2014;
(2) endorsed the introduction of the Admissions Standards – English Language Proficiency; and
(3) agreed to recommend that the Academic Board ask Senate to approve the amendment of the University of Sydney (Higher Degree by Research) Rule 2011 (HDR Rule).

4.6 Higher Degree by Research Coursework Implementation Model
The Director, Graduate Research, spoke to this proposal to introduce mandatory coursework for HDR students. This is to be enabled through the creation of a collection of research-focussed units of study (largely drawn from OLEs and other units currently delivered by faculties), encapsulated in a new Table R. This table is to be curated by the Graduate Studies Committee,
and members were informed that the Graduate Studies Committee had endorsed the proposal at its most recent meeting. Completion of coursework will be enforced via the Annual Progress Review process.

In discussion, concerned was expressed by a number of members that in combination with Item 4.4 above, we are requiring HDR students to undertake a higher volume of learning in a shorter timeframe. Professor Fekete asked to have his opinion recorded, that “it is a really bad thing to have coursework requirements in a PhD program”.

The proposal was endorsed as presented.

Resolution ASPC18/6-9
The Academic Standards & Policy Committee endorsed the amendment of the Progress Planning and Review for Higher Degree by Research Students Policy 2015, as presented.

4.7 Respectful Research Supervisory Relationships

The Director, Graduate Research, advised members that this paper arises from the University’s consideration of the ‘Principles for Respectful Supervisory Relationships’ produced by Universities Australia, the National Tertiary Education Union, the Council of Australian Postgraduate Associations and the Australian Council of Graduate Research. These principles set out behavioural expectations for institutions engaging in research student supervision. The UE Research Education Committee had discussed these principles and made some recommendations for necessary changes to policy to ensure that our commitment to these principles is supported, and the Committee was asked to permit the DVC (Education) to develop appropriate amendments to policy to enable this.

The proposal was endorsed as presented.

Resolution ASPC18/6-10
The Academic Standards & Policy Committee discussed the paper and endorsed the DVC Education Portfolio to develop necessary changes to current policies.

4.8 Continuing and Extra-Curricular Education Procedures

The Director, Educational Strategy, advised that an amended version of this proposal – incorporating changes suggested by the University Policy Manager – would be circulated for endorsement by the Committee. The proposal seeks endorsement for the implementation of Continuing and Extra-Curricular Education Procedures 2018 as well as reporting and course evaluation templates.

[Note: Subsequent to the meeting, an amended version of the proposal was circulated to and endorsed by the Committee for presentation to the Academic Board.]

Resolution ASPC18/6-11
The Academic Standards & Policy Committee agreed to recommend that the Academic Board endorse the Continuing and Extra-Curricular Education Procedures 2018, Continuing and Extra-Curricular Education reporting template, and course evaluation and approval template, as presented.

4.9 Educational Integrity Decision-Making and Penalty Guidelines 2018

The Manager, Educational Integrity, informed members that these Guidelines have been developed to facilitate more consistent decision-making across the institution. In discussion, the lack of detail regarding what constitutes a low, moderate or high volume of plagiarism was questioned, as was the scaling of penalties based on previous findings for an individual student. The Manager, Educational Integrity, undertook to directly address these concerns and further advised that as these are Guidelines, they are not binding.

The proposal was endorsed as presented.

Resolution ASPC18/6-12
The Academic Standards & Policy Committee agreed to recommend that the Academic Board endorse the Educational Integrity Decision-Making and Penalty Guidelines 2018, as presented.
4.10 Student Placement and Project Policy 2015

The Director, Graduate Research, advised that this proposal enables HDR internships within the current Student Placement and Project Policy 2015, as well as introducing accompanying HDR Internships Procedures. One aspect of the proposal calls for the creation of a faculty-level HDR Internships Coordinator, as it is desirable to have someone outside the supervisory team to coordinate such activities and ensure that they have suitable academic intent. The University Policy Manager informed the Committee that several minor refinements need to be made to the document presented to the Committee, and that these would be incorporated into the version presented to the Academic Board.

Subject to the incorporation of these minor changes, the proposal was endorsed for presentation to the Academic Board.

Resolution ASPC18/6-13
The Academic Standards & Policy Committee agreed to recommend that the Academic Board:
(1) approve the amendment of the Student Placement and Project Policy 2015; and
(2) approve the introduction of the Higher Degree by Research Internships Procedures, as presented.

5 ITEMS FOR NOTING

5.1 RTP Scholarships Policy 2018

The University Policy Manager informed members that further to the introduction of the RTP Scholarships Policy 2018, as approved at the 2 October meeting of the Academic Board, an amendment is also required to the Student Recognition Awards Policy 2016 and that this would be included in the proposal that proceeds to the Academic Board.

This paper was noted by the Committee.

Resolution ASPC18/6-14
The Academic Standards and Policy Committee noted the Academic Board’s approval to introduce the Research Training Program Scholarships Policy 2018 and agreed to recommend the amendment of the Student Recognition Awards Policy 2016.

5.2 Annual Report of Student Misconduct 2017

The Senior Student Affairs Officer informed members that there has been a fourfold increase in the number of cases presented to the Student Affairs Unit since the previous year, due to greater student awareness of the process and greater University scrutiny of student activity. This number is anticipated to grow further before steadying.

In discussion, the use of blanket categories was questioned, with members observing the desirability of more nuanced reporting. The need for feedback on outcomes to be provided to faculties (which is currently absent) is also necessary if academic practice is to be improved, and the Senior Student Affairs Officer informed members that this is intended and that mechanisms to do so are being explored but have been hampered so far by privacy constraints. Clarification was also sought as to processing times and the comparative volume of cases that were resolved in a preliminary meeting compared to those that proceeded to a full investigation. Current turn-around was reported at an average of eighteen days.

This paper was noted by the Committee.

Resolution ASPC18/6-15
The Academic Standards and Policy Committee noted the Annual Report of Student Misconduct 2017 and endorsed it for submission to Academic Board and Senate in fulfilment of the reporting requirement of clause 76(3) of the University of Sydney By-Law 1999 (as amended) and clause 8.4 of the University of Sydney (Student Discipline) Rule 2016.

5.3 Annual Report of Student Appeals Body 2017

The Appeals Coordinator for the Student Affairs Unit advised that there had been a significant number of student appeals in the reporting period, and that the Student Affairs Unit is working with faculties to ensure that they are following agreed processes.
This paper was noted by the Committee.

Resolution ASPC18/6-16
The Academic Standards and Policy Committee noted the Annual Report of Student Appeals Body 2017 and endorsed it for submission to the Academic Board and Senate in fulfilment of the annual reporting requirement of clause 7.5 of the University of Sydney (Student Appeals Against Academic Decision) Rule 2006 (as amended).

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

Next meeting: 2:00pm – 4:00pm, Tuesday 12 February 2019
Level 5 Function Room, F23 Administration Building

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<table>
<thead>
<tr>
<th>Author</th>
<th>Matthew Charet, Executive Officer to Academic Board</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of the Academic Board</td>
</tr>
<tr>
<td>Paper title</td>
<td>Report of the Academic Board meeting</td>
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<tr>
<td>Purpose</td>
<td>To advise the Committee of the outcomes of the Academic Board meeting held on 2 October 2018</td>
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RECOMMENDATION

That the Academic Standards & Policy Committee note the report of the Academic Board meeting held on 27 November 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 6 November 2018 and:

- approved the introduction of the Outbound Student Mobility Policy 2018;
- agreed to recommend that Senate approve the amendment of the University of Sydney (Governance of Faculties and University Schools) Rule 2016, with effect from 1 January 2019;
- approved the amendment of the Learning and Teaching Policy 2015;
- agreed to recommend that Senate approve the amendment of the University of Sydney (Higher Degree by Research) Rule 2011;
- approved the amendment of the Coursework Policy 2014 and approve the introduction of the Admissions Standards – English Language Proficiency;
- approved the amendment of the Progress Planning and Review for Higher Degree by Research Students Policy 2015;
- approved the introduction of the Continuing and Extra-Curricular Education Procedures 2018, Continuing and Extra-Curricular Education reporting template, and course evaluation and approval template, as presented;
- approved the introduction of the Educational Integrity Decision-Making and Penalty Guidelines 2018;
- approved the amendment of the Student Placement and Project Policy 2015 and the introduction of the Higher Degree by Research Internships Procedures 2018;
- approved the amendment of the Student Recognition Awards Policy 2016;
- received and agreed to recommend to Senate the Annual Report of Student Misconduct 2017; and
- received and agreed to recommend to Senate the Annual Report of Student Appeals Body 2017.

**Items related to the Academic Quality Committee**
The Academic Board noted the report from meeting of the Academic Quality Committee held on 30 October 2018 and:

- noted the Committee's review of three postgraduate coursework courses;
- noted the Committee's discussion of course monitoring outliers;
- noted the Committee's discussion of the monitoring of ethics approval for HDR students;
- noted the Committee's discussion of the potential changes to PhD examinations;
- noted the Committee's discussion of the proposed changes to the HDR Rule; and
- noted the Committee's discussion of the proposal to amend the English Language Proficiency Requirements.

**Items related to the Graduate Studies Committee**
The Academic Board noted the report from meeting of the Graduate Studies Committee held on 6 November 2018 and:
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- approved the proposal as amended from the Faculty of Engineering and Technology to introduce the Master of Transport, Graduate Diploma in Transport and Graduate Certificate in Transport, approved the introduction of course resolutions and unit of study tables arising from the proposal, and agreed to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Engineering and Information Technologies, with effect from 1 January 2020;
- approved the proposal from the Education Portfolio to introduce the Master of Advanced Studies and approved the introduction of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020;
- approved the proposal from the Faculty of Science to delete the specialisation “Forest and Atmosphere Interactions” and amend the unit of study tables and amend the course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal as amended from Sydney Law School to amend the Juris Doctor and approved the amendment of Faculty and course resolutions arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the Faculty of Engineering and Information Technology to amend the Master of Professional Engineering (Accelerated) and approved the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019;
- approved the proposal from the University of Sydney Business School to amend the Master of Business Administration (Leadership & Enterprise) 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 Master of Economic Analysis and embedded award courses and approved the amendment of course resolutions arising from the proposal, with effect from January 1, 2020;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Crosscultural and Applied Linguistics and embedded award courses and approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from January 1, 2020;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Relations, Master of International Security, Master of International Studies and Master of Public Policy and approved the amendment of unit of study tables arising from the proposal, with effect from January 1, 2020;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Master of Education, Graduate Diploma in Educational Studies and Graduate Certificate in Educational Studies and approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from January 1, 2020;
- approved the proposal from the Faculty of Arts and Social Sciences to amend the Resolutions of the Senate for the Faculty of Arts and Social Sciences and agreed to recommend that Senate approve the amendment, as presented, with effect from January 1, 2019;
- approved the proposal from the Faculty of Medicine and Health to amend the Doctor of Clinical Dentistry and approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;
- noted the Committee's endorsement of the proposal to amend the Terms of Reference for the Graduate Studies Committee, the amendment of the Progress Planning and Review for Higher Degree by Research Students Policy 2015 with effect from 1 January 2019, and request that faculties provide the relevant information for existing units of study taught to HDR students to be included in Table R by 30 November 2018;
- note the Committee’s endorsement of the proposal to amend the Student Placement and Project Policy 2015 and approve a new procedures document, the Higher Degree by Research Internships Procedures 2018, with effect from 1 January 2019; and
- noted the Committee’s endorsement of the proposal to recommend that Senate approve the amendment of the University of Sydney (Higher Degree by Research) Rule 2011, with effect from 1 January 2019.

Items related to the Undergraduate Studies Committee

The Academic Board noted the report from meetings of the Undergraduate Studies Committee held on 23 October, 30 October and 13 November 2018 and:

- approved the proposal from the Faculty of Arts and Social Sciences to introduce the Bachelor of Arts / Bachelor of Advanced Studies (Languages), approved the amendment of faculty and course resolutions and unit of study tables arising from the proposal, and agreed to recommend that Senate approve the
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amendment of the Resolutions of Senate for the Faculty of Arts and Social Sciences, with effect from 1 January 2020;
• approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts / Bachelor of Advanced Studies (Media and Communications) and approved the amendment of course resolution and unit of study tables arising from the proposal, with effect from 1 January 2020;
• approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts / Bachelor of Advanced Studies (Media and Communications) and approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020;
• approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts / Bachelor of Social Work and approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2020;
• approved the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Economics and the Bachelor of Economics/Bachelor of Advanced Studies and approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020;
• approved the proposal from the Sydney Conservatorium of Music to amend the Bachelor of Music and approved the amendment of unit of study tables arising from the proposal, with effect from 1 January 2020;
• approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Exercise Physiology) and the Bachelor of Applied Science (Exercise Physiology) Honours, and approved the amendment of course resolutions and unit of study tables arising from the proposal, with effect from 1 January 2020;
• approved the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Exercise and Sport Science) and the Bachelor of Applied Science / Bachelor of Advanced Studies (Exercise and Sport Science), approved the amendment of course resolutions and unit of study tables arising from the proposal, noted the Board of Interdisciplinary Studies’ endorsement of the proposal to include the Physical Activity and Health Major and Minor in the Shared Pool (Table S) for all Undergraduate degrees, and agreed to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Health Sciences, with effect from 1 January 2020;
• approved the proposal from the Sydney Law School to amend the Bachelor Laws and approved the amendments to the faculty and course resolutions 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) Combined Degrees, 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 Liberal Arts and Science and approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2019;
• approved the proposal from the DVC Education Portfolio endorsed by the Board of Interdisciplinary Studies on 11 October 2019 to amend the Bachelor of Advanced Studies and approved the amendment of course resolutions arising from the proposal, with effect from 1 January 2020;
• approved the Undergraduate course and component learning outcomes proposed by the Sydney Law School, for implementation with effect from 1 January 2019;
• approved the Undergraduate course and component learning outcomes proposed by the Sydney Conservatorium of Music, for implementation with effect from 1 January 2019;
• approved the Undergraduate course and component learning outcomes proposed by the Faculty of Health Sciences, for implementation with effect from 1 January 2019;
• approved the Undergraduate course and component learning outcomes proposed by the Faculty of Medicine and Health, for implementation with effect from 1 January 2019;
• approved the Undergraduate course learning outcomes proposed by the Faculty of Business, for implementation with effect from 1 January 2019;
• approved the Undergraduate course and component learning outcomes proposed by the Sydney School of Architecture, Design and Planning, for implementation with effect from 1 January 2019;
• approved the Undergraduate course and component learning outcomes proposed by the Faculty of Arts and Social Sciences, for implementation with effect from 1 January 2019;
• approved the Undergraduate course and component learning outcomes proposed by the Faculty of Science, for implementation with effect from 1 January 2019; and
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- approved the Undergraduate component learning outcomes proposed by the Faculty of Business, for implementation with effect from 1 January 2019.

Other matters
The Academic Board also:
- authorised the Chair and Deputy Chair to act on behalf of the Academic Board for urgent matters that arise between this meeting and the first meeting of 2019 (scheduled for 5 March);
- received and approved the Report of the Assessment Working Group 2018, which includes interim definitions of the University graduate qualities and a suite of nine common draft University rubrics for faculties to refer to in making disciplinary interpretations and developing assessment plans;
- received a report from the Deputy Vice-Chancellor (Education) on the Student Experience Strategy;
- noted an update from the Director, Culture Strategy, on progress of the University's Culture Strategy;
- received and noted the Reports of the Chair and of the Acting Vice-Chancellor;
- received and noted reports from the student members of the Academic Board;
- noted updates to the membership of the Academic Panel for the period 2018-2020;
- approved the amendment of the Resolutions of Faculty for the University of Sydney Business School and the Faculty of Health Sciences;
- approved the 2019 Academic Calendars for the Sydney Conservatorium of Music, the Faculty of Medicine & Health Doctor of Medicine program and the School of Nursing & Midwifery; and
- approved updated approval timelines for the submission of proposals for changes to 2020 curriculum components, including award courses, majors and units of study.


Associate Professor Tony Masters
Chair, Academic Board
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<tr>
<th>Author</th>
<th>Georgie Wheeldon, Senior Policy and Projects Officer, Education Strategy</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Peter McCallum, Director, Education Strategy</td>
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<tr>
<td>Paper title</td>
<td>Approval of accredited micro-credentials at the University of Sydney</td>
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<tr>
<td>Purpose</td>
<td>To provide a discussion paper canvassing issues around the offering of accredited 'micro-credentials' including a flexible, 12 credit point Professional Certificate at the post-bachelor level.</td>
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RECOMMENDATION

That the Academic Standards and Policy Committee:
(1) note the discussion paper on a framework for the governance and approval of accredited micro-credentials; and
(2) endorse the proposal to establish a Sydney Professional Certificate (noting that a full proposal will be submitted via the University’s course approval process).

EXECUTIVE SUMMARY

The discussion paper at Attachment 1 canvases issues around the offering of short, modular, specialised, credentials or ‘micro-credentials’ at the University of Sydney and outlines a governance and approval process whereby certain micro-credentials could be accredited. It also proposes the introduction of one such qualification: a flexible, 12 credit point Sydney Professional Certificate at the post-bachelor level. This certificate would provide a framework into which faculties could propose disciplinary pathways, specifying their learning outcomes, articulation pathways, broader value, if there is expertise to teach the units and if there is demonstrated interest in the training they will provide. In terms of necessary policy changes, it is proposed that:
- the framework and title for any accredited micro-credential be included in Part 19 of the Coursework Policy 2014;
- the award course requirements for the proposed Sydney Professional Certificate also be specified within Part 19; and
- for purposes of clarifying the clauses of the Coursework Policy 2014 that apply, the Sydney Professional Certificate be seen as a postgraduate qualification.

BACKGROUND

As foreshadowed in the 2018 paper Post-Bachelor Coursework at the University of Sydney, micro-credentials are primarily targeted at students in need of continuing professional development and new skill development and form a key part of the University’s post-bachelor strategy. Where these involve more than a single unit of study and result in a qualification (albeit outside of the Australian Qualifications Framework (AQF)), they require an accreditation process and assessment to ensure quality and assurance of learning. Under the Coursework Rule 2014, an accredited micro-credential outside the AQF is a coursework award and requires approval by the Academic Board (and so should not be confused with other shorter modules of learning, such as non-award units and Massive Open Online Courses [MOOCs]).

The proposed Sydney Professional Certificate would provide an overarching framework for an accredited micro-credential, into which individual disciplinary pathways can be offered. The use of this defined framework will allow new professional qualifications to be added in response to professional and market demand in a way that balances the need for agility with appropriate governance and quality control. The Sydney Professional Certificate would contribute to learning outcomes consistent with level 8 of the AQF or above, and may be counted towards an AQF qualification such as a Graduate Certificate or Masters degree.
ISSUES

- **Definition of micro-credentials and accredited micro-credentials**: currently proposed as “assessed programs of learning with defined learning outcomes at a post-bachelor level that are larger than a single unit of study but smaller and more specific than any of the qualifications in the AQF”. Accredited micro-credentials require quality management by faculties and approval by the Academic Board.

- **Design principles**: accredited micro-credentials will be small, flexible and discreet components of learning, designed as a module that may be credited towards a longer postgraduate award.

- **Governance framework**: governance of accredited micro-credentials will need to be designed around the principles of quality and risk-based oversight and agile responsiveness to opportunities, professional needs and market changes. They will be subject to the requirements of the Coursework Rule 2014, including admission, assessment, progression, award course requirements and rescissions, replacement and nomenclature. The Sydney Professional Certificate will be under the overarching governance of the Board of Interdisciplinary Studies and disciplinary pathways offered within it will be under the governance and management of the faculty offering them.

The suggested text for inclusion in part 19 of the Coursework Rule 2014 is listed below:

### 89A Award course requirements for the Sydney Professional Certificate

1. The Sydney Professional Certificate is an advanced program of postgraduate study building on:
   - (a) prior undergraduate study; or
   - (b) where approved by the faculty, prior experience that is considered by the faculty to demonstrate knowledge and aptitude to undertake the required units of study.

2. Candidates for the Sydney Professional Certificate must complete 12 credit points of units of study at 4000-level or above comprising:
   - (a) a disciplinary pathway of 12 credit points of core units of study.


4. The Sydney Professional Certificate shall be under the governance of the Board of Interdisciplinary Studies.

5. Professional pathways within the Sydney Professional Certificate shall be under the governance and management of a faculty.

- **Completion and testamur**: Given the limited volume of learning and simple structure, it is recommended that accredited micro-credentials of less than 24 credit points not be conferred in a formal graduation ceremony. Rather, it is proposed that, following confirmation of completion of requirements, a set of administrative checks will be initiated and confirmed. An issue to be explored and decided is whether the testamur should be issued in paper form, or only as an e-qual.

- **Approval requirements for the Sydney Professional Certificate**: The Sydney Professional Certificate will require a full course proposal approved by the Academic Board. Pathways within the Professional Certificate will also require approval but may be proposed using the template provided in the discussion paper. Pathways should normally be able to be credited towards a postgraduate AQF qualification; require a prior qualification or equivalent professional experience; and have defined learning outcomes and assessment of those learning outcomes. Accordingly, faculties will need to provide the pathway’s learning outcomes and Table A (units of study); a description of the broader value the pathway offers (i.e. how it will meet a professional or societal need); evidence that there is expertise available to teach the pathway; and evidence that there is potential student interest in the pathway.

