NOTICE OF MEETING

Meeting 3/2018 of the Academic Board will be held from 2:00pm – 4:00pm on Tuesday 12 June 2018 in the Professorial Boardroom, Quadrangle. Members who are unable to attend are asked to notify Matthew Charet at the above address. Enquiries concerning this meeting may also be directed to Dr Charet.

The agenda for this meeting is below.

Dr Matthew Charet
Executive Officer to Academic Board

AGENDA

This symbol indicates items that have been starred for discussion at the meeting. All unstarred items are resolved as recommended.

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<td><strong>WELCOME AND APOLOGIES</strong></td>
<td>Chair</td>
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<td><strong>PROCEDURAL MATTERS</strong></td>
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<td>2.1 Starring of Items and adoption of unstarred items</td>
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<td>2.2 Minutes of Previous Meeting</td>
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<td>2.3 Business Arising</td>
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<td><strong>STRATEGIC ITEMS OF BUSINESS</strong></td>
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<td>3.1 Trends in Academic Integrity</td>
<td>Ann Rogerson</td>
<td>confidential circulation</td>
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<td><strong>REPORT OF THE CHAIR</strong></td>
<td>Chair</td>
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<td>4.1 General Report</td>
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<td>4.2 Student members’ report</td>
<td>Students</td>
<td>verbal</td>
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<tr>
<td>4.3 Honours and Distinctions</td>
<td>Chair</td>
<td>attached</td>
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Respect is a core value of the Academic Board
5 REPORT OF THE VICE-CHANCELLOR
Vice-Chancellor & Principal verbal 2:55pm

6 QUESTION TIME
Questions to the Vice-Chancellor and Chair of the Academic Board.
Vice-Chancellor & Principal / Chair 3:10pm

7 REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE
Jane Hanrahan attached 3:25pm

7.1 Late Penalties & Common Submission Time
7.2 Changes to the Coursework Rule 2014
7.3 Academic Delegations: Annual Amendment Round 2018
7.4 Education Portfolio: Update on Implementation of Strategic Initiatives Relating to Assessment

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE
Chair separate attachment 3:30pm

Science
8.1 Bachelor of Liberal Arts and Sciences Resolutions
8.2 Bachelor of Liberal Arts and Sciences Degree Table
8.3 Bachelor of Science / Bachelor of Advanced Studies
8.4 Bachelor of Science addition of Nanoscience and Nanotechnology Program
8.5 Bachelor of Animal and Veterinary Biosciences
8.6 Bachelor of Science Table A changes
8.7 Bachelor of Science / Bachelor of Advanced Studies (Taronga Wildlife Conservation) and Resolutions of the Faculty of Science
8.8 Bachelor of Science / Doctor of Medicine
8.9 Bachelor of Veterinary Biology / Doctor of Veterinary Medicine
8.10 Bachelor of Science (pre-2018) Table 1 Majors
8.11 Nanoscience and Technology Table 1 Major
8.12 Bachelor of Science / Master of Nutrition and Dietetics, Bachelor of Science in Agriculture, Bachelor of Food and Agribusiness, Bachelor of Animal and Veterinary Bioscience and Bachelor of Environmental Systems Degree Tables (pre-2018)

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**Engineering and Information Technologies**

8.13 Bachelor of Engineering (Honours) Chemical and Biomolecular stream new major in Food and Bioprocessing

8.14 Bachelor of Engineering (Honours) - New units of study AMME5060 and AMME5292

8.15 Bachelor of Advanced Computing and the Bachelor of Engineering Honours streams of Biomedical, Electrical and Software - New and re-coded units of study

8.16 Bachelor of Project Management Table A majors

8.17 Bachelor of Engineering (Honours) Civil stream and associated majors

8.18 Bachelor of Engineering (Honours) Biomedical stream

8.19 Combined Bachelor of Engineering (Honours) and Bachelor of Project Management requirements for award

**Health Sciences**

8.20 Hearing and Speech major and minor

8.21 Bachelor of Applied Science (Physiotherapy)

**Law**

8.22 Bachelor of Laws

**Business**

8.23 Bachelor of Commerce Table A and Table S

**Pharmacy**

8.24 Bachelor of Pharmacy and Bachelor of Pharmacy and Management – Resolutions

8.25 Bachelor of Pharmacy and Bachelor of Pharmacy and Management – Units of Study

**Dentistry**

8.26 Deletion of the Bachelor of Dentistry

**Arts and Social Sciences**

8.27 Bachelor of Visual Arts and Bachelor of Visual Arts / Bachelor of Advanced Studies

8.28 Bachelor of Arts and Bachelor of Arts / Bachelor of Advanced Studies

8.29 Diploma of Arts, Diploma of Social Sciences, and Diploma of Language Studies

8.30 Bachelor of Social Work

8.31 Bachelor of Economics and Bachelor of Economics / Bachelor of Advanced Studies

8.32 Bachelor of Education (Secondary: Mathematics) and Bachelor of Science

8.33 Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts

*Respect is a core value of the Academic Board*
8.34 Revision of Unit of Study Tables for table As in FASS
8.35 Student-centred enrolment pathways Pilot for Italian Studies

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

Law
9.1 Juris Doctor
9.2 Minor amendment to Postgraduate Law Programs

Architecture, Design and Planning
9.3 Bachelor of Design in Architecture (Honours) / Master of Architecture
9.4 Master of Architectural Science (Sustainable Design)
9.5 Master of Architecture
9.6 Master of Heritage Conservation

Arts and Social Sciences
9.7 Doctor of Arts / Doctor of Social Sciences examination procedures
9.8 Graduate Certificate of Art Curating
9.9 Graduate Diploma and Master of Contemporary Art
9.10 Master of Cross-cultural and Applied Linguistics
9.11 Graduate Certificate in Digital Communication and Culture
9.12 Master of Education
9.13 Master of Education (Educational Management and Leadership)
9.14 Executive Master of Arts and Social Sciences
9.15 Executive Master of Public Administration
9.16 Graduate Certificate in Human and Community Services
9.17 Master of Peace and Conflict Studies
9.18 Graduate Diploma and Master of US Studies.
9.19 Minor amendment to the Master of International Relations, Master of International Security and Master of Political Economy
9.20 Post Graduate study unit tables
9.21 Master of Moving Image

Business
9.22 Master of Commerce
9.23 Master of Business Administration (Leadership & Enterprise)
9.24 Master of Human Resource Management and Industrial Relations
9.25 Master of Business Administration
9.26 Master of Professional Accounting
9.27 Master of Logistics and Supply Chain Management

**Engineering and Information Technologies**

9.28 Master of Professional Engineering / Master of Engineering
9.29 Biomedical Engineering alpha codes
9.30 Master of Engineering / Master of Professional Engineering units in Civil Engineering
9.31 Master of Health Technology Innovation / Graduate Diploma in Health Technology
9.32 Master of Project Management
9.33 Master of Project and Program Management
9.34 Master of Information Technology / Master of Information Technology Management
9.35 Master of Complex Systems and embedded Graduate Diploma

**Faculty of Medicine and Health**

9.36 Pharmacy Postgraduate Coursework Programs
9.37 Graduate Certificate in Clinical Dentistry (Oral Rehabilitation)
9.38 Doctor of Clinical Dentistry
9.39 Master of Medicine / Master of Science in Medicine
9.40 Master of Health Policy and embedded programs
9.41 Minor amendment to the Master of Medicine / Master of Science in Medicine (Infection and Immunity)
9.42 Minor amendment to the resolutions of Faculty for the Sydney Medical School
9.43 Master of Medicine / Master of Science in Medicine (Clinical Epidemiology)
9.44 Master of Medicine / Master of Science in Medicine (General Practice and Primary Health Care)

**Faculty of Science**

9.45 Graduate Diploma in Psychology
9.46 Master of Clinical Psychology and Masters of Clinical Psychology / Doctor of Philosophy

*Respect is a core value of the Academic Board*
9.47 Master of Environmental Science and Masters of Environmental Science and Law
9.48 Bachelor of Science / Doctor of Medicine
9.49 Bachelor of Veterinary Biology / Doctor of Veterinary Medicine
9.50 Bachelor of Science / Master of Mathematical Sciences
9.51 Bachelor of Science / Master of Nutrition and Dietetics
9.52 Master of Veterinary Studies / Master of Veterinary Clinical Studies

For noting
9.53 Faculty of Medicine and Health: Master of Mental Health Nursing
9.54 Faculty of Medicine and Health: Nursing PG Award Courses: Wound Management
9.55 Faculty of Medicine and Health: Master of Surgery (all streams)
9.56 Faculty of Medicine and Health: Master of Global Health
9.57 Faculty of Medicine and Health: Master of Public Health

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE
Wendy Davis 3:40pm
10.1 Consideration of Excessive Examination Times for HDR Theses attached
10.2 Course Review: Master of Nutrition and Dietetics confidential circulation
10.3 Phase 4 Faculty Review: Sydney Conservatorium of Music confidential circulation

11 GENERAL BUSINESS
3:45pm
11.1 2018 Central Promotion committee composition Chair confidential circulation
11.2 Amendment of the University of Sydney (Academic Board) Rule 2017 Chair attached
11.3 Rescission of Semester and Vacation Dates – Senate Resolutions Chair attached

Next meeting: 2:00pm – 4:00pm, Tuesday 7 August 2018
Professorial Boardroom, Quadrangle
Non-Confidential

<table>
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<tr>
<th>Author</th>
<th>Matthew Charet (Executive Officer to Academic Board)</th>
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<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
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<tr>
<td>Paper title</td>
<td>Minutes of the Previous Meeting</td>
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<tr>
<td>Purpose</td>
<td>To ask the Academic Board adopt the minutes of the previous meeting held on 1 May 2018 as a true record.</td>
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RECOMMENDATION

That the Academic Board adopt the minutes of the previous meeting held on 1 May 2018 as a true record.