ATTACHMENTS

Attachment 1: Approval of accredited micro-credentials at the University of Sydney
Approval of accredited micro-credentials at the University of Sydney

January 2019
Overview

This paper canvases issues around the offering of short, modular, specialised, credentials or ‘micro-credentials’ at the University of Sydney, outlines a governance and approval process whereby certain micro-credentials could be accredited, and proposes the introduction of a flexible 12 credit point Sydney Professional Certificate at the post-bachelor level.

Micro-credentials are conceived as small, flexible and discreet components of learning, primarily targeted at students in need of continuing professional development and new skill development. Where these involve more than a single unit of study and result in a qualification (albeit outside of the Australian Qualifications Framework (AQF)), they require an accreditation process and assessment to ensure quality and assurance of learning. Under the University of Sydney (Coursework) Rule 2014 (Coursework Rule), an accredited micro-credential outside the AQF is a coursework award and requires approval by the Academic Board (it thus should not be confused with other shorter modules of learning, such as non-award units and MOOCs).

Demand for such professional programs has been recognised by the Department of Education and Training, who are considering their inclusion in the Australian Qualifications Framework (AQF)\(^1\). Micro-credentials, in accredited and non-accredited form, are also being considered by a range of other institutions, who are preparing for, or have already made, some progress towards including them in their degree profiles\(^2\). Following the discussion paper, Post-bachelor coursework programs at the University of Sydney, endorsed by the University Executive Education Committee in 2018 (Attachment 1), several University of Sydney faculties have expressed support for micro-credentials and have identified units that could be used for pilots.

This paper also proposes the development of an accredited micro-credential, the Sydney Professional Certificate, for introduction in 2020. The Sydney Professional Certificate would provide an overarching framework in which individual disciplinary pathways can be offered. The use of this defined framework will allow new professional qualifications to be added in response to professional and market demand in a way that balances the need for agility with appropriate governance and quality control. The Sydney Professional Certificate would contribute to learning outcomes consistent with level 8 of the AQF or above, and may be counted towards an AQF qualification such as a Graduate Certificate or Masters degree.

Definition

Micro-credentials

Micro-credentials are described by the Department of Education and Training as “a modular certification in a specific topic area of learning.”\(^3\) A micro-credential may be granted where a student demonstrates skills or completes an assessed form of learning; however, they are not currently quality assured under any government-approved standards, nor accredited by a regulator. Micro-credentials must meet a defined industry or community need and must not duplicate an existing qualification type in the AQF. They are part of a suite of shorter, more flexible credentials that have been gaining in popularity in the past few years. This has been seen as a response to the changing nature and demands of work and higher education. In particular, the realisation that graduates will need to engage more regularly in continuing and lifelong educational opportunities; the transformational

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effects that technology has had on enabling access to learning resources, educational technologies and communication; the expansion of higher education providers and the growing emphasis on establishing linkages between universities and external partners.

Accredited micro-credentials

Accredited micro-credentials, as set out in this paper, are assessed programs of learning leading to an award under the Coursework Rule 2014, with defined learning outcomes that are larger than a single unit of study but smaller and more specific than any of the qualifications in the AQF (see ‘Relationship to AQF’). As set out under ‘Governance’, they will require quality management by faculties and approval by the Academic Board (see ‘Governance’).

As conceived in this paper, accredited micro-credentials do not include Massive Open Online Courses (MOOCs) as these courses are not approved by the Academic Board, nor do they include single units of study taken on a non-award basis. Accredited micro-credentials are a type of award and should not be confused with non-award units, training modules or with Continuing Professional Development courses for which there is no assessment. However, non-award units and MOOCs can be part of or lead to the achievement of a micro-credential or other qualification, as long as the learning outcomes of the unit are assessed. Also excluded from the accredited micro-credential category discussed here are courses and units of study offered by the Centre for Continuing Education (as they are not approved by the Academic Board); bridging courses, foundation programs and courses that enable a student to access the University or undertake a course leading to a higher education award, but which are not themselves higher education awards.

Design

Accredited micro-credentials will be targeted at students seeking continuing professional development at the post-bachelor level. They should be designed to provide the continuing and emerging professional skills and knowledge needed to update professional expertise and support careers.

In general, accredited micro-credentials will build on a prior qualification or equivalent professional experience. The content should be written on the assumption that students have bachelor-level prior knowledge in the broad area in which they are seeking further training and some professional experience. They will normally use units of study at 4000-level and above. A prior bachelor degree or equivalent professional experience would be a requirement for admission.

To enable students to keep building their knowledge and skill, and to fit into the University’s broader curriculum framework, accredited micro-credentials will generally be modularised parts of other (usually postgraduate) qualifications, such as a Masters degree or Graduate Certificate.

As canvassed in the discussion paper, Post-Bachelor Coursework at the University of Sydney, an accredited micro-credential of 12 credit points is proposed for development, the Sydney Professional Certificate, with disciplinary pathways (see ‘Sydney Professional Certificate’). On completion, students would receive a Sydney Professional Certificate ([disciplinary pathway]). Further types of accredited micro-credentials could be developed subject to approval by the Academic Board.

Relationship to the AQF

The AQF is the national framework for recognising and endorsing education qualifications across the tertiary and vocational education sectors. There are 14 AQF qualifications, ranging from Certificate 1 to a Doctoral Degree, which are organised into ten AQF levels. Each level has specific learning outcomes and criteria for the acquisition and application of knowledge and skills, which, if achieved, enable an institution to award the relevant credential. For each qualification within levels, learning

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4 University of Sydney, “Post-bachelor coursework programs at the University of Sydney”, 2018.
outcomes consistent with the level are specified, along with a purpose and a volume of learning. The relevant levels to higher education are: Level 5 – Diploma; Level 6 - Advanced Diploma and Associate Degree; Level 7 – Bachelor Degree; Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma; Level 9 – Masters Degree and Level 10 – Doctoral Degree.

Micro-credentials are not currently included in the AQF because they are generally of lesser volume of learning and generally do not have sufficient depth of study to fully develop the learning outcomes specified for AQF levels relevant to higher education. However, their units of study may form part of an AQF qualification as long as that qualification achieves the outcomes specified in the AQF. The Department of Education and Training has suggested (in their current review of the AQF) that in the future, micro-credentials might be incorporated into the framework. This won’t be confirmed until the final AQF review report is released in September 2019.

Learning outcomes
In developing a Sydney Professional Certificate, it is proposed that the learning outcomes demonstrate achievement aligned with those for AQF level 8 or above, but that they relate to specific rather than broad areas of knowledge, in line with the lower volume of learning. The table below gives a suggested set of learning outcomes for the Sydney Professional Certificate. They are designed to be consistent with those for the Graduate Certificate but with a more specific and contained focus.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Proposed outcomes for Sydney Professional Certificate</th>
<th>AQF descriptor for Graduate Certificate (for comparison)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>The Sydney Professional Certificate qualifies individuals who apply a body of knowledge in a specific context for professional, highly skilled or specialised work and a pathway for further learning.</td>
<td>The Graduate Certificate qualifies individuals who apply a body of knowledge in a range of contexts to undertake professional or highly skilled work and as a pathway for further learning.</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Graduates of the Sydney Professional Certificate will have specialised knowledge within a systematic and coherent body of knowledge, including application of specific knowledge and skills in a professional area.</td>
<td>Graduates of a Graduate Certificate will have specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area.</td>
</tr>
<tr>
<td>Skills</td>
<td>Graduates of a Graduate Certificate will have: • cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to specific problems; • cognitive skills to think critically and to evaluate complex ideas in a specific context; • specialised technical and creative skills in a specific area of professional practice; • communication skills to demonstrate an understanding of theoretical concepts in a specific area; and • communication skills to transfer specific knowledge and ideas to a variety of audiences.</td>
<td>Graduates of a Graduate Certificate will have: • cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems; • cognitive skills to think critically and to generate and evaluate complex ideas; • specialised technical and creative skills in a field of highly skilled and/or professional practice; • communication skills to demonstrate an understanding of theoretical concepts; and • communication skills to transfer complex knowledge and ideas to a variety of audiences.</td>
</tr>
</tbody>
</table>
### Qualification Process

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Proposed outcomes for Sydney Professional Certificate</th>
<th>AQF descriptor for Graduate Certificate (for comparison)</th>
</tr>
</thead>
</table>
| Application of knowledge and Skills | Graduates of a Graduate Certificate will demonstrate the application of knowledge and skills:  
  - to make high level, independent judgements in specific technical or management functions;  
  - to initiate, plan, implement and evaluate specific functions within particular specialised technical or professional contexts;  
  - with responsibility and accountability for personal outputs and all aspects of the work or function of others within specific parameters. | Graduates of a Graduate Certificate will demonstrate the application of knowledge and skills:  
  - to make high level, independent judgements in a range of technical or management functions in varied specialised contexts; and  
  - to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters. |

| Volume of Learning | The volume of learning of the Sydney Professional Certificate is 0.25 years. | The volume of learning of a Graduate Certificate is typically 0.5 – 1 year. |

### Governance

Governance of accredited micro-credentials needs to be designed around two principles: quality and risk-based oversight; and agile responsiveness to opportunities, professional needs and market changes. Consistent with section 1.3 (h) of the Coursework Rule 2014, accredited micro-credentials will require quality management at the faculty level, oversight by the Board of Interdisciplinary Studies and approval of the Academic Board. Section 1.3 states the University may offer qualifications outside the AQF provided these are approved by the Academic Board (noting that if the review of the AQF resulted in the inclusion of micro-credentials this clause may need amendment). Micro-credentials will thus be subject to the requirements of the Coursework Rule 2014, including admission, assessment, progression, award course requirements and rescissions and replacement. Their nomenclature should be as approved by the Academic Board and recorded in the Coursework Policy 2014.

Part 17 of the Coursework Policy 2014 sets out award course requirements for coursework awards specified in the Coursework Rule 2014. It is proposed that the framework and title for any micro-credential be included in Part 19 of the Coursework Policy 2014. For the proposed Sydney Professional Certificate, it is suggested that award course requirements be specified within Part 19. For purposes of clarifying the clauses of the Coursework Policy 2014 that apply, the Sydney Professional Certificate should be seen as a postgraduate qualification.

To facilitate agility and market responsiveness, and to maintain coherence in the University’s profile of accredited micro-credentials, it is proposed that there be a single set of course resolutions for the Sydney Professional Certificate under the governance of the Board of Interdisciplinary Studies and approved by the Academic Board. Faculties wanting to offer professional pathways within this award would make an application to the Board of Interdisciplinary Studies using the proposed template (Attachment 2) and within the timelines for the approval of addition of streams and pathways for postgraduate awards. Timelines for 2020 are included in Attachment 3.
Suggested text for inclusion in Part 19 of the Coursework Policy 2014 is listed below:

89A Award course requirements for the Sydney Professional Certificate

1. The Sydney Professional Certificate is an advanced program of postgraduate study building on:
   (a) prior undergraduate study; or
   (b) where approved by the faculty, prior experience that is considered by the faculty to demonstrate knowledge and aptitude to undertake the required units of study.

2. Candidates for the Sydney Professional Certificate must complete 12 credit points of units of study at 4000-level or above comprising:
   (a) a disciplinary pathway of 12 credit points of core units of study.


4. The Sydney Professional Certificate shall be under the governance of the Board of Interdisciplinary Studies.

5. Professional pathways within the Sydney Professional Certificate shall be under the governance and management of a faculty.

Completion and testamur

Given the limited volume of learning and simple structure, it is recommended that accredited micro-credentials of less than 24 credit points not be conferred in a formal graduation ceremony. Rather, it is proposed that, following confirmation of completion of requirements, a set of administrative checks will be initiated and confirmed. An issue to be explored and decided is whether the testamur should be issued in paper form, or only as an e-qualification (e-qual).

Sydney Professional Certificate

It is proposed that the Academic Board endorse the development a 12 credit point accredited micro-credential, the Sydney Professional Certificate. The Sydney Professional Certificate will be under the overarching governance of the Board of Interdisciplinary Studies.

The requirements would be 12 credit points of units of study at a postgraduate level (4000-level and above) and the completion of a disciplinary pathway of core units of study offered and managed by a faculty. Faculties wishing to offer disciplinary pathways would complete the attached template for approval by the Board of Interdisciplinary Studies and the Academic Board. In general, pathways:

- may be modularised to a postgraduate AQF qualification (i.e. be made up of units that may be credited towards a Graduate Certificate or Masters degree);
- will require a prior qualification or equivalent professional experience; and
- will have defined learning outcomes and assessment of those learning outcomes.

The simplified structure, approval process and reduced timelines when compared with those required for a new award course will assist faculties in responding to market demand and professional need while also providing appropriate governance and control over the University’s course profile. Faculties will be asked to demonstrate societal need, market demand and that they have the necessary expertise. Commonwealth Supported Places (CSPs) will not be available and fee-setting will generally be proportional to the postgraduate course in which the units are embedded. The Sydney Professional Certificate will not be available for international students. Preliminary discussions with the Student Operations team indicated that pathways will be recorded on a student’s testamur as follows:

Sydney Professional Certificate

(Pathway)

A template to assist faculties and University schools to propose a pathway in the Sydney Professional Certificate is included at Attachment 2. Faculties and University schools will need to propose pathways according to the Academic Board schedule of curriculum approvals at Attachment 3.
Attachments

Attachment 1: Post-Bachelor coursework programs at the University of Sydney discussion paper
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Professor Pip Pattison, Deputy Vice-Chancellor (Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pip Pattison, Deputy Vice-Chancellor (Education)</td>
</tr>
<tr>
<td>Paper title</td>
<td>Post-bachelor coursework programs at the University of Sydney</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide an opportunity for the committee to provide advice on this discussion paper and endorse its recommendations.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the University Executive Education Committee discuss the attached Post-bachelor coursework programs at the University of Sydney report and endorse the recommendation to undertake a current state market assessment of post-bachelor opportunities in the first quarter of 2018.

ATTACHMENTS

Post-Bachelor coursework programs at the University of Sydney.
Post-Bachelor coursework programs at the University of Sydney

Executive summary

This discussion paper considers the changing nature of post-Bachelor education in Australia and internationally and the potential role the University might play in this changing landscape. It is argued that the demand for shorter, more modular, more specialised and more flexible educational opportunities will grow, and that there are some excellent educational opportunities for the University that might not only advance its external engagement agenda but could also diversify its post-Bachelor offerings at a time when the Australian government is limiting its support of postgraduate education and domestic demand for graduate-level award course programs appears to be weakening.

However, as the 2017 internal audit of non-award courses at the University of Sydney identified, the University is not currently well-positioned to fully analyse or take advantage of such opportunities, particularly in the non-award arena.

It is recommended that the University should, in the first instance:

1. Undertake a current state market assessment of post-Bachelor opportunities in the first quarter of 2018.

The purpose of this assessment would be to inform further consideration of post-Bachelor educational opportunities and the University’s capacity to address them, including whether, in addition to implementing the recommendations of the 2017 internal audit of non-award courses, the University should:

2. Develop the capacity to accredit non-AQF award courses, including of 12 credit points;
3. Enable broader access to individual units of study, particularly for alumni or Bachelor graduates in general;
4. Create a competitive University fund to support the development of high quality online award courses at the graduate level;
5. Review the University’s approaches to supporting and funding recruitment, enrolment, administration and support for students in online graduate courses at all stages of the student lifecycle;
6. Adopt a more open approach to credit for PG coursework programs, including principles for articulation from non-award to award course programs through recognition of prior learning;
7. Consider creating a central capability with appropriate senior academic leadership to work with Faculties to identify, encourage and facilitate the strategic development of short and award courses in areas of expertise and demand;
8. Explore the development of a new identity and portal for post-Bachelor (and non-award) educational opportunities at the University of Sydney, one that triages interest in award course offerings (through Sydney Courses), non-award courses for continuing professional education and non-award courses offered by the Centre for Continuing Education.

Background

The purpose of this paper is to consider the University’s role in a future that is likely to require graduates to engage more regularly in continuing and lifelong educational opportunities. We are entering an era in which rates of career change and the need to acquire new skills are not only increasing but widely believed to be accelerating. At the heart of this change is the so-called ‘Industrial Revolution 4.0’ that has been enabled by the increasing intelligence, speed, mobility and connectivity of contemporary computing. The University has already recognised the educational consequences of this profound societal shift in the redesign of its undergraduate curriculum and has reimagined the undergraduate curriculum to ensure that students not only have the capability to keep abreast of the necessary technical and data literacies, but are also equipped with the personal and interpersonal capabilities to manage, adapt, thrive and lead in response to the many human challenges and opportunities that this shift will generate. We have also recently reviewed the purpose of the PhD and developed a new set of graduate qualities to frame a contemporary
enrichment of PhD programs. The focus of this paper is the impact of the changes under way on the requirements and opportunities for post-Bachelor education. We consider here two fundamental questions:

- What role should the University play in meeting the ongoing educational needs of Australian and international adult populations, especially those who hold at least a Bachelor qualification?
- If we decide the University does have an important role to play in post-Bachelor lifelong education, not least because of its foundational mission to serve community through ‘societal transformation’, then how do we ensure an appropriate and fit-for-purpose profile of educational opportunities, including in focus, form and mode of delivery?

In the sections to follow, we examine trends in post-Bachelor education including international, national and University of Sydney rates of participation in post-Bachelor offerings. We then attempt to identify what we see as the key strategic questions for the University, and propose some specific initiatives for consideration.

**International and national context**

Three key transformations underway in the higher education sector set the scene for a discussion of current trends in post-Bachelor education.

The first is a suite of changes driven by technological change. With respect to education, the potential of ubiquitous access to learning resources, of educational technologies that support rich and immersive virtual and augmented learning environments, and of communication capabilities that support high fidelity interaction over large distances are now beginning to be realised. While these changes have been seen by a number of commentators as slow to take hold, there are now signs of more sustained change. One manifestation of this, for example, is the rise and growing richness of form of online education at graduate level as discussed further below. These forms range from high-scale, low-fee, non-award education directed at career advancement, career change and curiosity-led learning to low-scale, high-fee, high quality, online graduate degrees.

The second transformation underway is the expansion of the higher education sector. Many countries aspire to higher rates of participation in higher education, recognising not only the public and private benefits that higher education has always provided but also the importance of higher education to the innovation that will be necessary to grow or maintain national prosperity in a period of heightened change and uncertainty. Needless to say, higher rates of participation come at a cost and efforts by government to contain the cost of higher education are evident in many countries including Australia.

The third transformation of note is that many contemporary universities are currently working to strengthen their external linkages, whether to industry, community and government sectors, entrepreneurship ecosystems or the international research sector. They are also seeking to build stronger alumni networks. These deeper and more extensive connections are intended to ensure that universities are attuned to the education and research priorities of these different sectors, and able to both contribute to and harness the value of cross-sectoral engagement enabled by such connections.

With respect to education, the emergence of the more connected university is very timely given the potential of new external relationships to inform understanding of trends in workplace demands and educational needs and also support efforts to address them. In the context of a growing need for individuals to engage more regularly with educational opportunities, we can envisage a future in which universities are better informed of individual demand and economic opportunity for emerging educational initiatives, and able to develop collaborative cross-sectoral approaches to meeting that demand.

Deeper connections with alumni also offer opportunities to involve alumni in educational programs and ensure responsiveness to the educational needs and interests of alumni. Many universities are already changing the ways in which they seek to connect educationally to alumni. For example, the Kenan-
Flagler Business School at the University of North Carolina at Chapel Hill offers the graduates of their online MBA program permanent access to (contemporary) MBA coursework; Harvard University makes many of its courses available online to alumni; and Columbia University gives ongoing online library access to alumni.

**Current context at the University of Sydney**

Post-Bachelor education takes a diversity of forms. A primary distinction is that between accredited awards such as Masters degrees and non-accredited, non-award education. Most universities offer both: a suite of post-Bachelor or postgraduate (PG) coursework awards; and a variety of non-award continuing and professional education offerings.

The University of Sydney offers a large suite of post-Bachelor award programs as well as a variety of non-award or continuing education programs. Many of its non-award programs are offered by the Centre for Continuing Education (CCE), although non-award programs are also offered by some Faculties, Schools and Centres. According to a recent internal audit report, non-award courses make up approximately 3% of the University's total course fees and charges.

Non-award education was the subject of an internal review in late 2015 and an internal audit report in 2017. The initial review recommended a number of changes to the way in which non-award education was offered within the University, including: improvements in quality assurance for non-award programs; the development of a common suite of systems to ensure an efficient approach to delivering non-award programs; and the development of supporting policy and procedure. At this stage, the new policy and quality assurance mechanisms are in place, but the work on systems support and the development of supporting Procedures is either ongoing or yet to commence.

The internal audit report conducted by Deloitte in 2017 assessed current arrangements for non-award programs as unsatisfactory. Their rationale for this rating was that “there is no current cohesive and well-defined approach to ensure that non-award courses are commercially viable, relevant to the market and quality assured, and that student records are well maintained.”