UNCONFIRMED MINUTES

ACADEMIC BOARD

2:00 pm, Tuesday 1 May 2018
Professorial Boardroom, Quadrangle (A14)

Members Present: The Chair (Associate Professor Tony Masters); the Vice-Chancellor (Dr Michael Spence); Helen Agus (Science); Associate Professor Judy Anderson (Arts & Social Sciences); Dr Tim Anderson (Arts & Social Sciences); Professor Sally Andrews (Science); Associate Professor Salvatore Babones (Arts & Social Sciences); Anne Bell (Director of University Libraries); Callum Berry (Student, Nursing); Associate Professor Jacqueline Bloomfield (Nursing); Dr Amanda Budde-Sung (Business); Dr Betty Chaar (Pharmacy); Professor Geoff Clarke (Science); Dr Kimberly Coulton (Dentistry); Professor Mary Crock (Law); Associate Professor Steven Cumming (Health Sciences); Associate Professor Wendy Davis (Chair, Academic Quality Committee); Dr Joanna D'iong (Medical School); Dr Susie Dracopoulos (Dentistry); Professor Alan Fekete (Engineering & IT); Professor Maria Fiararone Singh (Health Sciences); Denzel Florez (Student, Science); Dr Alan Freeman (Medical School); Professor Ofer Gal (Science); Professor Stephen Garton (Provost); Dr Ingrid Gelissa (Pharmacy School); Professor Mark Gorrell (Medical School); Professor Manuel Graeber (Medical School); Imogen Grant (President, SRC); Sinem Gultekin (Student, Medical School); Kristal Hakkarta( Student, Dentistry); Dr Mark Halaki (Health Sciences, for Associate Professor Rhonda Orr); Professor Trevor Hambley (Dean, Science); Professor Jane Hanrahian (Chair, ASPC); Dr Christopher Hartney (Arts & Social Sciences); Professor Barbara Helwing (Arts & Social Sciences); Dr Michelle Irving (Dentistry); Professor Duncan Ivison (Deputy Vice-Chancellor (Research)); Gemma Jacklyn (Medical School); Professor Annamarie Jagose (Dean, Arts & Social Sciences); Dr Sascha Jenkins (Nominee, Faculty General Managers Committee); Rebecca Johnson (Nominee, SUPRA); Associate Professor Steven Kamper (Medical School); Patty Kamvounias (Business); Associate Professor Annette Katelaris (Medical School); Phoebe Kay (Student, Arts & Social Sciences); Dr Melanie Keep (Health Sciences); Dr Claudia Keitel (Science); Associate Professor Michael Kertesz (Chair, Graduate Studies Committee); Jeffrey Khoo (Student, Law); Christina Lee (Student, Science); Daniel Lee (Student, Science); Dr Henry Leung (Business, for Associate Professor Maurice Peat); Dr Alan Maddox (Conservatorium); Dr Slade Matthews (Medical School); Associate Professor Susan McGrath-Champ (Business); Dr Matthew Mindrup (Architecture); Gloria Mirzaei (UG Student, Pharmacy); Tanya Mitchell (Law); Sayan Mitra (Student, Pharmacy); Associate Professor Lenka Munoz (Medical School); Associate Professor John O'Byrne (Science); Associate Professor Juliette Overland (Business); Associate Professor Evangelos Pappas (Health Sciences); Dr James Parkinson (Science); Professor Pip Pattison (Deputy Vice-Chancellor (Education)); Dr Fernanda Peñaloza (Arts & Social Sciences); Yvette Quinn (Student, Health Sciences); Pavithra Rajan (Student, Health Sciences); Joshua Reisler (Student, Law); Associate Professor Patrice Rey (Science); Dr Paul Rickard-Ford (Conservatorium); Professor Joellen Riley (Head of School & Dean, Law); Associate Professor Siegbert Schmid (Science); Dr Carl Schneider (Pharmacy); Associate Professor Rita Shackel (Law); Professor Heiko Spallek (Acting Dean, Dentistry); Dr Rayner Thwaites (Law); Associate Professor Marjorie Valix (Engineering & IT); Dr Gareth Vio (Engineering & IT); Dr Bianca Waud (Science); Associate Professor Nial Wheate (Pharmacy); Professor Greg Whitwell (Dean, Business); Associate

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Non-Confidential
Professor Tim Wilkinson (Engineering & IT); Associate Professor Bronwyn Winter (Arts & Social Sciences); Dr Narelle Yeo (Conservatorium); Dr Ülkü Yüksel (Business).

Attendees: Associate Professor Jennifer Barrett (Director, Culture Strategy); Professor Julie Cairney (Engineering & IT) (for Item 3.1); Kate Calhau (EA to the Chair of Academic Board); Dr Matthew Charet (Executive Officer); Dr Jeremy Hammond (Director, Strategic Ventures) (for Item 3.1); Kerrie Henderson (University Policy Manager); Professor David Lowe (engineering & IT); Associate Professor Peter McCallum (Director, Educational Strategy); David Pacey (Secretary to Senate); Lynda Rose (Associate Director Operations, Office of the Provost).

Apologies: Natasha Arthars (Student, Arts & Social Sciences); Donald Azuatalam (Student, Engineering & IT); Maquel Brandimarti (Student, Science); Professor Deborah Cobb-Clark (Arts & Social Sciences); Professor Alexander Engel (Medical School); Associate Professor Thomas Grewal (Pharmacy); Associate Professor Pablo Guillen Alvarez (Arts & Social Sciences); Dr Melissa Hardie (Chair, Undergraduate Studies Committee); Associate Professor Eric Knight (Pro-Vice-Chancellor (Research – Engagement and Enterprise)); Vincent Labancz (UG Student, Arts & Social Sciences); Professor Michelle Lincoln (Health Sciences); Dr Arunima Malik (Science); Associate Professor Nicole Mockler (Arts & Social Sciences); Mariam Mohammed (Co-President, SUPRA); Kiriti Mortha (Co-President, SUPRA); Dr Shanika Nanayakkara (Dentistry); Jennifer Ong (Pharmacy); Associate Professor Rhonda Orr (Health Sciences) (Dr Mark Halaki attending instead); Associate Professor Maurice Peat (Business) (Dr Henry Leung attending instead); Isabella Pytka (SRC nominee); Professor Anna Reid (Head of School & Dean, Conservatorium); Associate Professor Jennifer Rowley (Conservatorium); Dr Justin Scanlan (Health Science); Jaideep Singh (Student, Engineering & IT); Dr Matthew Smith (Arts & Social Sciences); Bonnie Stanway (Student, Business); Associate Professor Catherine Sutton-Brady (Business).

UNCONFIRMED MINUTES

This symbol indicates items that have been starred for discussion at the meeting.

1 WELCOME AND APOLOGIES

The Chair welcomed members and noted the apologies received, asking that any further apologies be communicated to the Executive Officer.

2 PROCEDURAL MATTERS

2.1 Adoption of unstarred items

The Chair advised that Items 2.4, 7.3, 8.1, 11.1 and 11.3 were to be starred. All unstarred items were resolved as presented.

Professor Gal asked a question without notice, requesting earlier distribution of the agenda papers and a smaller agenda pack. The acoustics of the meeting venue were also noted as challenging. The Chair undertook to investigate the timing of agenda distribution for its flow-on effects to the committees and faculties / University schools.

Resolution AB2018/2-1
The Academic Board resolved as recommended with respect to all unstarred items.

Action 17/2018: Chair and Secretary to investigate the possibility of earlier distribution of the agenda papers.

2.2 Minutes of Previous Meeting

The minutes of the meeting held on 6 March 2018 were accepted as a true record.

Resolution AB2018/2-2
The Academic Board adopted the minutes of the previous meeting held on 6 March 2018 as a true record.
Non-Confidential

2.3 Business Arising

The Provost provided an update on the fate of the ‘heritage’ gates that had been removed from the City Road entrance to enable building works, and advised that Campus Infrastructure Services has provided information that the gates were not of heritage value, but nevertheless should be retained and repositioned in a prominent area on campus.

2.4 2018 Membership of the Academic Board and committees

Members approved the changes to membership as presented, and also welcomed Dr Barbara Mintzes and Dr Ingrid Gelissen from the Sydney Pharmacy School, who have been nominated to fill casual vacancies for academic staff members.

Resolution AB2018/2-3

The Academic Board approved changes to membership of the Board and appointment of members to its committees, as amended.

3 STRATEGIC ITEMS OF BUSINESS

3.1 Academic Themes for Western Sydney

The Chair invited Dr Jeremy Hammond and Professor Julie Cairney to speak to this item.

Dr Hammond reminded members that the University is investigating the possibility of expanding its long-term activities in Western Sydney, with Senate agreeing in December 2017 that there is enough support for the proposition to begin more detailed exploration of models and testing of viability. One of the first activities in 2018 was to initiate a conversation regarding possible research and teaching themes for the initiative. An open call to the University community to provide feedback was sent, and 88 responses were received from schools and disciplines as well as individuals. Based on this feedback, a working party has extracted a short-list of potential themes. This list will be further expanded and refined in a paper anticipated for submission to the University Executive. The themes will also allow the University to establish a potential recruitment pipeline, to fill any identified staffing gaps.