Among the key risks identified in the Deloitte report are that:

- Deans do not always have visibility of non-award courses delivered through schools and centres in their faculty and hence non-award courses may be initiated and delivered that are not strategically aligned, commercially viable and/or meet quality standards;
- There is no mechanism in place to ensure that non-award course costs, both direct and indirect, are accurately and consistently captured and reported to appropriate decision makers across the University; and
- There is insufficient governance and oversight of the commercial viability and financial performance of non-award courses and the Provost is not currently included in the annual reporting process to challenge the business decisions by Faculty Deans relating to non-award courses offered by faculties.

Since consideration of the internal audit report by the University Executive in 2017, the Continuing and Extra-Curricular Education Policy 2017 has been approved, and will be broadly communicated to the University community in early 2018. The policy establishes the requirements to be met when offering non-award courses, processes for approval and quality assurance, reporting requirements and the role and responsibilities of University staff with respect to non-award educational programs.

A model for Faculty engagement by the Centre for Continuing Education (CCE) was also agreed in late 2017; this model establishes a clear and efficient financial framework within which Faculties can partner with CCE to offer non-award programs.

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The Deloitte report also identified a roadmap of further actions to ensure full implementation of the original recommendations of the 2015 review of continuing education as well as the further recommendations concerning financial monitoring and oversight, commercial decision-making and systems support.

It will be important for the University to move quickly to implement the recommendations of the Deloitte report so that the University has an agile, well-understood and efficient approach to non-award course delivery as well as an effective system for quality assurance and commercial monitoring of non-award programs. Without this capability, the University will not be ready to take advantage of opportunities that are likely to arise in the area of non-award programs, as discussed further below.

**Current trends in post-Bachelor and continuing education**

PG coursework awards can take a variety of forms, including:

- Entry-to-profession programs that are usually accredited by a professional body and offer access at the graduate level to an often regulated profession (examples at the University of Sydney include Juris Doctor, Master of Architecture, Doctor of Dental Medicine, Master of Professional Engineering);
- Further professional education programs that offer education in advanced areas of specialisation (e.g. at the University of Sydney, Master of Medicine; Master of Laws);
- Graduate programs that offer advanced coursework in specialised domains, supporting career, research or general interests (Sydney examples include: Master of International Relations; Master of Health Technology Innovation; Master of Data Science).

In the non-award post-Bachelor arena\(^2\), educational activities include:

- Executive or professional education in specific fields in the form of short courses and workshops;
- Continuing education focussed on the broader community, which may include community access on a single unit of study basis to award course offerings;
- Open educational initiatives in the form of Massive Open Online Courses (MOOCs), in individual course or micro-credential form (e.g. `specialisations` or `micromasters`);
- A variety of specialist educational initiatives designed to disseminate new knowledge to researcher, specialist or `user` communities; and
- Bridging programs designed for specific post-Bachelor University courses.

Tables 1 and 2 compile recent data on PG award course load for the University.

**Table 1. PG load at the University of Sydney, by faculty and fee type, 2013-2017**.

<table>
<thead>
<tr>
<th>Faculty of Registration</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business School</td>
<td>2700.6</td>
<td>3241.4</td>
<td>4305.3</td>
<td>5228.9</td>
<td>5870.9</td>
</tr>
<tr>
<td>CSP</td>
<td>7.6</td>
<td>1.9</td>
<td>7.6</td>
<td>45.8</td>
<td>104.1</td>
</tr>
<tr>
<td>DFEE</td>
<td>624.8</td>
<td>553.6</td>
<td>558.9</td>
<td>512.6</td>
<td>418.8</td>
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<tr>
<td>IFEE</td>
<td>2068.3</td>
<td>2605.9</td>
<td>3738.8</td>
<td>4670.5</td>
<td>5348.0</td>
</tr>
<tr>
<td>Faculty of Arts and Social Sciences</td>
<td>1675.7</td>
<td>1658.5</td>
<td>1563.4</td>
<td>1741.9</td>
<td>1909.0</td>
</tr>
<tr>
<td>CSP</td>
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</tr>
<tr>
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<tr>
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<tr>
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<td>138.0</td>
<td>127.8</td>
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<tr>
<td>DFEE</td>
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<td>125.3</td>
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<tr>
<td>IFEE</td>
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</tr>
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<td>863.5</td>
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</table>

\(^2\) Other non-award offerings include bridging and outreach programs designed to prepare prospective students for specific Bachelor-level courses.
As Table 1 demonstrates, PG enrolments have been growing overall at the University of Sydney, with generally declining domestic fee enrolments and steady PG CSP enrolments more than counterbalanced by increasing PG international enrolments\(^3\). At the same time, the number of graduate course programs offered by the University has declined, largely as a result of the discontinuation of courses with small enrolments.

Institutional Planning and Analytics (IAP) provide regular reports to the University Executive Curriculum and Course Planning Committee (UE CCPC) on courses of high and low demand at graduate level. They are also building increasingly sophisticated predictive capability for future enrolments. These reports are intended to encourage regular review by faculties of their course profiles, and ensure that we do not invest effort in courses that offer little strategic or financial benefit. The data suggest that the profile is moving towards a smaller number of higher enrolment courses, as desired.

<table>
<thead>
<tr>
<th>EFTSL band</th>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
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<td>78</td>
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<td>192</td>
<td>194</td>
<td>184</td>
<td>156</td>
</tr>
<tr>
<td>10-20</td>
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<td>47</td>
<td>42</td>
<td>40</td>
<td>31</td>
</tr>
<tr>
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<td>50</td>
<td>45</td>
<td>36</td>
<td>34</td>
<td>44</td>
</tr>
<tr>
<td>50-100</td>
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<td>≥200</td>
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<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

*Source: IAP Insights

\(^3\) The overall domestic PG fee load dropped by about 300 EFTSL from 2016 to 2017. The exceptions to this pattern were the Faculties of Dentistry, Engineering and IT and Medicine, each of which has seen increases in domestic fee enrolments in specific successful programs.
Table 3 reports comparative data for Group of Eight universities and shows that there was a general rise from 2011-2015 in PG load, with marked increases, especially in international load, at several universities (notably, Monash University, University of Melbourne, University of Sydney).

Table 3. PG load in Group of Eight universities, by fee type, 2011-2015. Source: IAP, UA

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<thead>
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<td>IFEE</td>
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<td>DFEF</td>
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<td>DFEF</td>
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</tr>
<tr>
<td></td>
<td>IFEE</td>
<td>936.6</td>
</tr>
</tbody>
</table>

Table 4. Attainment of Masters, Doctoral degrees, 2013-2015 (%), excluding international students⁴

<table>
<thead>
<tr>
<th>Country</th>
<th>2013</th>
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<th>2015</th>
</tr>
</thead>
<tbody>
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<td>Australia</td>
<td>9.6</td>
<td>10.0</td>
<td>10.3</td>
</tr>
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<td>11.4</td>
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<td>10.1</td>
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<td>New Zealand</td>
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<td>7.0</td>
</tr>
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<td>United Kingdom</td>
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<td>15.8</td>
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<td>United States</td>
<td>19.1</td>
<td>18.7</td>
<td>18.2</td>
</tr>
</tbody>
</table>

⁴ Source: [http://www.oecd-ilibrary.org/content/datacollection/edu-data-en](http://www.oecd-ilibrary.org/content/datacollection/edu-data-en)
Although Australia’s rates of participation in post-Bachelor education rose modestly from 2013-2015, the rates are low compared to the United Kingdom and United States (see Table 4).

A number of changes are likely to underlie these data. These include the appearance and continuing presence of MOOCs, the launch of online post-Bachelor programs, and the entry of commercial and not-for-profit organisations into the educational arena, especially in non-award post-Bachelor education.

One of the more significant recent changes to post-Bachelor educational programs has arguably been the arrival of MOOCs. Although the intense publicity first surrounding MOOCs has now dissipated, it is worth noting that they are still a significant phenomenon. In 2017, 20 million users registered for a MOOC for the first time ever, and 78 million users signed up for at least one MOOC\textsuperscript{5}; of these 2017 registrations, the majority were with the two dominant platforms, 30 million with Coursera and 14 million with edX, though the relatively new Chinese platform XuetangX also registered more than 9 million learners. It is well-known that many MOOCs have relatively low completion rates; both Coursera and edX are therefore moving towards offering sequences of MOOCs that result in a form of certification or microcredential in a specialist area and encourage higher rates of completion. By the end of 2017, more than 500 such certifications were on offer, including 250 specialisations on Coursera and around 170 credentials on edX, including 43 MicroMasters. Several platforms have also partnered with universities to offer full online degrees (e.g. Georgia Tech and edX for a Masters degree in analytics, and Coursera and the University of Illinois at Urbana-Champaign for an MBA and a Masters in data science). Arizona State University has also partnered with edX to offer a fully open online first year in which fees apply only when students pass, and passes assure full credit into ASU programs. Both Coursera and edX continue to report a predominance of graduates among their learner communities, suggesting that both platforms have been effective in meeting at least some post-Bachelor educational needs. In 2015, Coursera co-founder, Daphne Koller, predicted that by 2025, all post-Bachelor education would be offered online, at scale and at a modest price. Whether this prediction will be realised is unclear at present, but there is no doubt that MOOCs have made visible a strong appetite for modestly priced, online, post-Bachelor educational opportunities.

The University’s own engagement with Coursera has prioritised outreach and engagement, though it has also identified continuing and professional education and outreach and engagement with prospective students as additional opportunities.

At the same time, high quality, full fee online post-Bachelor award programs have also been growing in number and enrolments. For example, the US firm 2U has partnered with research-intensive universities to offer online programs featuring small synchronous online classes at Masters level, including in a range of professional domains. In its 2016 annual report, 2U reported cumulative current or completed enrolments of almost 25,000 students and a cumulative retention rate to date of 83 percent\textsuperscript{6}.

In addition, many universities now offer successful online graduate degrees as a normal part of their broader suite of graduate offerings. And although online courses can be run in ways that are geography-blind, there often appears to be a local bias nonetheless in cohorts of online students, suggesting that even though many students appreciate the flexibility of online learning, they often favour known local or national universities or other online course providers.

Augmenting growth in open courses and online award courses is an expansion in the number and nature of entities offering post-Bachelor education of some kind. Providers include business organisations such as Apple and Google, professional bodies, public agencies, for-profit private providers and not-for-profit organisations. All of this suggests that demand for post-Bachelor education is growing and that its forms are diversifying.

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Supplementing this picture are the concerns mentioned earlier about the cost of higher education, both at Bachelor and post-Bachelor levels. In Australia, public support for post-Bachelor education is rationed, and the current government has been seeking to replace the current system of allocating a capped number of Commonwealth-supported places to specific courses. In 2017 the Singapore government announced that it would withdraw its support of PG coursework programs in several years’ time, and it has challenged its universities to devise a new approach to post-Bachelor lifelong learning. In the US, where post-Bachelor education relies on a larger private contribution, there are widespread concerns about individual and aggregate debt levels. And as the data in Table 4 show, some countries, such as the United States, Canada and United Kingdom, with traditionally high rates of participation in education at Masters level or above are now showing a decline in participation at that level.

All of this suggests a more diverse post-Bachelor educational arena. This raises the question for universities of whether they wish to participate in this arena of post-bachelor lifelong learning in ways that suit their expertise or whether they wish, instead, to narrow their educational focus to students’ initial engagement with higher education and a suite of flagship graduate programs including the PhD? An important question for the University of Sydney, in particular, is the extent to which it wishes to contemplate a more diverse suite of post-bachelor educational forms. The question is timely, too, as many universities including our own seek to build stronger, multi-stranded education and research connections with industry, government and community organisations.

What does this mean for the University of Sydney?

Despite the asserted need for higher levels of post-Bachelor education, domestic enrolments in individual graduate level courses at the University of Sydney are increasing in only a limited number of faculties and programs and are otherwise in broad decline. This observation leads us to ask whether Australian adults are increasingly meeting their educational needs in other ways, for example, through workplace learning programs, industry training options, short courses offered by universities or other higher education providers, or open courses such as MOOCs? This, in turn, leads us to ask whether existing graduate-level University coursework programs are becoming less fit for purpose, given their focus on longer and deeper development of expertise in a field, rather than shorter, more incremental, just-in-time learning opportunities? And are work-based learners seeking greater flexibility in course offerings than the primarily campus-based face-to-face Masters programs that we currently provide?

Strategic issues

These data raise a number of important strategic questions for postgraduate coursework programs and continuing education. The most important are arguably the following:

- Should the University be offering shorter programs targeted in areas where the University has expertise and there is demonstrable demand among prospective students and employers?
- If so, should some of these programs be offered as non-AQF Australian higher education qualifications (e.g. of 12 credit points) that are accredited by the University through its Academic Board and articulate into longer post-Bachelor AQF award programs?
- Should some components of these programs be offered as non-award opportunities, with possible articulation into post-Bachelor AQF or non-AQF award programs?
- Should single graduate-level units of study be more readily accessible to Bachelor graduates or those with equivalent experience, for example through a coordinated program or platform that facilitates access? And could success in such units provide alternative pathways to enrolment in post-Bachelor programs?
- What are appropriate modes of offer for graduate programs targeting working professionals: asynchronous online; a blend of synchronous and asynchronous online; blended courses with asynchronous and/or synchronous online components as well as intensive face-to-face seminars and workshops; face-to-face, semester-long courses scheduled in the evening or
Post-Bachelor coursework programs at the University of Sydney

- If the University decides to offer more online courses, what does this mean for student recruitment, student services, student administration, assessment and funding regimes (including the UEM)?
- Should the University re-set its approach to credit in PG coursework programs, opening up further opportunities for credit rather than limiting credit from one PG coursework program to another to 12 credit points as in our current policy for combined and double postgraduate coursework degrees? Should we also develop agreed mechanisms to recognise more effectively prior learning from non-University educational and workplace experiences and facilitate academically justified attainment of further PG coursework qualifications?
- If the University decides to expand non-award educational opportunities to meet the targeted, just-in-time educational needs of the future workforce, how should it organise an efficient and strategic capability for assessing market need, including among our external partners, and harnessing and coordinating expertise within the University and beyond to offer agile and high quality non-award programs?
- To what extent should form and mode of delivery differ for continuing educational opportunities that meet broad, interest-driven educational needs and those that are more clearly focussed on supporting career development and change?

In the final section below, we propose some possible answers to these questions for consideration by the University. We believe an initial priority is the first one, that is, to assess current demand for the nature and form of post-Bachelor programs. This assessment is proposed as a priority so that it can inform the University’s consideration of the remaining proposals.

Proposals for post-Bachelor education at the University of Sydney

1. Undertake a current state market assessment of short course post-Bachelor opportunities.

The recent Audit of Continuing Education at the University of Sydney identified that non-award teaching contributed a very modest $3.7 million to the University’s operating margin in 2016. This is primarily associated with the Centre of Continuing Education, Dentistry, The John Grill Centre, Veterinary Science and the University of Sydney Business School. There is little comparative data available on institutional earnings from short courses, but some universities in Australia and overseas are much more active in this domain (e.g. Harvard University). This suggests that the University may well be missing opportunities to offer accessible, timely, targeted short courses in areas of professional and broader interest, and it would be helpful to undertake an appraisal of interest in post-Bachelor opportunities in the short course domain. Given the likely engagement of alumni with such opportunities, it may be fruitful to include a focus on the alumni community in an initial appraisal.

In undertaking this market appraisal, it will be important to assess preferred modes of offer for short courses and preferences concerning articulation into award course options. For example, what are appropriate modes of offer for short course and award programs targeting working professionals: asynchronous online; a blend of synchronous and asynchronous online; blended courses with intensive face-to-face seminars and workshops; face-to-face, semester-long courses scheduled in the evening or weekends, and so on? What characteristics of the target audience are likely to favour one mode over another?

It will also be important to assess the balance between continuing educational opportunities that meet broad, interest-driven educational needs, those that are more clearly focussed on supporting career development and change, and those that meet identified industry and community organisational needs.

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2. Develop the capacity to accredit non-AQF award courses, including of 12 credit points.

Some universities have developed short non-AQF awards as part of their graduate course profile. For example, the University of Melbourne offers a suite of Professional and Specialist Certificates, many of which articulate to Graduate Certificates as part of a nested group of awards but some of which are stand alone and intended to meet a specific need (e.g. Professional Certificate in Workplace Leadership, Specialist Certificate in Palliative Care). Many of these programs are offered online or in intensive formats outside of regular working hours. If we are to develop courses that articulate into award courses of the University, it will be important to ensure that the Academic Board has the authority to accredit them. In particular, the Coursework rule will need to be changed to include the authority to accredit non-AQF award programs.

3. Enable broader access to individual units of study, particularly for alumni or Bachelor graduates in general.

Some universities also support a whole-of University process for access by community members to enrolment in individual units of study. These processes need to ensure that prospective students are adequately prepared and that the University has the resources to meet additional load created by this form of broader access; both of these requirements can be managed in relatively simple ways. Two levels of access with different fee levels are often offered: a not-for-credit or ‘audit only’ form and a full participation, full-credit form.

4. Create a competitive University fund to support the development of high quality online award courses at the graduate level.

While the University has already developed several successful online courses (e.g. Diploma in Languages, several streams in the Master of Medicine), our online course profile and total enrolments in online post-Bachelor courses are both small relative to those of other institutions. Reasons for this are likely to include the high up-front costs of developing high quality online courses and limited access to expertise and capability in online course development. And even though we have begun to develop facilities and expertise for the development of blended and online courses, the investment and uptake are still limited. To remove these barriers, we could establish a competitive fund to support the significant upfront costs, including of potential partnerships, to support course development. For example, such a fund would provide incentives to faculties in the form of a grant for course development, covering a substantial part of the development cost and allowing faculties to benefit from the ensuing revenue streams. Other models could also be considered. In all cases, the University would need good evidence of likely success and a rigorous process of assessment of opportunities and evaluation of success.

5. Review the University’s approaches to supporting and funding recruitment, enrolment, administration and support for students in online graduate courses at all stages of the student lifecycle.

If we are to develop a more substantial online course profile, it will be important to ensure that recruitment, enrolment, administration and support for students in online courses is fit for purpose and that the costs are appropriately understood and adequately covered through our planning and budgeting processes. The cohort of prospective students for post-Bachelor courses may be more widely distributed geographically, more constrained in their potential study forms, more subject to disruption by events in other aspects of their lives, and more focussed on the quality of the match between educational options and future professional opportunities. As a result we may need to tailor recruitment, and administrative and support services to the needs of the cohort.

6. Adopt a more open approach to credit for PG coursework programs, including principles for articulation from non-award to award course programs through recognition of prior learning.

In order to preserve the integrity of the University’s awards, the Coursework Policy requires a student to complete one half of the award or one year of the award, whichever is the shortest, at the
University of Sydney. However, the Coursework Policy (section 90(3)) also restricts cross-credit from one PG coursework award to another: no more than 12 credit points from one award may be credited to another. The rationale for this second requirement is unclear. A better policy setting would arguably be to offer credit wherever it can reasonably be given on academic grounds, subject of course to ensuring the integrity of all Sydney degrees. This would ensure that students meet the requirement for being awarded a Sydney degree while also being able to complete the degree in the minimum time. If there is a concern that our post-Bachelor awards overlap to such an extent that students can acquire additional degrees with limited further study, then a review of the structure of the PG course profile is probably warranted.

There is also potential value in developing more expertise in evaluating prior experience for the purpose of assessing credit, including non-award learning and professional experience. For example, one successful strategy could be to admit access to single unit enrolments more liberally given evidence of some relevant experience, and make conditional offers for larger awards, subject to satisfactory performance in the initial single unit. If these single units offering access to award programs were offered more regularly, including in intensive summer and winter periods, there would be limited impact on time-to-award.

7. Consider creating a central capability with appropriate senior academic leadership to work with Faculties to identify, encourage and facilitate the strategic development of short courses in areas of expertise and demand.

At present, and following the 2015 review of continuing education, faculties are charged with evaluating short course opportunities and developing courses that they believe are a strategic fit to their activities. In parallel, the Centre of Continuing Education (CCE) runs a series of non-award courses that are overseen by the faculties or by the Board of Interdisciplinary Studies (and its Non-Award Subcommittee). The new Continuing Education and Extra-Curricular Education Policy 2017 has been adopted to ensure an appropriate level of academic and financial oversight and quality control of these activities but, as a recent audit arranged by the Audit and Risk Office has identified, the University has, to this point, had no direct line of sight into the financial costs and benefits of non-award teaching and no process for systematically appraising the strategic value of its current activity nor of opportunities it might pursue. If the appraisal under proposal 1 above suggests a substantial level of interest, it is recommended that a capability be established, possibly aligned to the current Centre for Continuing Education, to develop a University-wide strategy and operating model for post-Bachelor non-award teaching. Senior academic leadership will be necessary for effective external engagement to identify and maintain ongoing intelligence concerning educational opportunities aligned to University strengths, as well as for internal engagement to harness and coordinate University expertise to develop and deliver non-award programs of high quality.

8. Explore the development of a new identity and portal for post-Bachelor (and non-award) educational opportunities at the University of Sydney, one that triages interest in award course offerings (through Sydney Courses), non-award courses for continuing professional education and non-award courses offered by the Centre for Continuing Education.