Dr Hammond spoke to each of the identified themes (which had been circulated with the agenda pack) and invited members to contact him to express an interest in participating in the working groups that are tasked with refining the themes. The themes, once refined, will also need to be tested to ensure that staff, students, industry and the government are supportive of the direction.

Professor Cairney informed members that she is part of the academic cohort tasked with extracting themes from the feedback obtained, and advised that part of the challenge in doing so was to capture the diversity of ideas while also developing focussed areas that are not so broad as to be unworkable. The criteria against which this was undertaken included global appeal, educational potential and research impact, as well as potential for government or industry support and the needs of the Western Sydney community. The potential to build on current research strengths is also being explored, with the possibility of expanding into new areas.

In discussion, the long-term aspirations of this program were explored. It was observed that the themes are very introspective, with the possibility raised that the University has an opportunity to become more inter-axial, non-exclusive and outward-looking, especially given the social diversity in Western Sydney. Resourcing to enable the themes also needs further exploration, with the desirability of minimising compromises on the Camperdown campus.

The Vice-Chancellor observed that we need to contextualise the discussion by acknowledging that we are only 18 months into a decades-long process, and that exploration of a phased, multi-disciplinary approach has been agreed to. We need to ensure that any activities in the area are of high quality, financially viable and able to grow in stages, with the campus slowly expanding during the gradual realisation of the site’s full potential (including an increase in the student population to approximately 25,000 by 2050). The Vice-Chancellor emphasised that the intention is for the Western Sydney offering to be of premium quality, with no dilution of the quality of teaching and research or of admissions standards.
Non-Confidential

3.2 Student Administration Services Program Post-Implementation Review

The Chair invited Brendon Nelson (Deputy Registrar) to speak to this item, with the Provost first providing an overview of the review and its findings. The Provost informed members that the Student Administration Services (SAS) process raised “lots of issues” and feedback had been received from many quarters. A post-implementation review (PIR) has now been undertaken and has identified areas that need further work. One of the fundamental issues identified is that the volume of work that requires centralised processing was far greater than anticipated, meaning that the area was under-resourced in 2017. Mechanisms to address this have been implemented for 2018, and feedback received to date has been far more positive. Progress has therefore been made, with acknowledgement that more work remains.

Mr Nelson advised members that the SAS Program arose from a desire to standardise, optimise and automate student administration under central organisation, taking advantage of new ways of applying technology, introducing better processes, and implementing faster and more transparent decision-making. The SAS Program PIR report was circulated with the agenda, and Mr Nelson drew the attention of members to the summary of key operational metrics presented in the report, observing that there has been significant improvement across most areas from 2016 to 2017.

In discussion, the need was raised to ensure that increased efficiency does not affect standards. Mr Nelson observed that student administration workload has “gone through the roof” across all areas which raises other questions, especially line of sight of transactional activities. Data collection over recent years allows meaningful interrogation of processes and approach, and is also allowing for the development of a precedent map to enable further efficiencies.

Professor Fekete expressed strong discomfort with the loss of “pockets of best practice” that accompanied centralisation, with which the Provost concurred. The Provost also observed that there was considerable institutional inconsistency prior to centralisation, with a lack of consistency, varied expectations and inequitable treatment of students; these have been addressed by centralisation. Professor Fekete also expressed dissatisfaction with the number of declined applications for Special Consideration (at 36 per cent). Mr Nelson advised that the SAS team simply enforces the criteria set by the Academic Board; if the University feels that the criteria are inappropriate, these criteria could be reviewed. He also informed members that only one percent of decisions are appealed and of these, less than one third are upheld. Many of the rejections are for assessment tasks for which the Unit of Study Coordinator has requested an exception (for example, when results are intended for early return, potentially benefitting students submitting work late), or for applications that are made on grounds outside Special Consideration. Many of these cases are instead referred to other areas of student support (such as Counselling and Psychological Services).

To facilitate transaction management and greater visibility of matters referred to faculties or others outside SAS, the development of an inquiry management tool is currently being discussed with ICT. It is anticipated that this tool will be available later this year.
Non-Confidential

3.3 Quality in Learning and Teaching

The Chair invited members to respond to a number of questions, from which live WordClouds were generated. The questions and responses were as follows:

What are the characteristics of quality in an educational experience (learning and teaching)?

Playing to our strengths – what do we do now that we might do more broadly or more often?
What are the biggest risks in/threats to the delivery of that quality experience?

What are our biggest opportunities for realising that quality?

What impediments exist at a local level to the delivery of that quality?

In discussion, Dr Hartney observed that many colleagues had expressed that the amount of assessment-related change currently being asked of unit of study coordinators is “too much”, and...
called for additional resources and more time for these activities to be undertaken. Professor Pattison advised that $2.9 million has been allocated to faculties in education compact funding, to enable teaching relief to assist, and that timelines for assessment-related actions have been extended into the first half of 2019.

4 REPORT OF THE CHAIR

4.1 General Report

The Chair informed members that he had decided on behalf of the Board to extend the implementation timelines for the recommendations of the Assessment Working Group, as set out in the written report circulated with the agenda. This was due to the need to resolve the matter urgently and the additional time it would allow staff to undertake the required activities.

The Chair also advised that at its 24 March 2018 meeting, Senate noted the Phase 5 Academic Board / University Executive review to be undertaken in 2018, the Terms of Reference for which are still under discussion; noted the agreement between the University and Taronga Zoo for the delivery of the Bachelor of Science / Bachelor of Advanced Studies (Taronga Wildlife Conservation); and noted the establishment of the Board’s new Academic Quality Committee.

Resolution AB2018/2-4
The Academic Board noted the General Report of the Chair.

4.2 Student Members’ Report

Ms Grant (President, SRC) advised that the SRC have been working on budget preparation, with a particular focus on affordable student housing. The SRC has a very limited amount of emergency accommodation, and recent media reports that there are 11,000 homeless university students confirms that this is an issue across the sector. The Vice-Chancellor informed members that this is an urgent priority for the University, and that it is acknowledged that there is a crisis in affordable student housing. The University is committed to exploring ways of increasing both volume and affordability of student accommodation, and the Vice-Chancellor advised that the University currently meets government standards of ‘affordability’ but that this is above the affordability data provided by the SRC. The University is currently discussing campus infrastructure development, and provision of affordable accommodation is one of the main priorities, along with investment in additional child care.

Ms Johnson (nominated representative of SUPRA) advised members of the ongoing lack of HDR desk space in the Faculty of Arts & Social Sciences, with eight hundred students currently without workspace on campus. A working group is looking into solutions, but at present the matter is unresolved. The Vice-Chancellor advised that the University Executive has had a “lively discussion” on the matter and is anticipating that there will be further action soon. He further observed that there is disparity in HDR space provision across campus.

Resolution AB2018/2-5
The Academic Board noted the report of the student members of the Academic Board.

4.3 Honours and Distinctions

Professor Phil Gale, who is to be awarded the 2018 International Izatt-Christensen Award at the International Symposium on Macrocyclic and Supramolecular Chemistry, and Dr Dale McClure who has been awarded the Research Development Corporation Award at the Science and Innovation Awards for Young People in Agriculture, Fisheries and Forestry, were in attendance and their honours were recognised by acclamation.

Members noted the honours and distinctions circulated with the agenda.

Resolution AB2018/2-6
The Academic Board noted the report of the Chair of the Academic Board on honours and distinctions and congratulated the recipients.

Action 18/2018: Chair of Academic Board to write to recipients congratulating them on their honours and distinctions.
The Vice-Chancellor and members of the Senior Executive provided an update on the year in preview, on which the Vice-Chancellor had presented in detail at the previous meeting.

**Excellence:**

ERA – The Deputy Vice-Chancellor (Research) informed members that the University's ERA submission is due next week, and that the final data collection is taking place in the next 24 hours. Faculties were thanked for the significant work that has accompanied this exercise. A sizable number of impact narratives have also been collected, and the Research Portfolio will work with providers to distil this to thirty usable narratives in line with ARC guidelines. This piece of work is due at the end of June.

Undergraduate Curriculum – The Deputy Vice-Chancellor (Education) advised that the uptake of the new curriculum has been positive. Students undertaking industry projects are reported to be engaged and enthusiastic. Regarding the student experience, a number of working groups have been established to work through transition to University, student advice, career development and other areas via the UE Student Life and UE Student Consultative Committees. A further suite of projects is anticipated, looking at accommodation, childcare, sport, academic support and other aspects of the student experience.

Academic Aspirations – The Provost informed members of the development of databases on education and research to create a base-line for performance. Recruitment for the role of Vice-Provost is also underway, with this position intended to work closely with Heads of School.

**Engagement**

Westmead – The Vice-Chancellor advised that discussion with the government is continuing to explore the expansion of the University's presence in the area.

External Engagement – Units of study are being developed by the Pro-Vice-Chancellor (Education - Enterprise and Engagement), along with a client relationship management system.

Revenue Diversification – The Provost advised that the University is developing a strategy to expand its recruitment in India to diversify our international student cohort. The University’s philanthropy campaign has also been very successful.

**Simplification**

Sydney Operating Model – A town hall meeting is scheduled for Monday 7 May to discuss progress; the meeting will also be live streamed for those unable to be in attendance.