At present there is no single point of access to post-Bachelor study options or even to non-award options at the University and nor is there any evident connection between award and non-award study options. Instead, engagement with non-award courses tends to rely on professional contacts of those offering the relevant course. While this form of engagement can be very effective locally and should continue, there is value in also considering a single point of entry to all post-Bachelor study options, including award courses accessed through Sydney Courses, CCE courses and continuing professional education programs offered by the faculties. This single point of entry could serve as a triage mechanism and direct students to appropriate educational opportunities. It would need to be constructed in a way that provided an effective blend of central and Faculty control, with overarching responsibility sitting with the proposed senior academic leader (e.g. a Director, Professional Education) and a supporting governance structure (e.g. a Professional Education Coordinating Committee).
would also need to be supported by a single and effective suite of systems for managing communications with relevant communities, enrolment in short course activities, scheduling, attendance, access to learning resources and assessment, record-keeping and completion. The portal itself could have its own branding – for example, something like Sydney Professional Academy or Sydney Professional Education to reflect the focus on lifelong continuing and professional education designed to meet the needs the contemporary graduate workforce. Other existing ‘brands’ such as the Centre for Continuing Education and the faculty’s professional education arms could continue to exist as sub-brands of the overarching portal.
Attachment 2: Template for proposing a pathway in the Sydney Professional Certificate

**A. Key information about the pathway**

<table>
<thead>
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<th>Information</th>
<th>Faculty response</th>
</tr>
</thead>
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<td></td>
</tr>
<tr>
<td>Academic Lead email</td>
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</tr>
<tr>
<td>Proposed name for pathway</td>
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</tr>
<tr>
<td>Degree(s) to which pathway will articulate</td>
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<tr>
<td>Admission requirements (minimum: a Bachelor degree or equivalent professional experience)</td>
<td></td>
</tr>
<tr>
<td>Likely number of enrolments</td>
<td></td>
</tr>
<tr>
<td>Learning outcomes</td>
<td>&lt;Please list the learning outcomes for the pathway&gt;</td>
</tr>
</tbody>
</table>

What is the societal or professional benefit of this pathway? How will it meet a professional, or societal need?

What expertise exists in the University to teach this pathway?

What evidence is there that there is potential student interest in this pathway?

Proposed fee (for 12 credit points)

**B. Table A units for the pathway**

**SYDNEY PROFESSIONAL CERTIFICATE**

**Award requirements**

To qualify for the award of the Sydney Professional Certificate, a candidate must complete 12 credit points, comprising:

(a) a pathway of 12 credit points at 4000-level or above.

The available pathways in the Sydney Professional Certificate are:

- *<Pathway name>*

*<Pathway name>*

Achievement of a pathway in *<Pathway name>* requires *<XXX>* credit points of units at *<X000>*-level as described in the table below.
## Units of study

<table>
<thead>
<tr>
<th>Unit of study</th>
<th>Credit points</th>
<th>A: Assumed knowledge</th>
<th>P: Prerequisites</th>
<th>C: Corequisites</th>
<th>N: Prohibition</th>
<th>Session</th>
</tr>
</thead>
</table>

### <X000>-level units of study

<table>
<thead>
<tr>
<th>Unit name</th>
<th>Unit credit point value</th>
<th>Any requisite information</th>
<th>Unit availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;Unit name&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;Unit name&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attachment 3: 2020 curriculum approval timelines
### Attachment 3 – Approval pathways for 2020 curriculum

<table>
<thead>
<tr>
<th>Type of change</th>
<th>Faculty Board</th>
<th>BIS</th>
<th>USC</th>
<th>GSC</th>
<th>Academic Board</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New course*</td>
<td>14 October 2018</td>
<td>-</td>
<td>30 October 2018</td>
<td>-</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>New stream in existing course*</td>
<td>14 October 2018</td>
<td>-</td>
<td>30 October 2018</td>
<td>-</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>New Table A major, minor, program, Honours component or teaching area in existing course</td>
<td>14 October 2018</td>
<td>-</td>
<td>30 October 2018</td>
<td>-</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>New Table S major, minor or Honours component in existing course</td>
<td>By 26 September 2018</td>
<td>11 October 2018</td>
<td>30 October 2018</td>
<td>-</td>
<td>27 November 2018</td>
</tr>
<tr>
<td>New Table S advanced coursework units in Bachelor of Advanced Studies</td>
<td>By 27 March 2019</td>
<td>10 April 2019</td>
<td>7 May 2019</td>
<td>-</td>
<td>4 June 2019</td>
</tr>
<tr>
<td>Structural change to existing course or stream (e.g. change to credit point requirement of collection, change core requirements, change total credit point requirement of award course or stream)</td>
<td>By 5 March 2019</td>
<td>(If course includes Bachelor of Advanced Studies) 20 February 2019</td>
<td>19 March 2019</td>
<td>-</td>
<td>16 April 2019</td>
</tr>
<tr>
<td>Non-structural change to existing Table A major, minor, program, Honours component or teaching area (e.g. add or change units)</td>
<td>By 30 April 2019</td>
<td>-</td>
<td>7 May 2019</td>
<td>-</td>
<td>4 June 2019</td>
</tr>
<tr>
<td>Non-structural change to existing Table S major, minor, Honours component or elective list (e.g. add or change units including advanced coursework units)</td>
<td>By 30 March 2019</td>
<td>-</td>
<td>7 May 2019</td>
<td>-</td>
<td>4 June 2019</td>
</tr>
<tr>
<td>Change or add units within Table O** (OLE) or Table D*** (Dalyell stream)</td>
<td>By 30 March 2019</td>
<td>10 April 2019</td>
<td>7 May 2019</td>
<td>-</td>
<td>4 June 2019</td>
</tr>
<tr>
<td><strong>Postgraduate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New course*</td>
<td>By 26 February 2019</td>
<td>(If Master of Advanced Studies) 5 February 2019</td>
<td>-</td>
<td>12 March 2019</td>
<td>16 April 2019</td>
</tr>
<tr>
<td>New specialisation in existing course that requires a separate route pathway in Sydney Student* (e.g. set up like a stream)</td>
<td>2 August 2018</td>
<td>(If Master of Advanced Studies) 11 October 2018</td>
<td>-</td>
<td>6 November 2018</td>
<td>27 November 2018</td>
</tr>
</tbody>
</table>
**Non-Confidential**

<table>
<thead>
<tr>
<th>Type of change</th>
<th>Faculty Board</th>
<th>BIS</th>
<th>USC</th>
<th>GSC</th>
<th>Academic Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>New specialisation in existing course that does not require a separate route pathway in Sydney Student (e.g. set up like a major or program)</td>
<td>By 26 February 2019</td>
<td>(If Master of Advanced Studies) 5 February 2019</td>
<td>-</td>
<td>12 March 2019</td>
<td>16 April 2019</td>
</tr>
<tr>
<td>Structural change to existing course or specialisation (e.g. change credit point requirements within collections, change core requirements, change total credit point requirements)</td>
<td>By 26 February 2019</td>
<td>(If Master of Advanced Studies) 5 February 2019</td>
<td>-</td>
<td>12 March 2019</td>
<td>16 April 2019</td>
</tr>
<tr>
<td>Non-structural change to existing course or specialisation which does not require structural change (e.g. adding additional electives/selectives)</td>
<td>By 30 March 2019</td>
<td>-</td>
<td></td>
<td>12 March 2019</td>
<td>4 June 2019</td>
</tr>
</tbody>
</table>

*Needs to be approved by CCPC prior to submission to Academic Board committees. See submission dates on the IAP CCPC website.*

**Needs to be approved by the BIS OLE Subcommittee prior to submission to the BIS. See 2019 Academic Board Committee Meeting dates on the next page.**

***Needs to be approved by the BIS Dalyell Subcommittee prior to submission to the BIS. See 2019 Academic Board Committee Meeting dates on the next page.***
 RECOMMENDATION

That the Academic Standards and Policy Committee note the Academic Board’s endorsement of:

• the Continuing and Extra-Curricular Education Procedures 2018;
• the Continuing and Extra-Curricular Education reporting template; and
• the course evaluation and approval template.

EXECUTIVE SUMMARY

The governance arrangements established in the Continuing and Extra-Curricular Education Policy 2017 articulate a role for the Board of Interdisciplinary Studies (BIS) in the ongoing governance of interdisciplinary continuing education and co-curricular courses. The Non-award Subcommittee of the BIS has been given responsibility for oversight of the quality of continuing and extra-curricular education. To support this function, draft procedures and reporting templates have been prepared (attachments 1-3).

CONTEXT

In 2017, the Continuing and Extra-Curricular Education Policy was developed to establish governance, approval, and quality assurance arrangements for continuing and extra-curricular education. To accompany this policy, procedures have been drafted which cover quality, sustainability, risk management, and record keeping requirements (attachment 1).

The quality assurance section (11) of the policy establishes the following reporting requirements:

• the head of an academic or specialist unit must provide a report on the unit’s continuing and extra-curricular education to the relevant Dean or, if the academic centre is not under the governance of a Faculty, to the NASC on a date to be determined by the NASC;
• the Dean must provide a report on the faculty’s continuing and extra-curricular education activity, quality, strategic alignment and sustainability to the faculty leadership group and faculty board on a date to be determined by the NASC;
• the faculty board must consider the Dean’s report and forward it, with appropriate comments, to the NASC which synthesises the reports for consideration by the Board of Interdisciplinary Studies; and
• the BIS reports to the Provost and DVC-Education including recommendations for action, as appropriate.

As such, the draft procedures detail the information to be provided by faculties, units, and centres that offer continuing or extra-curricular education in their annual report to Non-Award Subcommittee. Moreover, information pertaining to the sustainability of continuing and extra-curricular education will be provided on an annual basis to the Non-award Subcommittee, which will act as a conduit for this information that is ultimately the responsibility of the Vice-Chancellor and Provost (as per 12(2) of the policy).

Schedule One of the procedures document will contain the reporting coversheet and course/sustainability table. A draft of this reporting sheet is included in attachment 2. Additional information captured via the individual course approval process within faculties and centres/units can also be provided to the Non-award Subcommittee as required.
Non-Confidential
Subclauses 10(4)(a)-(j) of the policy detail a (non-exhaustive) range of quality, sustainability, and risk areas that need to be considered when the reviewer is evaluating the course for approval. To support the faculty and centre approval process a draft course approval template has been included in attachment 3. This template would be completed online and contains question branching to ensure a streamlined process for submitting course approvals. This form is intended as an optional tool for evaluating a course (for approval) that reflects the requirements of section 10 of the policy (and clause 7 of the draft procedures) and captures key information to be provided in reporting to the non-award subcommittee. Due to the diverse nature of the University’s non-award and continuing education offerings, some units of faculties will already have course approval systems in place that are able to capture and collate this data.

CONSULTATION
The draft procedures and associated templates have been provided to Non-award Subcommittee of the BIS and the Continuing Education Procedures Working Party. Additionally, the documents will be provided to the Academic Standards and Policy Subcommittee, the University Executive Education Committee, the BIS, and the Academic Board. The procedures will also be reviewed by the Policy Management Unit of the Office of General Council.

ATTACHMENTS
Attachment 1: Draft Continuing and Extra-Curricular Education Procedures 2018
Attachment 2: Draft Continuing and Extra-Curricular Education reporting template
Attachment 3: Draft course evaluation and approval template
CONTINUING AND EXTRA-CURRICULAR EDUCATION PROCEDURES 2018

1 Name
This is the Continuing and Extra-Curricular Procedures 2018.

2 Purpose and application
(1) These procedures are to give effect to the Continuing and Extra-Curricular Education Policy 2017 ("the policy").
(2) These procedures apply to the provision of all continuing education and extra-curricular education.

3 Commencement
These procedures commence on <insert date>.

4 Interpretation
(1) Words and phrases used in these procedures and not otherwise defined in this document have the meanings they have in the policy.

Note: See clause 6 of the policy.
(2) In these procedures:

Non-award Subcommittee means the subcommittee of the Board of Interdisciplinary Studies that provides academic quality assurance and oversight for non-award continuing and extra-curricular education courses.

unit means either an academic unit or specialist unit, as they are defined in in the policy.
5 Reporting and review

(1) The annual reports to the Non-award Subcommittee by heads of units, Deans or faculty boards:
   (a) should be made in the form available from [INSERT LINK];
   (b) must address:
      (i) the number of new courses;
      (ii) the number of re-approved courses;
      (iii) the total number of courses, including courses offered in partnership with the Centre for Continuing Education, for which the relevant faculty or unit has governance responsibility;
      (iv) the number of enrolments by course;
      (v) the academic quality of courses;
      (vi) the strategic alignment of courses; and
   (c) must include an annual balance sheet setting out:
      (i) total revenue;
      (ii) total expenses; and
      (iii) where applicable, a course-by-course breakdown of direct revenue and direct expenses, including each responsibility centre, project code and account class.

   Note: See subclauses 11(4)–(6) of the policy.

(2) The Non-award Subcommittee must:
   (a) review annual reports it receives; and
   (b) provide a summary report to the Board of Interdisciplinary Studies, including recommendations where appropriate.

(3) The annual report of the Board of Interdisciplinary Studies to the Deputy Vice-Chancellor (Education) about the quality of continuing and extra-curricular courses must include recommendations.

   Note: See subclause 11(8) of the policy.

(4) The Board of Interdisciplinary Studies may direct the Non-award Subcommittee to conduct reviews of the strategic alignment and quality of continuing education courses which the Board has approved.

6 Centre for Continuing Education interim approvals

(1) The Director of the Centre for Continuing Education may authorise the delivery of a proposed course pending approval from the Board of Interdisciplinary Studies:
   (a) on an interim basis;
   (b) for no more than one semester; and
   (c) provided that the course is submitted to:
(i) the next meeting of the Non-award Subcommittee for endorsement; and

(ii) then to the Board of Interdisciplinary Studies for approval, on the recommendation of the Non-award Subcommittee.

(2) Before authorising delivery of a course on an interim basis, the Director of the Centre for Continuing Education must:

(a) be satisfied that it is:

(i) of comparable or superior quality to other continuing education courses approved by the Board of Interdisciplinary Studies;

(ii) aligned with the University’s strategic priorities;

(iii) to be delivered by appropriately qualified and experienced personnel; and

(iv) presents no more than a low risk to the University; and

(b) conduct a risk assessment consistently with clause 7 of these procedures, and be satisfied that the risk is appropriate.

7 Risk management

(1) When considering safety and risk for the purposes of approving a course under clause 10(4) of the policy, the decision maker must be satisfied that potential risks are identified and appropriate mitigation strategies proposed.

(2) Potential risks that must be assessed include, but are not limited to:

(a) whether the course involves working with members of the community such as medical patients;

(b) whether the course involves working with children or vulnerable adults;

(c) whether the course involves working with dangerous materials or hazardous substances;

(d) whether the course involves working with animals; and

(e) whether the course requires ethics approval.

(3) If a course is proposed to be delivered with or using the services of third parties, the decision maker must be satisfied that the requirements of the Educational Services Agreements Policy 2017 have, or will be, met before approving it.

Note: A tool for evaluating risk in continuing and extra-curricular education is available at [INSERT LINK].

8 Student records

(1) Faculties or units offering continuing education or extra-curricular education must keep records of each enrolled student’s:

(a) name;

(b) course code or course name;

(c) enrolment date;
(d) course completion date;
(e) certificate of attendance, if issued;
(f) whether continuing professional development points were issued for undertaking the course (where this is known and validated); and
(g) assessment results if applicable.

Note: See Recordkeeping Policy 2017.

NOTES

Continuing and Extra-Curricular Education Procedures 2018

Date adopted: [This is the date on which the policy is formally signed]

Date commenced: [This is the date on which the policy will commence, suggest at least two weeks from date of adoption/approval]

Administrator: [List the position title of the most senior person responsible for the day to day operation of the policy]

Review date: [This date must be no more than 5 years from the date of commencement.]

Rescinded documents: [List here any documents replaced by this policy.]

Related documents: Tertiary Education Quality and Standards Act 2011 (Cth)
Continuing and Extra-Curricular Education Policy 2017
Learning and Teaching Policy 2015
Workforce Engagements and Payments Policy 2016
Affiliates Policy

AMENDMENT HISTORY
Continuing and Extra-Curricular Education Initial Report

<table>
<thead>
<tr>
<th>Name: faculty dean/unit director</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty:</td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>Centre: if applicable</td>
<td></td>
</tr>
<tr>
<td>Total number of continuing and extracurricular education courses:</td>
<td></td>
</tr>
<tr>
<td>Number of new courses:</td>
<td></td>
</tr>
<tr>
<td>Number of reapproved courses:</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Quality**

| Is an evidence-based approach employed when developing educational offerings? |       |
| What internal processes are in place to ensure the maintenance of academic quality and integrity of continuing and extra-curricular education courses? |       |
| How is the academic quality of continuing and extra-curricular education courses assessed? |       |
| How are the academic quality assessments responded to by the faculty/centre? |       |
| Are you satisfied that training and student records are appropriately managed? How are records managed? |       |
| Is a form of documentation or qualification provided upon completion of the course? If so, does it comply with the AQF Qualifications Issuance Policy? |       |

**Strategic Alignment**

| How do the continuing educational offerings align with faculty education and research areas? |       |
| How do the continuing educational offerings align with industry/community engagement opportunities? |       |

**Outcomes and Student Experience**

| How will information about student experiences and outcomes be utilised to improve future educational offerings? |       |

**Comments from Faculty Board/Head of Academic or Specialist Unit**

Please provide a list of all continuing and extra-curricular courses offered by the faculty and the completed balance sheet (attached excel). See the Continuing and Extra-Curricular Education Policy 2017 Quality Assurance section (11) for further information on the reporting requirements of faculties, academic units, and specialist units.
Continuing and Extra-Curricular Education Faculty or Centre Annual Report

<table>
<thead>
<tr>
<th>NUMBER OF NEW COURSES</th>
<th>NUMBER OF REAPPROVED COURSES</th>
<th>TOTAL NUMBER OF COURSES</th>
<th>TOTAL REVENUE ($)</th>
<th>TOTAL EXPENSES ($)</th>
</tr>
</thead>
</table>

Note: under the Continuing and Extra-Curricular Education Policy 2017 courses must be approved for a period not exceeding four years, after which a course may be re-approved as described in Section 10 of the Policy.

Note: total Revenue and Expenses should align with figures provided in Faculty or Centre Balance Sheet.

Annual Continuing and Extra-Curricular Education Course Catalogue

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CONVENOR/PRESENTER NAME(S)</th>
<th>NUMBER OF ENROLMENTS</th>
<th>DIRECT REVENUE ($)</th>
<th>DIRECT EXPENSES ($)</th>
<th>NEW COURSE (Y/N)</th>
<th>NUMBER OF TIMES OFFERED PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Note: if direct course revenue and expenses of cannot be provided leave blank.
Continuing and Extra-Curricular Education

1. Course Title: *
   Enter your answer

2. Convenor Name: *
   Enter your answer

3. Presenter name(s): *
   Enter your answer

4. Presenter(s) qualifications and experience: *
   Enter your answer
5. Course Approver:

*Name of the person within the faculty or centre responsible for approving the course.*

Enter your answer

6. Discipline area *

Enter your answer

7. Purpose:

*What will this course cover or what problems does the course solve for its target audience (e.g. latest updates in knowledge, better techniques, improved patient outcomes, non-award short course, etc.)*

Enter your answer

8. Format

*Select multiple options if applicable.*

- [ ] Online
- [ ] Seminar
- [ ] Conference
- [ ] Lecture
- [ ] Practical workshop
- [ ] Laboratory
- [ ] Other
9. Location and type of venue required:

Enter your answer

10. Estimate cohort size/likely venue capacity:

Enter your answer

11. Materials or equipment:

Please list any required materials or equipment. If company specific add company/supplier.

Enter your answer

12. Duration:

Number of hours/days.

Enter your answer

13. Proposed dates:

Enter your answer

14. Is prior experience or assumed knowledge required to enroll in the course?

If yes, please specify.
15. Will the course include an assessment component? *

- Yes
- No

16. Course assessment:
   *Select multiple options if applicable.*

- [ ] Multiple choice quiz
- [ ] Short answer questions
- [ ] Case studies
- [ ] None
- [ ] Other

17. Rationale for having the assessment:

Enter your answer

18. Standards framework for assessment:

Enter your answer

19. How will participant competencies and standards be established and monitored?

Enter your answer
20. Does the course involve working with patients? *

- Yes
- No

21. If hands-on, identify the nature of the tasks to be completed, equipment to be used and materials required?

Enter your answer

22. If hands-on, is there a requirement to seek information in advance to assess current level of clinical expertise?

Enter your answer

23. Does the course involve working with children? *

- Yes
- No

24. Does the course presenter have a Working with Children Check? *

- Yes
- No
25. Does the course involve working with dangerous materials and/or hazardous substances? *
   - Yes
   - No

26. Please specify: *

   Enter your answer

27. Does the course involve working with animals? *
   - Yes
   - No

28. If hands-on, identify the nature of the tasks to be completed, equipment to be used and materials required. *

   Enter your answer

29. If hands-on, is there a requirement to seek information in advance to assess the current level of clinical expertise? *

   Enter your answer
Forms

30. Ethics approval: *
*Please identify if ethics approval is required for this course.*

Enter your answer

31. Commercial support:
*Identify companies that may have an interest in providing support to this course/event.*

Enter your answer

32. Affiliates:
*List any organisations, societies, academies who may wish to be associated with or notified about this course, event, or conference.*

Enter your answer

33. Is an external party involved in the development or delivery of this course? *

- [ ] Yes
- [ ] No
34. Has an Office of General Council approved Educational Services Agreement been entered into? *

*Note: in accordance with 7(2) of the Continuing and Extra-Curricular Education Procedures an Educational Services Agreement (and compliance with the Educational Services Agreements Policy 2017) is a requirement for external/third party delivery of courses.