**Resolution AB2018/2-7**

The Academic Board noted the report of the Vice-Chancellor and Principal.

**QUESTION TIME**

In discussion, several members expressed concern with reports from colleagues regarding fatigue and resourcing strain that have accompanied ongoing change processes (particularly relating to the new curriculum and the assessment recommendations adopted by the Academic Board in December 2017). It was suggested by one member that the Academic Board should not approve proposals unless it is confident that adequate resources are in place to enable implementation. The DVCE noted that $2.9 million in compact funding had been allocated to faculties to support the work relevant to assessment; however, the capacity for staff within schools to make effective use of compact funding (designed to address workload impact) was identified by several members as a particular pressure point. The DVCE acknowledged that earlier advice on compact funding would help to address this concern. The Vice-Chancellor also informed members that management is not unaware of the issues, and that budget allocations are set by representatives from all faculties. He suggested that faculties and Heads of School need to raise specific concerns with the Provost, the Vice-Principal, Operations, and/or the Deputy Vice-Chancellor (Education) as appropriate to feed into resourcing conversations.

**REPORT OF THE ACADEMIC STANDARDS AND POLICY COMMITTEE**

**Resolution AB2018/2-8**

The Academic Board noted the report from the meeting of the Academic Standards and Policy Committee.
Non-Confidential

held on 10 April 2018.

7.1 Terms of Reference

This proposal was approved as presented.

Resolution AB2018/2-9
The Academic Board approved the amendment of the Terms of Reference of the Academic Standards and Policy Committee, as presented, with immediate effect.

7.2 Admissions Sub-Committee Terms of Reference

This proposal was noted as presented.

Resolution AB2018/2-10
The Academic Board noted the amendment of the Terms of Reference of the Admissions Sub-Committee, as presented, with immediate effect.

7.3 Late Penalties – Common Submission Time

This item was starred for discussion, with several members raising specific concerns about the proposal. It was agreed that the matter be referred back to the Committee for further discussion, and that members of the Academic Board with particular concerns would be welcome to attend the meeting to provide feedback.

Resolution AB2018/2-11
The Academic Board recommended that this paper be referred back to the Academic Standards & Policy Committee for further discussion.

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

This proposal was noted as presented.

Resolution AB2018/2-12
The Academic Board noted the update on the implementation of strategic initiatives relating to assessment, as presented.

8 REPORT OF THE UNDERGRADUATE STUDIES COMMITTEE

Resolution AB2018/2-13
The Academic Board noted the report from meetings of the Undergraduate Studies Committee held on 27 March 2018 and 24 April 2018.

8.1 Engineering & IT: Reformulation of Table A majors in the Bachelor of Engineering

This item was starred to advise members of an omission of text on page 58 of the proposal as originally circulated, as well as to confirm that the major is called 'Transport', not 'Transport Engineering' as referred to in the agenda papers; this will be corrected throughout the proposal.

Subject to the making of these amendments, the proposal was approved.

Resolution AB2018/2-14
The Academic Board:
(1) approved the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) and related degrees; and
(2) approved the amendment of course resolutions and table of Units of Study arising from this proposal, with effect from Semester 1, 2019.

Action 19/2018: Dean and Faculty General Manager, Faculty of Engineering & IT, to note the Academic Board's approval of the proposal to amend the Bachelor of Engineering (Honours) and related degrees and update the course resolutions and unit of study tables in CMS, noting the correction of reference to 'Transport Engineering' to 'Transport' where required.

Respect is a core value of the Academic Board
Non-Confidential

8.2 Science: E12 in combined Science degrees

The proposal was approved as presented.

Resolution AB2018/2-15

The Academic Board:

(1) approved the proposal from the Faculty of Science to allow students to enter the Bachelor of Science / Doctor of Dental Medicine and Bachelor of Science / Doctor of Medicine via the E12 alternative entry pathway; and

(2) approved the amendment of faculty and course resolutions arising from this proposal, with effect from 1 January 2019.

Action 20/2018: Dean and Faculty General Manager, Faculty of Science, to note the Academic Board’s approval of the proposal to allow students to enter the Bachelor of Science / Doctor of Dental Medicine and Bachelor of Science / Doctor of Medicine via the E12 alternative entry pathway, update the faculty and course resolutions in CMS, and advise the Admissions Office accordingly.

8.3 Architecture: Bachelor of Design in Architecture

This proposal was approved as presented.

Resolution AB2018/2-16

The Academic Board:

(1) approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Bachelor of Design in Architecture; and

(2) approved the amendment of course resolutions and Unit of Study table arising from this proposal, with effect from 1 January 2019.