- [ ] Option 1
- [ ] Option 2

35. Additional comments:

Please list any other considerations that will assist in evaluation of this course.

Enter your answer
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Hugh O’Dwyer, Policy and Project Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Ainslie Bulmer, Executive Director, DVC (Education) Portfolio</td>
</tr>
<tr>
<td>Paper title</td>
<td>Availability of unit of study materials and Canvas sites</td>
</tr>
<tr>
<td>Purpose</td>
<td>To propose an amendment to the Learning and Teaching Policy 2015 that would require Unit of Study materials to be available for first year undergraduate and postgraduate students two weeks prior to the commencement of study.</td>
</tr>
</tbody>
</table>

**RECOMMENDATION**

That the Academic Standards and Policy Committee note the Academic Board’s approval to amend the Learning and Teaching Policy 2015.

**EXECUTIVE SUMMARY**

An outcome of work conducted to improve the student experience was the focus on ensuring students are adequately prepared for the commencement of studies. Ensuring the timely availability of unit of study outlines and Canvas materials prior to the beginning of the course was identified as part of this work. Clause 24(3) of the Learning and Teaching Policy 2015 requires unit of study outlines and the LMS to ‘be available to students enrolled in the unit no later than one week prior to the commencement of the teaching session in which the unit is offered.’ It is proposed that this clause is amended to state that the outlines and LMS website must be available to students no later than two weeks prior to the commencement of the teaching session in which the unit is offered for -1000 and -5000 level units. The existing one week requirement will remain for all other unit levels. This change would not only benefit commencing undergraduate and postgraduate students by ensuring early access to unit of study information and materials, but also allow faculties to better plan for transition activities.

**CONTEXT**

In March 2018, the University Executive endorsed a program of work focused on the student experience at the University. As part of this program, the Transition, Advising and Careers (TAC) Steering Group was established to develop proposals for improving the student experience in the the three domains of the steering group title. Under the remit of this Steering Group, three work streams focused on each aspect of the student journey, identifying issues and recommending solutions aimed at improving the student experience in their respective domain. The TAC considered the advice of the work streams and formalised a number of recommendations. As part of this process, the Transition and Orientation Work Stream identified the availability of unit materials and Canvas sites prior to the commencement of study as an area of improvement for the University. Following this, the Interim Report of the TAC Steering Group, endorsed by the Education and Student Life committees of the University Executive, recommended that Canvas sites for units of study should be made available by the Friday before Orientation Week.

This adjustment was proposed to support the transition process of new students, ensuring they are aware in advance of relevant unit of study information and can adequately prepare for University studies, including the procurement of reading materials prior to class. The TAC Interim Report noted that Orientation Week can seem overwhelming and chaotic for many student and is particularly challenging for those who respond better to a more structured experience, especially in a new environment. New students, particularly those from overseas or regional areas, have little opportunity to build a sense of familiarity with the University. Given the non-curricular challenges many students face at the beginning of Semester, such as securing accommodation or part time work, the added difficulties created by a limited window between availability of unit materials and commencement of study should be addressed.

Recommendation 6(e) of the TAC report states that the University should ‘ensure that Canvas sites are available no later than the Friday before O-week.’ To implement this recommendation, an amendment to the Learning and Teaching Policy 2015 is required, as it currently states that ‘[u]nit of study outlines and the LMS
Non-Confidential

website must be available to students enrolled in the unit no later than one week prior to the commencement of the teaching session in which the unit is offered.’ It is proposed that this clause, 24(3), is amended to include two subclauses that establish a requirement for LMS websites and outlines to be available to students undertaking ‘1000 and -5000 level units of study: no later than two weeks before the commencement of the teaching session in which the unit is offered’ and ‘no later than one week prior to the commencement of the teaching session’ for all other unit levels. This change would ensure that the latest class in Week One would align with the minimum requirement originally proposed, while providing a consistent two week period for student access to Canvas and unit materials for first year undergraduate and postgraduate students. Improvements in availability timeframes for Canvas sites would support earlier preparation of classes, time-management planning, and access to relevant reading materials. It would also support faculties in developing transition activities ahead of Orientation Week.

CONSULTATION

The proposal to extend the unit of study materials and Canvas availability was developed by the membership of the Transition and Orientation Work Stream, which included:

- Professor Adam Bridgeman, Director, Education Innovation (Chair)
- Professor Peter Bryant, Associate Dean (Education), USBS
- Dr Carolyn Stott, Associate Dean Student Life, FASS
- Professor Phil McManus HOS, Geosciences, Faculty of Science
- Ms Lisa Carrick Faculty General Manager, FHS
- Dr Sophia Barnes Manager, Student Transition and Recruitment
- Dr Bronwyn James, Head, Academic Enrichment
- Dr Arlene Harvey, Learning Centre
- Ms Angela Watkins, Director, Student Recruitment
- Dr Sarah Jones, Deputy Registrar nominee
- Mr Chris Beaumont, Student Communications
- Mr Liam Thorne, SRC Representative
- Mr Kiriti Mortha, SUPRA Representative
- Ms Angela Watkins, Director, Student Recruitment
- Dr Sarah Jones, Deputy Registrar nominee
- Ms Ainslie Bulmer, Executive Director

The proposal was subsequently endorsed and made a final recommendation of the TAC Steering Group, the membership of which included:

- Chair, Professor Pip Pattison, DVC (Education) (Chair)
- Professor Adam Bridgeman (Chair, Student Transition Work Stream)
- Professor Colm Harmon (Chair, Academic Advising Work Stream)
- Professor Richard Miles (Chair, Careers Development and Transition Work Stream)
- Jordi Austin, Director, Student Support Services
- Chief Information Officer, Mike Day
- Director, Marketing and Communications, Johanna Lowe
- SRC Representative, Imogen Grant
- SUPRA Representative, Kiriti Mortha
- Ms Ainslie Bulmer, Executive Director

The policy amendment will be provided to Academic Standards and Policy Committee, University Executive Education Committee, Faculty General Managers Committee, and the Academic Board.

ATTACHMENTS

Attachment 1: Learning and Teaching Policy 2015 excerpts
LEARNING AND TEACHING POLICY 2015

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

Dated: 2 December 2015
Amended: 28 November 2017, commencing 1 January 2018

Signature:  
Position: Chair, Academic Board

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PART 1  PRELIMINARY

1  Name of policy

This is the Learning and Teaching Policy 2015.

2  Commencement

This policy commences on 1 January 2016.

3  Policy is binding

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

4  Statement of intent

This policy:

(a) describes the nature of education at the University;
(b) sets out the manner in which curricula are structured;
(c) provides for the effective management of learning and teaching; and
(d) establishes quality assurance processes for learning and teaching.

5  Application

Except to the extent that a contrary intention is expressed this policy applies to the learning and teaching of coursework award courses.

6  Definitions

(1) In this policy:

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

assessment means the process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study.
Associate Dean – Education means:

- the Associate Dean of a faculty or University school with responsibility for education at the relevant level; or
- the deputy chairperson of a board of studies; or
- a person appointed by the Dean to have responsibility within the faculty for education at the relevant level. This position may have any of a number of different titles, including Associate Dean - Education, Associate Dean - Teaching or Learning, Associate Dean - Undergraduate Students, Associate Dean - Postgraduate Coursework or equivalent. The responsibilities of the Associate Dean - Education specified in this policy may be shared between more than one Associate Dean position.

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

award course means a course approved by the Academic Board and endorsed by the Senate, on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate.

Note: See clause 18

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

Note: See clause 2.3 of the Coursework Rule 2014.

Bachelor degree has the meaning given the Coursework Policy 2014, which at the date of this policy is:

an undergraduate degree that:

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

The University offers two types of Bachelor degrees.

- Liberal Studies Bachelor degrees; and
- Professional or Specialist Bachelor degrees.

Note: See clause 83A of the Coursework Policy 2014.
Bachelor of Advanced Studies has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

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

capstone experience has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

a unit of study that provides students with an opportunity to draw together the learning that has taken place during the course, synthesise it with their own learning and experience, and draw conclusions that form the basis for further investigation and intellectual and professional growth.

Note: See clause 18.

combined degree course means a combination of two degree programs structured to enable students to count a specified number of units of study towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately. See also double degree course.

Note: See clause 18.

core means a set of units of study that develops required knowledge and skills for an award course.

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

coursework award course means a course approved by the Academic Board and endorsed by the Senate that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, and graduate certificates, graduate diplomas and those Masters degrees that comprise less than 66% research are coursework award courses.

curriculum means the flexible and coherent presentation of the academic content in a unit or program in a series of learning experiences and assessments.

Note: See clauses 15 - 17.
Dean means:

• in relation to a faculty, the Dean of the relevant faculty.
• in relation to a University school, the Head of School and Dean of the relevant University school.

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

double degree course means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications.

faculty means a faculty, University school or appropriate board of studies and in this policy refers to the faculty, faculties or University schools responsible for the relevant award course.

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

faculty office means the professional staff led by a faculty manager or faculty general manager that support learning and teaching within a faculty.

graduate qualities means the qualities demonstrated by all graduates of award courses on completion of the requirements of the award course. Part 2 of this policy details the qualities of graduates of undergraduate award courses.

graduation statement means a statement issued on graduation that provides information about the qualification and student attainment in addition to, or incorporating the student transcript.

Group of Eight (Go8) means the coalition of eight research-intensive Universities, comprising The University of Melbourne, The Australian National University, The University of Sydney, The University of Queensland, The University of Western Australia, The University of Adelaide, Monash University and UNSW Australia.

Note: See https://go8.edu.au/

Head of School means the head of a school within a faculty with responsibility for approving arrangements for teaching and appointment of casual staff within the school. This role may be fulfilled by a position with another title (e.g. Head of Discipline or the chair of a board of studies or interdisciplinary committee.)

honours units means advanced units of study at 4000-level specified as requirements to qualify for an award with honours as set out in clause 95 of the Coursework Policy 2014.

LMS means learning management system, which is the online learning system used by the University to host unit of study websites.
**learning outcomes** means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, award course, or other curriculum component.

**Liberal Studies Bachelor degree** has the meaning given in the *Coursework Policy 2014*, which at the date of this policy is:

a program of study at Bachelor level of three years duration (or part-time equivalent) that provides students with a broad multi-disciplinary education that develops disciplinary expertise and graduate qualities.

**major** means a defined sequence of units of study taken by a student, which develops depth of expertise in a field of study.

**minor** means a defined sequence of units of study taken by a student, which develops expertise in a field of study.

**mode of delivery** means the manner by which courses and units of study are presented to students, and includes:

- face to face classes;
- fully online learning;
- blends of face to face and online learning; and
- on or off campus delivery, including off shore delivery.

**open learning environment** has the meaning given in the *Coursework Policy 2014*, which at the date of this policy is:

a shared pool of units of study which are:

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

**postgraduate award course** means an award course leading to the award of a Graduate Certificate, Graduate Diploma, Masters degree or a Doctorate. Normally a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.

**program** means a combination of units of study that develops expertise in a multi-disciplinary domain or professional or specialist field and includes at least one recognised major.

**Note:** See clause 18.
Program Director means the person responsible, at a program, major or degree level, for managing the curriculum and providing coordination and advice to staff and students.

Professional or Specialist Bachelor degree has the meaning given in the Coursework Policy 2014, which at the date of this policy is:

a degree that develops disciplinary or professional expertise for a specific profession or career specialisation and graduate qualities.

Research Pathway Masters degree has the meaning given in the Coursework Policy 2014 which at the date of this policy is:

a Masters degree that develops advanced knowledge and research skills in a discipline to prepare a student to undertake a Doctor of Philosophy.

shared pool means the list of majors, minors and units of study (including units in the open learning environment or Sydney Research Seminars) that are available to students enrolled in all Liberal Studies Bachelor degrees (including combined degrees with the Bachelor of Advanced Studies).

specialisation means:

- the disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor Degree or postgraduate degree; or
- the research specialisation developed in a Research Pathway Masters Degree.

stream means a version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules.

Note: See clause 18.

student means a person who is currently admitted to candidature in an award course of the University and, where relevant, an exchange student or non-award student.

Sydney Research Seminars means units of study involving a cross-disciplinary group of students and staff in exploration of an interdisciplinary issue, challenge or problem approved by the Board of Interdisciplinary Studies.

supervisor means the member of the academic staff who is appointed to supervise a dissertation, treatise or long essay component of a coursework award program or an undergraduate honours program.

teacher means a member of the academic staff involved in any of teaching, unit of study coordination or assessment.
teaching session means, as appropriate, a semester or a summer or winter session.

third party learning technologies means web-based and mobile applications which are not managed through a contract between the University and technology suppliers.

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

undergraduate degree means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcome specified for Level seven of the AQF.

unit of study means the smallest stand-alone component of an award course that is recordable on a student’s transcript. Units of study have an integer credit point value, normally six credit points except where approved by the Academic Board.

Note: See clause 18.

unit of study co-ordinator means the academic staff member with overall responsibility for the planning and delivery of a unit of study.

PART 2 THE NATURE OF EDUCATION AT THE UNIVERSITY

7 Graduate qualities and learning outcomes

(1) All undergraduate award courses must be designed to develop and assess the acquisition of the graduate qualities that the University has agreed are necessary to contribute effectively to contemporary society. These are achieved through a structured program, including learning outcomes of specific relevance to the particular award or discipline.

(2) Graduate qualities consist of:

(a) depth of disciplinary expertise;
(b) broader skills:
   (i) critical thinking and problem solving;
   (ii) oral and written communication;
   (iii) information and digital literacy; and
   (iv) inventiveness;
(c) cultural competence;
(d) interdisciplinary effectiveness;
(e) an integrated professional, ethical and personal identity; and
(f) influence.
(3) These qualities should be embedded in the curriculum in a way that enables students to:
(a) excel at applying and continuing to develop disciplinary expertise;
(b) learn and respond effectively and creatively to novel problems;
(c) work productively, collaboratively and openly in diverse groups and across cultural boundaries;
(d) work effectively in interdisciplinary (including inter-professional) settings;
(e) build broader perspectives, innovative vision, and more contextualised and systemic forms of understanding;
(f) build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty; and
(g) be effective in exercising professional and social responsibility and making a positive contribution to society.

(4) The graduate qualities adopted by the University for undergraduates, and their purposes, are set out in the following table (Table 1):

Table 1

<table>
<thead>
<tr>
<th>Graduate qualities</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of disciplinary expertise.</td>
<td>To excel at applying and continuing to develop disciplinary expertise.</td>
</tr>
<tr>
<td>Broader skills:</td>
<td>To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems.</td>
</tr>
<tr>
<td>• Critical thinking and problem solving;</td>
<td></td>
</tr>
<tr>
<td>• Communication (oral and written);</td>
<td></td>
</tr>
<tr>
<td>• Information/digital literacy;</td>
<td></td>
</tr>
<tr>
<td>• Inventiveness.</td>
<td></td>
</tr>
<tr>
<td>Cultural competence.</td>
<td>To work productively, collaboratively and openly in diverse groups and across cultural boundaries.</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness.</td>
<td>To work effectively in interdisciplinary (including inter-professional) settings and to build broader perspective, innovative vision, and more contextualised and systemic forms of understanding.</td>
</tr>
<tr>
<td>An integrated professional, ethical and personal identity.</td>
<td>To build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty.</td>
</tr>
<tr>
<td>Influence.</td>
<td>To be effective in exercising professional and social responsibility and making a positive contribution to society.</td>
</tr>
</tbody>
</table>

Note: See also Good Practice Guidelines for the Development of Students Academic and Professional Communication Skills and Implementation Guidelines.
8 Educational excellence

(1) All award courses must be designed towards the achievement of excellence in outcomes, experience and environment.

(2) Educational programs and the management of learning and teaching must be designed and managed to ensure excellence in:
   (a) educational outcomes: at the conclusion of their educational experience, students will demonstrate the graduate qualities to a high standard;
   (b) educational experience, as shown through:
      (i) the impact of teachers and their capacity to engage students productively in the teaching and learning process; and
      (ii) students’ mastery of the meta-cognitive skills that form the basis for self-directed learning;
   and
   (c) educational environment, consisting of the physical learning spaces, virtual learning environment, and support, which:
      (i) facilitates excellent outcomes and experience;
      (ii) fosters innovation; and
      (iii) seeks continuous improvement through systematic monitoring.

(3) To ensure excellent outcomes, faculties must design processes in which:
   (a) curricula provide continuous and well-co-ordinated sequences of learning experiences leading to well defined learning outcomes, involving expert guidance through well designed learning activities;
   (b) students:
      (i) are actively engaged in learning;
      (ii) are challenged, guided and supported to reach a high standard of learning; and
      (iii) become increasingly aware of, and responsible for, their learning; and
   (c) students and staff demonstrate a commitment to working together to achieve excellence in educational experience and outcomes.

(4) Learning environments must be accessible to students with disabilities, allow appropriate flexibility and use technology to minimise barriers to learning caused by time constraints, timetables and other artificial rigidities.

9 Engaged enquiry

(1) Learning programs must be designed to:
   (a) enable students to acquire and apply knowledge and skills through engaged enquiry;
   (b) challenge students with novel problems; and
   (c) enable students to demonstrate increasing awareness of, and responsibility for, their learning.
Engaged enquiry is a design principle which is used to develop curricula, create learning experiences, and review courses and units of study.

Engaged enquiry unites learning through the thinking and discovery processes used in research with experiential development of skills and knowledge through application.

Research-enriched enquiry involves the formulation and critical testing of hypotheses on the basis of evidence and prior knowledge.

Engagement arises from the further development of skills and knowledge through application in work, community and interdisciplinary settings.

Research-enriched enquiry and engagement together form a core principle against which learning programs must be assessed.

10 Academic integrity

(1) Academic honesty by staff and students is an underlying ethos of all education.

(2) Policy and procedures relating to academic honesty in coursework are set out in the Academic Honesty in Coursework Policy 2015 and the Academic Honesty Procedures 2016.

11 Collegial governance

(1) The purpose of collegial governance is to provide a vehicle for:

(a) continuous improvement and innovation;
(b) an effective framework to achieve educational excellence; and
(c) the achievement of graduate qualities and learning outcomes to a high standard by each student.

(2) All award course programs must be overseen by a course committee or standing committee of the relevant faculty or board of studies.

Note: A standing committee may have oversight of more than one award course, or of a category of award courses: for example, all undergraduate awards or all postgraduate coursework awards.

(3) All committees with responsibility for oversight of award course programs must include:

(a) representatives of the academic disciplines responsible for teaching;
(b) representatives of students enrolled in the award course program; and
(c) the relevant Associate Dean - Education.

(4) Committees responsible for award courses may:

(a) make recommendations to the faculty or Head of School and Dean on:

(i) learning outcomes;
(ii) curricula;
(iii) units of study;
(iv) assessment;
(v) educational excellence;
(vi) academic integrity; and
(vii) program review;

and

(b) take such decisions on these and other matters related to learning and teaching within award courses as delegated by the faculty,

provided that the faculty retains oversight and responsibility for the outcomes, quality and review of award courses.

(5) Faculties, or their relevant standing committees, may also establish such other program committees (including, if appropriate, unit of study committees) as are necessary for ensuring excellence in outcomes, experience and environment. Program committees must include:

(a) representatives of teachers within the program; and
(b) students enrolled in the program.

(6) Faculties, or their relevant standing committees, must ensure that award courses receive a comprehensive review including external referencing or other benchmarking at least every seven years and must forward a report of the review to the Academic Board.

(7) Award course review committees must include:

(a) representatives of the academic disciplines responsible for teaching in the award course;
(b) students enrolled in, or recently graduated from the award course; and
(c) relevant stakeholders from professions or industry, as determined by the committee responsible for oversight of the award course.

(8) The faculty and award course committees are responsible for obtaining approval of units of study, programs and award courses consistently with Part 4.

(9) Learning programs must be developed and managed through a collegial process which must:

(a) be evidence based (using academic expertise, research, benchmarking, and, where appropriate, market appraisal); and
(b) build on consultation with stakeholders listed in subclause 11(7).

Note: See clause 23 for specific authorities, roles and responsibilities for the management of learning and teaching.

11A Equality of opportunity

(1) The University is committed to equality of opportunity in education and gives effect to that commitment through:

(a) special admission schemes, which make allowance for educational disadvantage through alternative pathways;

Note: See Coursework Policy 2014

(b) support programs to assist certain students admitted under special admissions schemes to succeed;

(c) accessible examination and assessment arrangements, supported by the Disability Services unit;
(d) special consideration and special arrangements for examinations;

Note: See Coursework Policy 2014 and Assessment Procedures 2011

(e) support programs for Aboriginal and Torres Strait islander students; and

(f) counselling and psychological services.

PART 3 CURRICULUM STRUCTURE

12 Statement of intent

This part:

(a) prescribes the structure of the curriculum for award courses and units of study; and

(b) articulates the components of award courses and the broad structure of undergraduate, postgraduate and combined coursework awards.

13 Learning outcomes

(1) Learning outcomes articulate the specific achievements in skill, knowledge and application necessary to demonstrate graduate qualities in a particular discipline. They must be aligned with graduate qualities and must be assessed as part of the curriculum.

(2) Learning outcomes should be specified for award courses and for each of their components, including as relevant units of study, majors, programs and specialisations.

(3) Learning outcomes specified for the components of an award course should be aligned with each other and with the learning outcomes of the award course.

14 Award courses

(1) An award course must enable students to demonstrate graduate qualities through defined learning outcomes.

(2) Titles for awards in the Australian Qualifications Framework (AQF) must be consistent with the AQF Issuance Policy.

(3) The title of an award course must include:

(a) the qualification type; and

Note: See section 1.3 of the University of Sydney (Coursework) Rule 2014 and section 1.03 of the University of Sydney (Higher Degree by Research) Rule 2011.

(b) the discipline.

(4) The title of an award course may include one or more optional components, such as a stream.
(5) Award courses must follow an orderly and flexible program of learning experiences in a curriculum designed and approved consistently with this policy.

(6) Award courses must have defined outcomes which:
   (a) specify the relevant graduate qualities;
   (b) specify the learning outcomes that must be achieved to demonstrate those graduate qualities for a particular discipline; and
   (c) demonstrate achievement, at a minimum, of the learning outcomes specified for the qualifications type and level in the AQF.

(7) Award courses must follow a curriculum which:
   (a) takes a student-centred approach to the achievement and assessment of learning outcomes in a coherent fashion;
   (b) is regularly reviewed (at least every seven years) by faculties consistently with this policy, in the light of student outcomes and the student experience, the growth of knowledge, changes in the learning environment and stakeholder input; and
   
   Note: See clause 11.
   
   (c) incorporates the components of the curriculum framework set out in clauses 15 - 20.

15 Curricula generally

(1) Curricula must enable students to achieve the graduate qualities and learning outcomes of an award course or component of an award course. A curriculum sets out, in a progressive and cumulative manner:
   (a) specified knowledge and skills, expressed as learning outcomes;
   (b) the learning experiences and inquiry processes by which they are acquired;
   (c) how they are applied; and
   (d) an orderly and methodical assessment process through which they are demonstrated to a high standard.

(2) Curricula should be designed to enable a combination of disciplinary depth and breadth of learning appropriate to the aims of the award course.
   (a) Disciplinary depth enables students to achieve command and understanding of a discipline area and can be achieved through focussed study in a program, major, through the completion of components, or through the completion of a stream.
   (b) Disciplinary breadth enables students to contextualise their learning in the context of related studies and other disciplines, apply it to new contexts and augment it according to their learning needs and interests. Disciplinary breadth is achieved through electives, minors, additional majors, studies in other disciplines, interdisciplinary projects and the open learning environment.

(3) A curriculum framework is a broad structure for the constituent educational experiences offered by each degree. It comprises components that are essential for every student to reach an agreed standard, and enrichment opportunities that enable students to extend learning according to individual needs and interests, but are not required or relevant for every student.
16 Curriculum framework for undergraduate education

(1) The curriculum framework for new and revised undergraduate awards must include the following components:

   (a) a program, major, stream or specialisation in at least one field of study;
   (b) a structured approach to the development of knowledge and skills;
   (c) collaborative and group-based learning activities and assessments;
   (d) interdisciplinary and inter-professional learning experiences;
   (e) authentic problems and assessments;
   (f) an open learning environment for the extension of knowledge and skills; and
   (g) project-based learning.

(2) If an undergraduate degree is offered exclusively as part of combined or double degree courses, the components may be in either award course and need not be in both individually.

(3) The following table (Table 2) sets out the graduate qualities associated with each of these components.

Note: The curricula for award courses developed prior to 1 January 2016 must include these components when reviewed in line with clause 11(6).

Table 2

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A major or specialisation in at least one field of study</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A structured approach to the development of knowledge and skills</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td>Collaborative and group-based learning activities and assessments</td>
<td>Broader skills</td>
</tr>
<tr>
<td>Interdisciplinary and inter-professional learning experiences</td>
<td>Broader skills</td>
</tr>
<tr>
<td>Authentic problems and assessments</td>
<td>Depth of disciplinary expertise</td>
</tr>
</tbody>
</table>
### Component: An open learning environment for extension of knowledge and skills
- Broader skills
- Interdisciplinary effectiveness
- Integrated identity
- Influence

### Component: Project-based learning
- Depth of disciplinary expertise
- Broader skills
- Integrated identity
- Influence

## 17 Curriculum framework for postgraduate coursework education

1. The curriculum framework for postgraduate coursework awards must include:
   - advanced specialisation in a field of knowledge;
   - research skills;
   - a structured approach to the development of knowledge and skills;
   - a capstone experience in research, scholarship or professional project.

2. The curriculum framework for postgraduate coursework units may include one or more of the following:
   - a major;
   - a minor;
   - interdisciplinary study;
   - exchange and work based projects;
   - professional or industry experience;
   - authentic problems and assessments;
   - elective units; and
   - project-based learning.

3. The following table (Table 3) sets out the graduate qualities associated with each of the above components of a coursework postgraduate award course.

### Table 3

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduate qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialisation in a discipline area</td>
<td>Depth of disciplinary expertise</td>
</tr>
<tr>
<td>A capstone experience</td>
<td></td>
</tr>
<tr>
<td>A major</td>
<td></td>
</tr>
<tr>
<td>Component</td>
<td>Graduate qualities</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Interdisciplinary study</td>
<td>• Depth of disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td>• Broader skills</td>
</tr>
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**Note:** See Part 17 of the *Coursework Policy 2014* for the requirements for different postgraduate award types.

### 18 Components of award courses

**Note:** See Clause 26(2) for commencement dates of sub clauses 18(1) - (8) inclusive.

1. Only faculties or the Board of Interdisciplinary Studies may offer award courses, streams, programs, majors, minors and units of study, which must be approved consistently with this policy.

2. **Streams:**
   
   (a) can be conceptualised as separate pathways within an award course;
   
   (b) are versions of a degree that are separated for admission purposes but are linked to other streams of the degree through shared nomenclature, shared course components and shared rules;
(c) consist of a combination of related units of study which are structured to provide the student with a depth of specialist knowledge of a discipline or field;

(d) are identified by the name of the stream of the award in parentheses after the name of the award course of which they are a stream;

(e) are recorded on the student's transcript;

(f) apply to 1000-, 2000-, 3000- and, where applicable, 4000-level units, as specified in the award course resolutions; and

(g) are not restricted to a specific number of credit points.

(3) Programs:

(a) are a combination of units of study that develop expertise in a multi-disciplinary domain or a professional or specialist field and include a recognised major in a field of study;

(b) must have intellectual and educational coherence and specified learning outcomes as required in clause 13; and

(c) in undergraduate degrees, comprise:

(i) a minimum of 12 and a maximum of 24 credit points at 1000-level;

(ii) a minimum of 12 and a maximum of 24 credit points at 2000-level;

(iii) a minimum of 18 and a maximum of 24 credit points at 3000-level units of study;

Note: Three year programs (available in degrees of 144 credit points) must not, when combined with the requirements of the degree core, require more than 84 credit points (72+12).

(iv) in degrees and combined degrees requiring 192 credit points, up to 48 credit points at 4000 level;

Note: Four year programs (available in degrees of 192 credit points) must not, when combined with the requirements of the degree core, require more than 132 credit points (120+12).

(v) an embedded major;

(vi) at least 12 credit points of the degree core, if a degree core is specified for the degree; and

(d) are recorded on the student’s transcript.

(4) Majors:

(a) comprise a defined sequence of units taken by a student that develop depth of expertise in a field of study;

(b) must have intellectual and educational coherence and specified learning outcomes as required in clause 13;

(c) in all undergraduate degrees, must require exactly 48 credit points; as specified in this sub clause;

(d) in Liberal Studies Bachelor degrees, and undergraduate degrees of 144 credit points, must include:

(i) exactly 12 credit points at 1000-level units of study;

(ii) a minimum of 12 and a maximum of 18 credit points at 2000-level; and
(iii) a minimum of 18 and a maximum of 24 credit points at 3000-level (or, higher for degrees requiring more than 144 credit points);

(e) in Professional or Specialist Bachelor degrees of 192 credit points or more, must include:
   (i) a minimum of 12 credit points at 1000- or 2000-level;
   (ii) a minimum of 18 credit points and a maximum of 36 credit points at or above 3000-level;

(f) in undergraduate degrees, must include at the 3000-level (or, for 192 credit point Professional or Specialist degrees, at the 3000 level or higher):
   (i) 1 x 6 credit point unit involving completion of a project requiring the integration and application of disciplinary knowledge and skills; and
   (ii) 1 x 6 credit point unit requiring the application of disciplinary skills and knowledge in an interdisciplinary context; and

(g) are recorded on the student transcript.

Note: the requirements of sub clauses (4)(f)(i) and (4)(f)(ii) may both be met through a single unit. Where a student takes two majors, and a single unit or units of study exists such that the requirement for (4)(f)(i) or (4)(f)(ii) can be met in both majors, that or those units may be used in fulfilment of requirement 4(f)(i) or 4(f)(ii) in both majors, provided that all other requirements in 18(3) are met for each major.

(h) Guidelines for majors are set out in Schedule 4 of the Learning and Teaching Procedures 2014.

(5) Minors:
   (a) comprise a defined sequence of units of study taken by a student that develops expertise in a field of study;
   (b) in undergraduate degrees, comprise units to the value of exactly 36 credit points including:
      (i) exactly 12 credit points at 1000-level;
      (ii) a minimum of 12 and a maximum of 18 credit points at 2000-level;
      (iii) a minimum of 6 and a maximum of 12 credit points at 3000-level;
   and
   (c) are recorded on the student’s transcript.

(6) A degree core:
   (a) is a set of units of study that develops required knowledge and skills for the degree and which is required to be completed by all students within an award course or a stream or specialisation within an award course;
   (b) in Liberal Studies Bachelor degrees, comprises no more than 24 credit points at 1000- or 2000-level.

(7) A capstone experience should be integrative, foster student autonomy and, where appropriate, include a cross-disciplinary perspective.

Note: See Coursework Policy 2014

(8) Combined degrees and double degrees must meet the learning outcomes of both component award courses.
All Liberal Studies, and specified Specialist or Professional, Bachelor degrees may be combined with the Bachelor of Advanced Studies as set out in the applicable award course resolutions.

(9) Award courses may achieve depth and breadth of learning by the specification of core units and elective units.

(a) Units of study may be specified as core units if the faculty determines them to be essential to achieve the learning outcomes of the award course, stream, program, major, minor or specialisation. Core units must be completed by all students enrolled in the award course or relevant curriculum component or specialisation.

(b) Elective units are units chosen by students in order to extend their degree requirements according to their need or interests and contribute to graduate qualities. Electives are chosen from a list defined by the faculty and approved by the Academic Board.

(10) Units of study

(a) Units of study:

(i) follow a programmed set of coherent learning experiences and assessments that lead progressively to the achievement of the learning outcomes for the unit; and

(ii) must be completed over one or two teaching sessions.

(b) Faculties must define learning outcomes for each unit of study which are aligned with those of the award courses in which the unit of study is offered and those of other components of award courses of which it is a part.

(c) Except in the case of ‘shell’ units used for students undertaking study at another institution and other purposes, the learning outcomes, requirements and assessment framework and standards of a unit of study must be the same for all students taking that unit of study, regardless of the award course in which they are enrolled.

(d) Student transcripts and student record files must record a single result and a single credit point value for each unit of study attempted by a student.

(e) Units of study must be identified by an eight character alpha-numeric code, of which the first four are letters identifying the relevant school, department or discipline and the final four are integers identifying the unit of study and the level at which it is offered.

(f) The integers in the unit of study alpha-numeric code must commence with a number which indicates the level, in the generic form ****1xxx (for 1000-level units), ****2xxx (for 2000-level units) and so on.

(g) 1000-level units of study have learning outcomes of a foundational or introductory nature and are designed for students in the first year of a bachelor degree.

(h) 2000-level units of study have learning outcomes which assume prior foundational or introductory study and are designed for students who have completed the first year of a bachelor degree.
(i) 3000-level units of study have learning outcomes designed for students in the third year of a bachelor degree. In 144 credit point bachelor degrees, such units should enable students to demonstrate learning outcomes at a level expected for those completing a bachelor degree at AQF level 7.

(j) 4000-level units of study have learning outcomes at the advanced or honours level and are designed for students who have already achieved learning outcomes for a 144 credit point pass-level bachelor degree or who are completing the final year of a 192 credit point bachelor degree.

(k) 5000-, 6000- and higher level units of study have learning outcomes designed for postgraduate award courses.

(11) **Credit points and student workload**

(a) Credit points measure the relative quantitative contribution of a unit of study to an award course.

(b) The full time credit point load for undergraduate and postgraduate coursework award courses is 24 credit points per semester, or 12 credit points for summer session and six credit points for the winter session. A full time credit point load for a year is 48 credit points equating to a student workload of 1350 - 1800 hours per year including class time, private study, assessment and assessment preparation.

(c) The normal credit point load for a unit of study is six credit points, except where otherwise approved by the Academic Board.

(d) The credit point load for a unit of study in the open learning environment must be zero, two or six credit points.

(e) Units of study shared across different award courses and between different faculties must have the same credit point value in every course.

(f) Where units of study are core units in more than one award course or shared individually or as part of a major or minor in the shared pool, faculties must design units of study to meet the learning needs of students in all award courses and components for which the unit is a core unit.

(g) The relationship between the level of student effort in a unit of study and the credit point value of that unit must take account of all courses sharing that unit of study.

(h) Faculties must consider overall student workload in assigning credit point value as follows:

(i) 24 credit points equates to the effort expected of a full-time student, studying 36 – 48 hours per week or pro-rata for part-time students.

(ii) A single credit point should therefore equate notionally to a minimum expectation of 1.5 – 2 hours of student effort per week for units of study offered over a semester.

(iii) Flexibility between different units may be exercised in the allocation of credit point value to accommodate any tensions between the duration of core learning experiences and their perceived importance in achieving learning outcomes for the award course.

(i) Faculties introducing new units of study with a credit point value other than six must inform the Academic Board, explaining the rationale for deviating from the standard and addressing issues of compatibility.
(12) On academic grounds, a faculty may propose to the Undergraduate or Graduate Studies Committee of the Academic Board units of study with zero, one or two credit points.

(13) **Teaching sessions**

(a) Teaching and learning in award courses must take place in standard teaching sessions, or in special teaching sessions determined by faculties in a faculty calendar and approved by the Academic Board.

(b) The standard teaching sessions are first semester, second semester, summer session and winter session.

(c) A semester comprises 13 weeks of programmed learning, one study week and one to two weeks for examination and assignment preparation.

(14) University semester dates, and dates for summer and winter sessions and teaching blocks must be approved by the Academic Board.

19 **Assessment framework**

(1) Assessment is the means by which students demonstrate graduate qualities and learning outcomes in a unit of study and in an award course.

(2) Learning outcomes for units of study must be assessed either within the unit of study or within an assessment framework for the award course or a component of an award course.

(3) The assessment framework of award courses and units of study must promote student learning and engaged enquiry, and be designed to ensure that key milestones in the achievement of learning outcomes are met to a standard sufficient to allow progression.

(4) Faculties must design the assessment framework of an award course to ensure that all students who successfully complete the award course demonstrate the graduate qualities and specified learning outcomes for the award.

(5) Unit of study co-ordinators must design the assessment framework of a unit of study to ensure that all students who successfully complete the unit of study demonstrate the graduate qualities and learning outcomes of the unit of study and are assessed to the same standard.

(6) The University’s policy and procedures on assessment are set out in Part 14 of the Coursework Policy 2014 and in the Assessment Procedures 2011.

20 **Academic integrity in the design of curricula**

(1) Learning experiences, programs and curricula must be designed to educate students early in the first year about academic integrity, appropriate acknowledgement, academic honesty and avoiding plagiarism.

(a) This education must include an online module endorsed by the Office of Educational Integrity and should also include tutorials work and scaffolding writing tasks as appropriate.

(2) The assessment framework of award courses and the assessment matrix within each unit of study must be designed and reviewed each time the unit is offered to ensure academic integrity.
(3) Faculties must manage the risk to academic integrity within the assessment framework for each unit of study consistently with the Academic Honesty in Coursework Policy 2015 and associated procedures.

Note: See clause 12 of the Academic Honesty in Coursework Policy 2015.

20A Third party learning technologies

(1) All use of third party learning technologies must be consistent with relevant University policies, including in particular:
(a) Policy on the Use of University Information Communications Technology Resources;
(b) Privacy Policy 2017; and
(c) Recordkeeping Policy 2017.

(2) Staff members and academic units:
(a) are responsible for identifying and managing any risks associated with third party learning technologies which they introduce and use in association with their teaching; and
(b) must register the use of such technologies with the office of the Deputy Vice-Chancellor (Education).

(3) Third party learning technologies must not be used for assessment purposes without the permission of the Deputy Vice-Chancellor (Education).

(4) Where a third party learning technology is introduced by the University, the University must:
(a) develop and communicate an appropriate strategy for support of the technology; and
(b) establish and implement appropriate mechanisms for:
   (i) retrieving and storing records of student activity generated by the technology; and
   (ii) trialling and evaluating the use of the technology.

(5) Where a third party learning technology is introduced by a staff member or academic unit, the person or unit introducing it must:
(a) develop and communicate an appropriate strategy for support of the technology; and
(b) establish and implement appropriate mechanisms for:
   (i) retrieving and storing records of student activity generated by the technology; and
   (ii) trialling and evaluating the use of the technology.
PART 4 MANAGEMENT OF LEARNING AND TEACHING

21 Statement of intent

The purpose of this part of the policy is to set out the framework, and specific responsibilities, for the management and evaluation of learning and teaching at unit of study, degree and University level. This includes academic governance authorities, roles and responsibilities, and quality assurance processes.

22 Rescinded

23 Roles and responsibilities in managing learning and teaching

(1) Delegations of authority for the management of learning and teaching are set out in:

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

(b) University of Sydney (Delegations of Authority – Administrative Functions) Rule 2016.

(2) The Academic Board

(a) subject to endorsement by Senate, approves the award course level curriculum which is developed, implemented and monitored by the faculty;

(b) approves requirements and other elements of award courses as set out in the Coursework Policy 2014, award course resolutions and tables of units of study, including:

(i) determining the type of degree;

Note: For Bachelor degrees, types are: Liberal Studies, or Specialist or Professional.
For Masters degrees types are: Advanced Learning by coursework, Professional by coursework (including masters Degree (Extended)), Research Pathway by coursework, or research.

(ii) the inclusion of degree core, streams, programs, majors and minors in award course requirements;

(iii) the inclusion of mandatory units, and barrier assessments;

(iv) the table of units of study for an award course;

(v) the curriculum of streams within an award course;

(c) approves faculty resolutions;

(d) approves admission requirements and pre-requisites for award courses;

(e) approves, on the recommendation of the relevant faculty or Board of Interdisciplinary Studies:

(i) addition and deletion of award courses, streams, programs, majors, minors; and
(ii) changes to the degree core;

(f) approves the list of majors, minors and units of study available in the shared pool for Liberal Studies degrees and the Bachelor of Advanced Studies, on the recommendation of the Board of Interdisciplinary Studies;

(g) approves changes to the mode of delivery of a course or unit of study;

(h) determines deadlines for submitting proposals for new, amended and deleted award courses;

(i) determines teaching periods and commencement and conclusion dates of the academic year and, if appropriate, variations from standard teaching sessions requested by faculties;

(j) is responsible for:

(i) aligning the range of the University's academic programs so that all graduates demonstrate graduate qualities set out in Part 2 to a high standard;

(ii) reviewing education programs within faculties in a seven year cycle;

(iii) monitoring program outcomes and reports of review committees and accrediting bodies to promote educational excellence as set out in Part 2;

(iv) monitoring processes within faculties to support the academic integrity of the University's programs and assessment;

(v) monitoring breaches of academic integrity, reviewing processes to minimise or eliminate them and taking appropriate action;

(vi) considering and, if appropriate, approving the name and abbreviation used for each award course; and

(vii) developing and maintaining quality and educational excellence as set out in Part 5.

(3) The Deputy Vice-Chancellor (Education) is responsible for strategic leadership of educational excellence and educational innovation throughout the University. The Deputy Vice-Chancellor (Education):

(a) develops and maintains institutional systems and strategy to achieve excellence in outcomes, experience and environment. This includes curriculum frameworks, online learning, and the student experience;

(b) develops and maintains quality and educational excellence as set out in Part 5; and

(c) endorses proposals for new, amended and deleted courses for forwarding to:

(i) the University Executive Curriculum and Course Planning Committee; and

(ii) the Academic Board.

(4) The Deputy Vice-Chancellor (Registrar) is responsible for the institutional systems and processes that support educational excellence. The Deputy Vice-Chancellor (Registrar) develops and maintains institutional systems and strategy in order to achieve excellence in admission, student recruitment, and administration processes.

(5) The University Executive Curriculum and Course Planning Committee:

(a) reviews the business case for new course proposals from faculties; and
(b) advises the University Executive and its relevant committees in their deliberations over whether to endorse a proposed course or change for consideration by the Academic Board.

(6) The **Board of Interdisciplinary Studies** approves:

(a) units of study under a faculty’s direction which are included in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;

(b) units of study that are not under a faculty’s direction;

(c) the inclusion of units of study that are not under a faculty’s direction in the shared pool of units of study available across all Liberal Studies Bachelor Degrees;

(d) units of study in the open learning environment, Sydney Research Seminars, and interdisciplinary units of study offered to students in any degree.

(7) **Faculties**

(a) Faculties, and their committees, are responsible for standards, assessment and quality throughout the faculty. Faculties:

(i) establish a standing committee or committees with responsibility for excellence in outcomes and experience in award courses;

(ii) consider and, if appropriate, approve curriculum for all units of study, minors, and majors and programs in an award course;

(iii) approve learning outcomes for units of study, majors and programs;

(iv) approve assessment for units of study and other curriculum components as appropriate;

(v) approve pre-requisites and co-requisites for units of study and honours components;

(vi) determine the curriculum and learning outcomes for streams for recommendation to the Academic Board;

(vii) determine integration between units of study to meet the learning outcomes of majors, programs, streams or award courses and to achieve graduate qualities;

(viii) determine faculty resolutions relating to award courses of the faculty;

(ix) develop and maintain alignment of curricula and the quality of learning and teaching to achieve high standards in award course outcomes;

(x) where appropriate, monitor alignment with standards set by professional and accrediting bodies;

(xi) advise the Academic Board of any changes to degree level curricula. This includes creation, variation and deletion of courses and changes to tables of units of study;

*Note:* Course proposal and amendment requirements can be found on the [Academic Board website](#).

(xii) ratify assessment results;

(xiii) monitor and maintain standards in the quality of assessment practices and academic integrity;

*Note:* See the [Coursework Policy 2014](#), the [Assessment Procedures 2011](#) and the [Academic Honesty in Coursework Policy 2015](#).
(xiv) review and act on educational quality data each semester as set out in Part 5;

(xv) monitor breaches of academic integrity within the faculty;

(xvi) review the assessment framework of units of study and other curriculum components to eliminate or minimise the possibility of such breaches;

(xvii) report breaches of academic integrity to the Academic Board as required by the Academic Honesty in Coursework Policy 2015; and

(xviii) monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs as set out in Part 5.

Note: See clause 11. Responsibilities for standards and operational matters in connection with programs may be undertaken by relevant committees.

(8) Deans

(a) Deans have overarching responsibility for standards, quality, strategic leadership and resource allocation to achieve educational excellence within faculties. Deans:

(i) exercise strategic oversight of faculties and their committees, the Associate Dean - Education and Heads of School to develop and maintain alignment with faculty strategy and operations;

(ii) consistently with the Coursework Policy 2014, set operational parameters for teaching and curricula, including teaching workloads, staff profile, fees and student numbers;

(iii) make appropriate arrangements for quality assurance of teaching and learning within the faculty as set out in Part 4 and Part 5;

(iv) direct the appropriate allocation of resources for educational excellence;

(v) direct that student representatives be elected or appointed as members of education, undergraduate, postgraduate studies committees and program committees;

(vi) direct faculty or school offices to keep current and available relevant documentation relating to the faculty's academic programs, including documentation for units of study;

(vii) appoint an Educational Integrity Co-ordinator and, if appropriate, additional nominated academics to act as decision makers in relation to alleged breaches of academic integrity in line with the Academic Honesty in Coursework Policy 2015; and

(viii) consider and, if appropriate, approve requests by unit of study co-ordinators to opt out of the recording of lectures in University-managed lecture theatres, or delegate this authority to a Head of School.

(9) Associate Deans - Education

(a) Associate Deans - Education lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty and, on behalf of the Dean, monitor the effectiveness of processes for achieving graduate outcomes through engaged enquiry. Associate Deans – Education:
(i) co-ordinate teaching across the faculty to deliver excellent educational outcomes and experience;
(ii) review and act on data on educational quality;
(iii) monitor and direct alignment of educational standards and quality in the faculty with University policy and strategy;
(iv) implement collegial governance in the creation and review of educational programs within the faculty; and

**Note:** See clause 11.

(v) support quality of teaching and learning across the faculty as set out in Part 5.

(10) **Supervisors**

(a) Supervisors provide leadership, guidance and mentorship to students undertaking research projects, and provide academic advice to students on reporting of research findings. Supervisors:

(i) support the student in the research project, including providing timely feedback and advice;
(ii) monitor progress within the context of the overall research project;
(iii) develop in the student the necessary skills to complete the project; and
(iv) educate students about the University's policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.

(11) **Heads of School**

(a) Heads of School lead strategies and allocate resources for educational excellence within the school. Heads of School:

(i) assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school as specified in clause 24A;
(ii) review reports and data on educational quality in consultation with unit of study co-ordinators and program committees;
(iii) act in relation to staff performance and effective allocation of quality resources; and
(iv) if requested to do so by the Dean, consider and, if appropriate, approve requests by unit of study co-ordinators to opt out of the recording of lectures in University-managed lecture theatres.

(v) appoint a unit of study co-ordinator for each unit of study for which the school is responsible;

(vi) make appropriate alternative arrangements if a unit of study co-ordinator is or will be absent; and

(vii) appoint a new unit of study co-ordinator when a current unit of study co-ordinator leaves.

**Note:** In faculties without a school structure, the roles and responsibilities of a Head of School may be taken by the Associate Dean – Education.

(12) **Unit of study co-ordinators**
Each unit of study must have a named unit of study co-ordinator, appointed by the relevant Head of School.

The Unit of study co-ordinator:

(i) is appointed for the whole of a teaching period during which a unit of study is being provided;
(ii) should inform the relevant Head of School of any intended or foreseeable absence, at least four weeks in advance;
(iii) develops, implements and monitors unit of study curricula, learning activities and assessment, subject to approval by the faculty;
(iv) aligns learning outcomes between a unit of study and an award course, and implements, at the unit study level, strategies and policies for educational excellence;
(v) reviews unit of study curriculum design, including learning outcomes, teaching and learning activities and assessment, and, where appropriate, aligns with program learning goals and graduate qualities;
(vi) documents and communicates the unit of study curriculum as a unit of study outline in the LMS, and makes a unit description, including pre-requisites, co-requisites and assessment, available for inclusion in the faculty handbook;
(vii) reviews assessment tasks and standards in relation to policy and reports to the faculty and the program committee;
(viii) reviews the academic integrity of each assessment task and the assessment matrix of the unit of study each time it is offered to eliminate or minimise the risk of breaches of academic integrity;
(ix) designs the assessment framework for the unit of study to ensure the academic integrity of each assessment in the unit as set out in the Academic Honesty in Coursework Policy 2015;
(x) reports incidents of potential academic dishonesty or plagiarism in line with university policy;
(xi) gathers, reviews and acts on data on educational quality, in consultation with the unit of study team and the Head of School;
(xii) administers surveys of educational experience and provides reports to students and the faculty on the quality of the student experience as set out in Part 5;
(xiii) makes recommendations to the faculty, or a relevant committee of the faculty, about changes to learning outcomes, curriculum, or assessment for a unit of study; and
(xiv) manages access to lecture recordings and, where necessary, submits applications to opt out of recordings in University-managed lecture spaces to the Dean or Dean's nominee.

Individual teachers

Educational excellence exists when teachers engage students in their learning. To this end, individual teachers:

(i) support and lead student learning of the curriculum, as specified and to the agreed standards;
(ii) prepare the educational content of units of study;
(iii) design and prepare assessment tasks as specified in the curriculum, and consistently with relevant policy;

(iv) monitor and act to support academic standards and academic integrity; and

(v) where there is more than one teacher in a unit, participate as part of the unit of study team to support the unit of study co-ordinator in his or her role and responsibilities.

(14) Students

(a) An essential component of educational excellence is that students gain increasing understanding of, and take responsibility for, their learning. To this end, students must:

(i) be familiar with the award course resolutions, relevant policies and other requirements for the course as set out in the faculty handbook, unit of study outline and other published guidelines; and

(ii) satisfy attendance and assessment requirements.

(b) In addition, students should participate in any evaluations of their experience, so that educational excellence is monitored and improved.

24 Documentation and communication

(1) This part of the policy sets out appropriate standards for:

(a) communicating with students and staff;

(b) managing the development of units of study, curricula and award courses; and

(c) institutional record keeping.

Note: See Recordkeeping Policy 2017 and Recordkeeping Manual

(2) Unit of study co-ordinators, together with the faculty, must provide a unit of study website on the LMS which contains, at a minimum:

(a) the unit of study outline;

(b) relevant curriculum resources; and

(c) any other material specified in the Learning and Teaching Procedures 2016.

Note: See clause 11 of those procedures.

(3) Unit of study outlines and the LMS website must be available to students:

(a) for -1000 and -5000 level units of study: no later than two weeks before enrolled in the unit no later than one week prior to the commencement of the teaching session in which the unit is offered; and

(b) for other units of study: no later than one week prior to the commencement of the teaching session in which the unit is offered.

(4) After publication of the unit of study outline, changes may only be made to the nature, weighting or due date of assessment tasks in exceptional circumstances.

(5) Each faculty must publish an annual handbook, containing the minimum information specified in the Learning and Teaching Procedures 2016.

Note: See clause 9 of those procedures.
(5)(6) The Academic Board may make award course resolutions, which must contain at least the minimum information specified in the Learning and Teaching Procedures 2016. 

Note: See clause 8 of those procedures.

(6)(7) Subject to Academic Board approval, faculties may make resolutions applying to all degrees within a certain category awarded by the faculty.

(7)(8) Upon each student’s graduation the University will provide each of the following documents, which will provide the information required by the Learning and Teaching Procedures 2016:

(a) a transcript;
(b) a certificate of graduate status; and
(c) a testamur.

Note: See clause 12 of those procedures.

(9) Information other than that specified in the Learning and Teaching Procedures 2016 may only be included on an academic transcript with the approval of the Deputy Vice-Chancellor (Registrar), after consultation with:

(a) the chair of the Academic Board or nominee;
(b) the Deputy Vice-Chancellor (Education) or nominee;
(c) the Head of the Academic Model Team in the portfolio of the Deputy Vice-Chancellor (Registrar);
(d) the Head, of the Sydney Student Team in the portfolio of the Deputy Vice-Chancellor (Registrar);

(10) In deciding whether to approve the inclusion of such information the Deputy Vice-Chancellor (Registrar) must be satisfied that the additional information:

(a) appropriately represents educational achievement;
(b) can be verified by the University; and
(c) can be collected in a timely and efficient manner.

(11) Graduation statements may only be issued with the approval of the Deputy Vice-Chancellor (Registrar), after consultation with:

(a) the chair of the Academic Board or nominee;
(b) the Deputy Vice-Chancellor (Education) or nominee;
(c) the Head of the Academic Model Team in the portfolio of the Deputy Vice-Chancellor (Registrar);
(d) the Head, of the Sydney Student Team in the portfolio of the Deputy Vice-Chancellor (Registrar).

24A Qualifications of teachers, co-ordinators and supervisors

(1) Heads of school must appoint unit of study co-ordinators and teachers who have appropriate knowledge, skills and qualifications, including:

(a) up to date knowledge of a relevant field or discipline, which is informed by any of:
   (i) ongoing research
(ii) scholarship; or
(iii) contemporary professional practice; and
(b) relevant skills in learning, teaching and assessment.

(2) Individuals teaching or supervising units of study in award courses below AQF Level 10 must have:
(a) a relevant qualification at least one AQF level higher than the course being taught, co-ordinated or supervised;
(b) equivalent academic attainment;
(c) equivalent professional experience; or
(d) appropriate training, as well as guidance and oversight from a supervisor or coordinator who is an academic staff member with the qualifications, experience, knowledge and skills in 24A(1) and 24A(2) (a) to (c).

(3) Individuals appointed on the basis of subclauses 24A(2)(a) to (c) may also co-ordinate units of study in award courses below AQF Level 10.

(4) Individuals appointed on the basis of subclauses 24A(2)(d) may be appointed to teach specialised components of a course such as demonstrating or tutoring but must not be appointed to co-ordinate units of study or as the sole-teacher.

(5) Individuals appointed on the basis of subclauses 24A(2)(d) may be appointed to teach specialised components of a course such as demonstrating or tutoring but must not be appointed to co-ordinate units of study or as the sole-teacher.

(5) Individuals teaching, co-ordinating or supervising units of study in an award course at AQF Level 10 must have:
(a) a relevant qualification at AQF Level 10;
(b) equivalent academic attainment;
(c) equivalent professional experience; or
(d) appropriate training, as well as guidance and oversight from a supervisor or coordinator who is an academic staff member with the qualifications, experience, knowledge and skills in 24A(1) and 24A(4) (a)-(c).

(6) If individuals are appointed on the basis of equivalent academic merit or professional experience under subclauses 24A(2) (b) to (d) or 24A(4) (b) to (d), the academic attainment or professional experience must be documented and approved in writing by the head of the school;

Note: Records of approval must be retained and stored consistently with the requirements of the Recordkeeping Policy 2017 and the Privacy Policy 2017

PART 5 QUALITY ASSURANCE

25 Quality assurance processes

(1) Quality assurance ensures that learning outcomes at the required standards are demonstrated by students in appropriate tasks and assures that, for each learning activity, a quality learning environment exists. Quality assurance processes must be:
(a) standards driven;
(b) evidence based; and
(c) institutionally aligned.
(2) Quality is measured in terms of excellence in:

(a) educational outcomes;
(b) educational experience;
(c) educational environment.

Note: See Part 2.

(3) Excellence in educational outcomes is measured through systematic assessment which ensures that students achieve course learning outcomes at a high standard, and through the assessment of graduate qualities.

(a) Faculties and their Associate Deans - Education must arrange for assessments to be subject to peer feedback and periodic benchmarking.

(4) Excellence in educational experience is measured through students’ reports of their experience. Feedback should be formal and informal and captured at unit of study, major, program or degree level. University, national and international surveys should be used to collect formal feedback.

(a) Unit of study co-ordinators and Associate Deans - Education must administer surveys of educational experience each time a unit of study is offered.

(b) The Deputy Vice-Chancellor (Education) must implement surveys of students' experience of their learning at a University-wide level at least annually.

(5) Excellence in educational environment is measured through students’ responses to University, national and international surveys, and targeted ad hoc assessments of learning spaces.

(a) The Deputy Vice-Chancellor (Education) must implement surveys of educational environment at a University-wide level at least annually.

(6) At unit of study level

(a) Standards for educational outcomes must be determined by the faculty with reference to the discipline.

(i) These standards must be easily visible at faculty level, generated through scrutiny of results data, and align with awards.

(ii) The unit of study co-ordinator must assess whether educational outcomes are meeting agreed standards, including those for academic integrity.

(b) Standards for educational experience include the student experience of learning and teaching, information about which is obtained through relevant student surveys and peer observation of teaching where appropriate.

(i) The unit of study co-ordinator must provide annual reports on students' experience in a unit of study and feedback from surveys to students and the faculty.

(c) Educational environment is measured in the provision of formal, informal and virtual learning spaces. Physical learning spaces are measured against:

(i) accepted learning space standards; and

(ii) student and teacher evaluations, including the effective use of existing resources for teaching units of study.

(7) At the curriculum level
(a) Educational outcomes must:
   (i) contribute to student qualifications;
   (ii) meet accreditation requirements; and
   (iii) be aligned with institutional, industry, professional and community expectations.

(b) Standards and outcomes must be determined by the faculty and managed by the faculty or its relevant committee.
   (i) Student survey results must be used to set standards and targets.
   (ii) Benchmarking and aligning with standards across the faculty, and other comparable institutions, and with professional disciplinary and industry expectations, must be used to measure excellence.

(c) Educational experience is provided through a thematically coherent program. Evaluation methods include student surveys, benchmarking reports, reports from accrediting bodies, and Go8 Standards Verification reports.
   (i) The Associate Dean - Education must provide annual reports on students' educational experience to the faculty.
   (ii) Faculties must provide copies of formal benchmarking reports to the Academic Board.
   (iii) Deans must provide copies of accreditation reports from external organisations to the Academic Board on receipt.
   (iv) The Deputy Vice-Chancellor (Education) must provide Go8 Standards Verification reports to the Academic Board on receipt.

(d) The quality of the educational environment is measured by the provision of formal and informal learning spaces, where students belong to a community of scholars within discipline and degree programs. Physical learning spaces are measured against:
   (i) accepted learning space standards; and
   (ii) student and teacher evaluations, including the effective use of existing resources.

(8) At the University level

(a) Educational outcomes prepare the student for learning, life and work experiences, including success in accessing further study opportunities, rewarding career paths, and contribution to the community.

(b) Educational experience is acquired through engagement and enquiry which challenges students with novel problems and issues at every stage of the educational process.

(c) Educational environment is measured in terms of the provision of physical spaces and equipment, and virtual learning environments. The environment should support working together to achieve excellence.

(d) The University must evaluate the quality of outcomes, experience and environment using methods which include:
   (i) using study survey results to set targets and benchmarks at faculty and University level;
   (ii) accreditation reports;
(iii) meeting Group of Eight (Go8), AQF, Higher Education Standards, and professional regulatory body requirements; and

(iv) Academic Board and UE faculty reviews.

(e) The Deputy Vice-Chancellor (Education) must monitor evaluations of the standards of educational experience and education environments and provide reports to the University Executive and the Academic Board.

(f) The Academic Board must monitor educational excellence and, where appropriate, provide advice to the Deputy Vice-Chancellor (Education), the Vice-Chancellor and the Senate.

(g) The Academic Board and the UE must provide reports of faculty reviews to the Senate.

26 Rescissions, replacements and transitional provisions

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

(a) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001

(b) Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001

(c) Academic Board Policy on Consultation with Students which commenced in 2008

(d) Academic Board Resolutions: Generic Attributes of Graduates of the University of Sydney which commenced in 1997

(e) Distance, Alternative and Flexible Modes of Delivery in Postgraduate Courses Policy

(f) Flexible Student-Centred Learning in the University of Sydney Policy which commenced in 1999

(g) Improved Learning and Teaching Through Collaboration, Benchmarking and Alliances Policy which commenced in 2005

(h) Principles for First Year Orientation and Transition Policy which commenced in 2001

(i) Quality Assurance and Learning Management Systems Policy which commenced in 2005

(j) Research-Enhanced Learning and Teaching Policy which commenced in 2007

(k) Written and Oral Communication Skills of Students Policy which commenced in 2002

(l) Parallel Teaching of Postgraduate and Undergraduate Students Policy which commenced in 2004

(2) Sub clauses 18(1)-(8) apply to all undergraduate degrees approved or reviewed after 25 July 2016.

(3) For staff employed prior to 1 January 2018, Section 24A Subclause 2(a)(ii) and (2)b(i) take effect on 31 December 2018.
## SCHEDULE ONE

### Roles and responsibilities for curriculum (standards) and operational aspects

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Be familiar with legislative and other requirements of the course as set out in the faculty handbook, unit of study outline, and other published guidelines.</td>
<td>Participate in evaluations of their experience, to ensure that educational excellence is achieved.</td>
</tr>
<tr>
<td></td>
<td>Satisfy attendance and assessment requirements.</td>
<td>Encouraged to participate in the development and review of courses and units of study.</td>
</tr>
<tr>
<td>Individual teachers</td>
<td>Support and lead student learning of the curriculum as specified, and to the agreed standard.</td>
<td>Participate as part of the unit of study team (if appropriate) to support the roles and responsibilities of the unit of study co-ordinator.</td>
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<tr>
<td></td>
<td>Design and prepare assessment tasks as specified in the curriculum and in accordance with the standards in the relevant policy.</td>
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<td></td>
<td>Monitor and implement academic standards.</td>
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<td></td>
<td>Educate students on academic integrity and report any breaches of academic integrity.</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
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<tr>
<td>Unit of study co-ordinators</td>
<td>Review the design of the curriculum of the unit of study, including learning outcomes, learning and teaching activities, and assessment, to ensure ongoing alignment against program learning goals and graduate qualities.</td>
<td>Lead and co-ordinate the unit of study team to deliver quality teaching and assessment, including reviewing, communicating and acting on data on educational quality in the unit of study.</td>
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<tr>
<td></td>
<td>Document and communicate the unit of study curriculum as a unit of study outline in the LMS, and ensure its availability in the faculty handbook.</td>
<td></td>
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<td></td>
<td>Review assessment tasks and standards in relation to policy and report to the faculty and program committee.</td>
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<td></td>
<td>Review the academic integrity of each assessment task and the assessment matrix of the unit to eliminate or minimise the possibility of breaches of academic integrity. Unit of study co-ordinators must ensure that assessment framework in the unit of study is designed to ensure the academic integrity of each assessment in the unit as set out in the Academic Honesty in Coursework Policy 2015.</td>
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</tr>
<tr>
<td></td>
<td>Act on breaches of academic integrity within a unit of study, and review the assessment framework each time the unit of study is offered to eliminate or minimise the possibility of such breaches.</td>
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<td></td>
<td>Recommend student assessment tasks to the faculty and program committee.</td>
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<td></td>
<td>In consultation with the unit of study team and the Head of School, gather, review and act on data on educational quality.</td>
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<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
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<tr>
<td>Supervisors</td>
<td>Provide leadership, guidance and mentorship to students undertaking research projects.</td>
<td>Support the student in the research project, including providing timely feedback and advice.</td>
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<tr>
<td></td>
<td>Provide academic advice to students on the reporting of research findings in a dissertation, treatise or long essay.</td>
<td>Monitor progress within the context of the overall research plan.</td>
</tr>
<tr>
<td></td>
<td>Educate students on, and monitor the project for compliance with, the University's policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.</td>
<td>Provide the student with the necessary skills to complete the project.</td>
</tr>
<tr>
<td>Heads of school</td>
<td>Appoint a unit of study co-ordinator for each unit of study within the school.</td>
<td>Assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school.</td>
</tr>
<tr>
<td></td>
<td>Assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school.</td>
<td>In consultation with unit of study co-ordinators and program committees, review reports and data on educational quality, and act in relation to staff performance and effective allocation of quality resources.</td>
</tr>
<tr>
<td>Role</td>
<td>Responsibility: Curriculum (standards)</td>
<td>Responsibility: Operational</td>
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</tbody>
</table>
| Associate Dean - Education | Lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty.  
On behalf of the Dean establish effective processes for achieving graduate outcomes through engaged enquiry.  
Align educational standards and quality within the faculty with the University policy and strategy. | Co-ordinate teaching across the faculty to deliver excellence in educational outcomes and experience.  
Review and act on data on educational quality.  
Establish and implement collegial governance, as set out in Clause 11, in the creation and review of educational programs within the faculty.  
Support quality of learning and teaching across the faculty as set out in Part 5. |
| Dean                    |                                                                                                     | Have strategic oversight of faculties, the Associate Dean - Education and heads of school and heads of schools to ensure alignment with faculty strategy and operations (resources).  
Review and act on data relating to educational quality.  
Consistently with the *Coursework Policy 2014*, set operational parameters for teaching and curriculum (e.g. teaching workloads, staff profile, fees, student numbers.)  
Make arrangements for quality assurance of teaching and learning within the faculty as set out in Part 5.  
Include, where appropriate, student representatives on standard governance committees and provide them with same information as other committee members to enable effective participation.  
Ensure that faculty offices maintain and update all documentation for policy and procedures relating to the faculty’s academic programs, including documentation for units of study. |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
</tr>
</thead>
</table>
| Faculties| Plan and implement reviews of degree curriculum design, including degree learning outcomes, degree learning experiences, and degree level assessment. This will establish ongoing internal alignment and mapping coverage in relation to program goals, coherence, relevance and strategic fit.  
Advise the Academic Board of any changes to degree level curricula. This may include creation, variation or deletion of courses and changes to tables of units of study.  
Ratify assessment results with degrees and monitor and act to ensure quality of standards and quality of assessment practices. (See the Coursework Policy 2014 and the Assessment Procedures 2011).  
Review and act on data on educational quality and ensure educational excellence.  
Entrench academic integrity within the assessment framework of each award course at each stage of the program.  
Monitor breaches of academic integrity within the faculty, review the assessment framework to eliminate or minimise the possibility of such breaches, and report breaches of academic integrity each year to the Academic Board as set out in the Academic Honesty in Coursework Policy 2015. | Monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs.  
May devolve their responsibilities for standards and operational matters to degree, major and program committees and to degree co-ordinators.                                                                                     |
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility: Curriculum (standards)</th>
<th>Responsibility: Operational</th>
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</thead>
<tbody>
<tr>
<td>Deputy Vice-Chancellor Education</td>
<td>Establish and support institutional systems and strategy to deliver the educational mission in order</td>
<td>Establish and support institutional systems and strategy to deliver the educational mission</td>
</tr>
<tr>
<td></td>
<td>to achieve excellence in outcomes, experience and environment (e.g. infrastructure, IT, curriculum</td>
<td>in relation to admission, recruitment, and administration processes.</td>
</tr>
<tr>
<td></td>
<td>frameworks, student experience).</td>
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<td></td>
<td>Deliver quality assurance measures as set out in Part 5.</td>
<td></td>
</tr>
<tr>
<td>Deputy Vice-Chancellor Registrar</td>
<td>Establish and support institutional systems and strategy to deliver the educational mission in</td>
<td>Through faculties, the Academic Board and the University Executive (UE) Education Committee,</td>
</tr>
<tr>
<td></td>
<td>relation to admission, recruitment, and administration processes.</td>
<td>review and act on:</td>
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<td></td>
<td></td>
<td>• reports of program committees, including curriculum review and assessment standards;</td>
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<tr>
<td></td>
<td></td>
<td>• data on educational quality; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• academic integrity.</td>
</tr>
<tr>
<td>University</td>
<td></td>
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</tr>
</tbody>
</table>
NOTES

Learning and Teaching Policy 2015

Date registered: 10 December 2015

Date amended
29 June 2016
26 July 2016
27 October 2016
10 October 2017
28 November 2017, commencing 1 January 2018
9 May 2018 (administrative amendment only)
7 June 2018 (administrative amendments only)

Date commenced: 1 January 2016

Administrator: Deputy Vice-Chancellor (Education)

Review date: 2 December 2020

Rescinded documents:

(1) Academic Board Resolutions: Creation, variation and deletion of award courses and units of study which commenced on 1 January 2001
(2) Academic Board Resolutions: The Management and Evaluation of Coursework Teaching which commenced on 1 June 2001
(3) Academic Board Policy on Consultation with Students which commenced in 2008
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(11) Written and Oral Communication Skills of Students Policy which commenced in 2002
(12) Parallel Teaching of Postgraduate and Undergraduate Students Policy which commenced in 2004
Related documents:

- University of Sydney (Coursework) Rule 2014
- University of Sydney (Policies Development and Review) Rule 2011
- Academic Honesty in Coursework Policy 2015
- Code of Conduct for Students
- Coursework Policy 2014
- Research Code of Conduct 2013
- Academic Honesty Procedures 2016
- Assessment Procedures 2011
- Learning and Teaching Procedures 2016

### AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
<td>Correction of typographical errors and updating of hyperlinks (administrative amendments only)</td>
<td>20 January 2016</td>
</tr>
<tr>
<td>Various</td>
<td>Correction of typographical errors and clause references (administrative amendments only).</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>6</td>
<td>Various definitions amended to reflect curriculum framework and the introduction of new Bachelor degrees</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definitions clarified: course changed to award course; course resolutions to award course resolutions.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definition of graduate attributes amended.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td></td>
<td>Definition of faculty board deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>14(6)(a)</td>
<td>Amended to refer to graduate qualities.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>15(2)(a); 17(3), Table 2</td>
<td>Reference to specialisation changed to stream. References to core components changed to components.</td>
<td>25 July 2016</td>
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<tr>
<td>15(2)(b)</td>
<td>Reference to open learning environment added.</td>
<td>25 July 2016</td>
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<tr>
<td>16(1)(a); 16(3); Table 2; 17(3)</td>
<td>References to program and specialisation added. References to core deleted.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<tr>
<td>11(2); 11(5); 11(6); 11(8); 23(7); 25(3); 25(7);</td>
<td>References to faculty board changed to faculty.</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>13(2); 18; 20(3); 20A; 22; 23; 23(5); 23(6)</td>
<td>Reference to programs deleted. Clause deleted and replaced. New subclause added. Clause deleted. Heading amended: “in managing learning and teaching” added. New subclauses added, remaining subclauses renumbered. Subclause (a) deleted and replaced. New subclause (a)(viii) added. Subclause (a)(i) deleted, remaining subclauses renumbered. New subclause (a)(iv) added. Subclauses (b)(i) to (b)(iv) added. Subclauses 23(2)(c)-(d) deleted. New subclauses 23(2)(c)-(h) added, remaining subclauses renumbered.</td>
<td>25 July 2016</td>
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<tr>
<td>23(7); 23(8); 23(11); 23(12); 23(13)</td>
<td>Subclause (a) deleted and replaced. New subclause (a)(viii) added. Subclause (a)(i) deleted, remaining subclauses renumbered. New subclause (a)(iv) added. New subclause added. Subclause (a) deleted and replaced. New subclauses (b)(i) and (b)(ii) added and remaining subclauses renumbered.</td>
<td>25 July 2016</td>
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<tr>
<td>24; 25(9); 26(2)</td>
<td>Subclauses (1) to (10) deleted and replaced. Subclause deleted. New subclause added.</td>
<td>25 July 2016</td>
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<tr>
<td>Schedule One; Schedule Two</td>
<td>Amended to reflect changes to clause 23. Deleted.</td>
<td>25 July 2016</td>
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<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
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<td>24(2); 24(5);</td>
<td>Correction to sub-clause cross references in the Learning and Teaching</td>
<td>26 July 2016</td>
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<td>24(6) 24(12)</td>
<td>Procedures 2016</td>
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<tr>
<td>Schedule One</td>
<td>Correction of typographical error in Operational responsibilities for</td>
<td>26 July 2016</td>
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<tr>
<td>23(5); 23(5)(b);</td>
<td>Head of Department</td>
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<tr>
<td>25(8)(d)(iv);</td>
<td>References to Senior Executive Group (SEG) changed to University Executive</td>
<td>27 October 2016</td>
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<td>25(8)(e); 25(8)(g)</td>
<td>(UE)</td>
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<td>Schedule One</td>
<td>Amending references to University of Sydney (Delegations of Authority –</td>
<td>10 October 2017</td>
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<tr>
<td>23(1)</td>
<td>Academic Functions) Rule 2016 and University of Sydney (Delegations of</td>
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<td>Authority – Administrative Functions) Rule 2016</td>
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<tr>
<td>6; 23(12); 23(13)</td>
<td>Amendments arising from organisational design change</td>
<td>10 October 2017</td>
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<td>Schedule One</td>
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<td>23(8)(iii); 23(11)(i)</td>
<td>Additional text</td>
<td>10 October 2017</td>
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<tr>
<td>23(12)</td>
<td>Deleted; consequential clauses renumbered</td>
<td>10 October 2017</td>
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<tr>
<td>23(11)(v) –</td>
<td>New clauses; previously in 23(12)</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>(vii)</td>
<td></td>
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<tr>
<td>24(8)(a); 24(9)</td>
<td>References to AHEGS deleted</td>
<td>10 October 2017</td>
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<tr>
<td>24A</td>
<td>New clause added</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>6</td>
<td>New definition added</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>26(3)</td>
<td>Additional clause relating to transitional provisions</td>
<td>10 October 2017</td>
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<tr>
<td>10(2)</td>
<td>Additional policy document added</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>14(2); 23(7)(xi)</td>
<td>Amended hyperlinks</td>
<td>10 October 2017</td>
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<tr>
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<tr>
<td>18(12)(b); 20A(3); 25(8)(b); 25(8)(f)</td>
<td>Minor typographical errors corrected</td>
<td>10 October 2017</td>
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<tr>
<td>24A</td>
<td>New clause added</td>
<td>10 October 2017</td>
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Learning and Teaching Policy 2015
<table>
<thead>
<tr>
<th>Provision</th>
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<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Revised definitions: “double degree course”; “specialisation” and “stream”</td>
<td>1 January 2018</td>
</tr>
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<td>6</td>
<td>New definitions added: “graduation statement” and “Research Pathway Masters degree”</td>
<td>1 January 2018</td>
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<td>11A; 23(3(c); 24(9)-(11)</td>
<td>New clauses added</td>
<td>1 January 2018</td>
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<td>18(1); 18(4)(e); 18(4)(h);</td>
<td>New clauses added; subsequent clauses renumbered</td>
<td>1 January 2018</td>
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<td>18(4)(f); 18(6)(b)</td>
<td>Clauses amended to include “Liberal Studies Bachelor degrees”</td>
<td>1 January 2018</td>
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<td>23(2)(b)(i) note</td>
<td>Note amended to include all types of degrees</td>
<td>1 January 2018</td>
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<td>23(2)(b)(ii)</td>
<td>Inserted “streams” between “core” and “programs”</td>
<td>1 January 2018</td>
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<tr>
<td>23(11)(i)</td>
<td>Replaced “section” with “clause”</td>
<td>1 January 2018</td>
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<tr>
<td>23(12)(b)(iii) – (xiv)</td>
<td>Replaced plural verbs with singular</td>
<td>1 January 2018</td>
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<tr>
<td>23(14)(a)(i)</td>
<td>Replaced “degree” with “award”</td>
<td>1 January 2018</td>
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<td>24(8) note</td>
<td>New note</td>
<td>1 January 2018</td>
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<tr>
<td>26(6) note</td>
<td>Replace reference to University Recordkeeping Policy with Recordkeeping Policy 2017</td>
<td>1 January 2018</td>
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<tr>
<td>18(4)(g) note</td>
<td>Replace 3(e)(1) and 3(e)(ii) with (4)(f)(i) and 4(f)(ii)</td>
<td>9 May 2018</td>
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<tr>
<td>20A(1)(b)</td>
<td>Replace Privacy Policy 2013 with Privacy Policy 2017</td>
<td>7 June 2018</td>
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<tr>
<td>20A(1)(c)</td>
<td>Replace University Recordkeeping Policy with Recordkeeping Policy 2017</td>
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<td>24(1)(c) note</td>
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<td>24A(6) note</td>
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<thead>
<tr>
<th>Author</th>
<th>Hugh O’Dwyer, Senior Policy and Project Officer</th>
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<tr>
<td>Reviewer/Approver</td>
<td>Professor Ross Coleman, Director - Graduate Research</td>
</tr>
<tr>
<td>Paper title</td>
<td>Draft Postgraduate Research Support Scheme Procedures</td>
</tr>
<tr>
<td>Purpose</td>
<td>To provide draft procedures document for noting by the Academic Standards and Policy Committee.</td>
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RECOMMENDATION

That the Academic Standards and Policy Committee note the draft Postgraduate Research Support Scheme Procedures, as presented.

EXECUTIVE SUMMARY

The Postgraduate Research Support Scheme (PRSS) provides University funding to attend international conferences, fieldwork, or research. In 2018, the University Executive Research Education Committee requested that procedures be developed that advises faculties on the composition of PRSS committees, the allocation criteria that needs to be adhered to, and the communications requirements for ensuring a transparent funding process. These procedures are provided in attachment 1. The draft procedures will give effect to Essential Resources for Higher Degree by Research Students Policy 2016.

RESPONSE TO FEEDBACK

An earlier version of this proposal was presented to the Graduate Studies Committee on 5 February 2019 and the University Executive Research Education Committee on 6 February 2019.

Based on feedback provided by the Graduate Studies Committee, the following changes were incorporated:
- remove reference to ‘school’ from 4.1 and 4.3;
- update 5.1 to reflect ‘meets or exceeds objectives’ rating at their Annual Progress Review;
- update 5.2 to say ‘per award’;
- new 7(2)-(3) to reflect HDRAC’s role in communicating outcomes/feedback to students.
- added the Director, Graduate Research as the document administrator (this position is the administrator of the HDR Essential Resources policy which these procedures sit under)

Based on feedback provided by the University Executive Research Education Committee, the following change was incorporated:
- addition of ‘which may be held in conjunction with other awards or support’ to clause 5.2.

CONTEXT

In May 2018, the University Executive Research Education Committee asked the Director – Graduate Research to produce a set of principles and subsequent process for the awarding of PRSS funding. Following this, revised principles for awarding funds under the scheme were endorsed at the 5 September meeting of the Research Education Committee, which would be formalised in a new procedures document.

The current scheme sets limits for PRSS awards based on specific support types, whereby applicants may apply for one of the following:
- Thesis production expenses: up to $600 (printing is excluded).
- Conference expenses:
  - up to $3000 to support presentations at conferences held in countries in Africa, Europe, and North and South America
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- up to $2000 to support presentations at conferences held in Asia and Australia.
- All other categories: minimum amount of $200 and a maximum amount of $1200.

Following consultation at the 5 September meeting, it was agreed that the rigid distribution guidelines should be removed with the funding allocation to be at the discretion of Faculties and University Schools. Furthermore, the committee proposed and endorsed increasing the application limit to $3,500, as PRSS costs often exceed the current funding cap.

The draft procedures establish the composition requirements of faculty PRSS committees, which must include at least one HDR student representative. The allocation criteria to be followed by PRSS committees reflects the consultation conducted in 2018 and the publication of successful applicants ensures a transparent funding process. Additionally, the Higher Degree by Research Administration Centre will have responsibility for scheduling ranking rounds and setting dates in consultation with faculties. The draft procedures will give effect to Essential Resources for Higher Degree by Research Students Policy, which already references the PRSS in clause 13(2).

ATTACHMENTS

Attachment 1: Draft Postgraduate Research Support Scheme Procedures
1 Purpose and application

(1) These procedures are to give effect to the Essential Resources for Higher Degree by Research Students Policy 2016 (“the policy”).

(2) These procedures apply to:
   (a) the University;
   (b) staff and affiliates; and
   (c) higher degree by research students.

2 Commencement

These procedures commence on [date].

3 Interpretation

(1) Words and phrases used in these procedures and not otherwise defined in this document have the meanings they have in the policy.

   APR means the annual progress review, conducted consistently with the requirements of Part 3 of the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

   Dean means, as appropriate, Executive Dean, Dean or Head of School and Dean of a University school.

   faculty means, as appropriate, a faculty or a University school.

   HDR means higher degree by research.

   HDRAC means the Higher Degree by Research Administration Centre.
Head of School means the head of a school within a faculty, including a Head of School and Dean.

Leadership Group has the meaning given in the University of Sydney (Governance of Faculties and University Schools) Rule 2016, which at the date of these procedures is:

means a group established by an Executive Dean, Dean, or Head of School and Dean (University school), in accordance with section 3.14 or 6.14 of [the Governance of Faculties and University Schools] Rule.

PRSS means the University’s Postgraduate Research Support Scheme, which provides University funding to attend international conferences and support fieldwork or research overseas.

PRSS Committee means the committee established under clause 4 at either faculty or school level to set allocation criteria for PRSS funding.

4 PRSS Committees

(1) The Leadership Group in each faculty will determine whether the criteria for allocating PRSS funding are set at a faculty or a school level.

(2) During the first quarter of the academic year, the relevant Dean or Head of School will convene a committee to agree criteria for allocating PRSS funding among their eligible research students.

(a) This committee may be a new committee, or the responsibility may be given to an existing committee provided that it meets the requirements of subclause 4(3).

(3) Each PRSS Committee must include at least one HDR student from the faculty or school.

5 Allocation criteria

(1) Allocation criteria set by PRSS Committees must include:

(a) eligibility requirements, which must include the applicant receiving a ‘meets or exceeds objectives’ rating at their Annual Progress Review satisfactory outcomes in Annual Progress Reviews;

Note: See clause 137 of the Progress Planning and Review for Higher Degree by Research Students Policy 2015.

(b) performance criteria by which applications will be evaluated;

(c) the names of those who will judge applications;

(d) expenditure rules and accounting requirements;

(e) details of the type and extent of feedback which will be provided to unsuccessful applicants;

(f) requirements for identifying and managing conflicts of interests; and

(g) opening and closing dates.
(2) The maximum amount of PRSS funding is $3,500 per award, for each successful applicant, which may be held in conjunction with other awards or support.

(3) The faculty must publish the allocation criteria on its student-facing website.

6 Scheduling

HDRAC will schedule PRSS ranking rounds, setting dates in consultation with faculties and schools.

7 Communications

(1) Subject to subclause 7(2), the PRSS Committee must publish the following on the faculty or school’s student facing website:

(a) opening and closing dates for submitting applications for PRSS funding;
(b) the allocation criteria set by the PRSS Committee; and
(c) names of successful applicants, and details of the funded work or projects.

(2) Faculties will notify HDRAC of outcomes from ranking meetings and feedback statements for unsuccessful applicants.

(3) HDRAC are responsible for communicating feedback and outcomes of ranking meetings to students.

(2)(4) Successful applicants may elect not to have their names or details published.

(3)(5) Faculties and schools must provide appropriate promotion and recognition opportunities for successful applicants who wish to participate in them.

NOTES

Postgraduate Research Student Support Scheme Procedures 2019

Date adopted: [This is the date on which the procedures are formally signed]

Date commenced: [This is the date on which the procedures will commence, suggest at least two weeks from date of adoption/approval, consider if dates need to align with other documents]

Administrator: [WHO? Director, Graduate Research]

Review date: [This date must be no more than 5 years from the date of commencement.]
AMENDMENT HISTORY

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<td>12 February 2019</td>
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