Action 21/2018: Head of School & Dean and School Manager, Sydney School of Architecture, Design and Planning, to note the Academic Board’s approval of the proposal to amend the Bachelor of Design in Architecture and update the course resolutions and unit of study table in CMS.

8.4 Architecture: Bachelor of Architecture and Environments

This proposal was approved as presented.

Resolution AB2018/2-17

The Academic Board:

(1) approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Bachelor of Architecture and Environments; and

(2) approved the amendment of the Unit of Study table arising from this proposal, with effect from 1 January 2019.

Action 22/2018: Head of School & Dean and School Manager, Sydney School of Architecture, Design and Planning, to note the Academic Board’s approval of the proposal to amend the Bachelor of Architecture and Environments and update unit of study tables in CMS.

8.5 Dentistry: Bachelor of Oral Health

This proposal was approved as presented.

Resolution AB2018/2-18

The Academic Board:

(1) approved the proposal from the Faculty of Dentistry to amend the Bachelor of Oral Health; and

(2) approved the amendment of course resolutions arising from this proposal, with immediate effect.

Action 23/2018: Head of School & Dean and School Manager, Sydney Dental School, to note the Academic Board’s approval of the proposal to amend the Bachelor of Oral Health and update the course resolutions in CMS.
### Non-Confidential

**8.6 Architecture: Bachelor of Design Computing / Bachelor of Advanced Studies**

This proposal was approved as presented.

**Resolution AB2018/2-19**

The Academic Board:

1. approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies; and
2. approved the amendment of the Units of Study table arising from this proposal, with effect from 1 January 2019.

**Action 24/2018:** Head of School & Dean and School Manager, Sydney School of Architecture, Design and Planning, to note the Academic Board's approval of the proposal to amend the Bachelor of Design Computing and the Bachelor of Design Computing/Bachelor of Advanced Studies and update unit of study tables in CMS.

**8.7 Architecture: Bachelor of Advanced Studies**

This proposal was approved as presented.

**Resolution AB2018/2-20**

The Academic Board:

1. approved the proposal from the Sydney School of Architecture, Design and Planning to amend the Design Major for the Bachelor of Advanced Studies; and
2. approved the amendment of the Unit of Study table arising from this proposal, with effect from 1 January 2019.

**Action 25/2018:** Head of School & Dean and School Manager, Sydney School of Architecture, Design and Planning, to note the Academic Board's approval of the proposal to amend the Design Major for the Bachelor of Advanced Studies and update the unit of study tables in CMS.

**8.8 Nursing: Bachelor of Nursing Post-Registration (Singapore)**

This proposal was approved as presented.

**Resolution AB2018/2-21**

The Academic Board approve the proposal from the Faculty of Nursing to amend the Bachelor of Nursing Post-Registration (Singapore) enrolment pattern, with effect from Semester 2 2018.

**Action 26/2018:** Head of School & Dean and School Manager, Sydney Nursing School, to note the Academic Board’s approval of the proposal to amend the Bachelor of Nursing Post-Registration (Singapore) and update the unit of study tables in CMS.

**8.9 Engineering & IT: Bachelor of Project Management**

This proposal was approved as presented.

**Resolution AB2018/1-22**

The Academic Board:

1. approved the proposal from the Faculty of Engineering and Information Technologies to amend the Project Management Table S major; and
2. approved the amendment of the Unit of Study table arising from this proposal, with effect from 1 January 2019.

**Action 27/2018:** Dean and Faculty General Manager, Faculty of Engineering & IT, to note the Academic Board’s approval of the proposal to amend the Bachelor of Project Management and update unit of study tables in CMS.

**8.10 Conservatorium: Bachelor of Music**

This proposal was approved as presented.

**Resolution AB2018/2-23**

The Academic Board:

1. approved the proposal from the Sydney Conservatorium of Music to amend the Bachelor of
Non-Confidential

Music; and
(2) approved the amendment of course resolutions arising from this proposal, with effect from Semester 2 2018.

**Action 28/2018**: Head of School & Dean and School Manager, Sydney Conservatorium of Music, to note the Academic Board’s approval of the proposal to amend the Bachelor of Music and update the course resolutions in CMS.

9 REPORT OF THE GRADUATE STUDIES COMMITTEE

**Resolution AB2018/2-24**
The Academic Board noted the report from meeting of the Graduate Studies Committee held on 10 April 2018.

9.1 **Law: Juris Doctor**

This proposal was approved as presented.

**Resolution AB2018/2-25**
The Academic Board:
(1) approved the proposal from Sydney Law School to amend the Juris Doctor; and
(2) approved the amendment of the course resolutions arising from this proposal, with effect from 1 January 2019.

**Action 29/2018**: Head of School & Dean and School Manager, Sydney Law School, to note the Academic Board’s approval of the proposal to amend the Juris Doctor and update course resolutions in CMS.

9.2 **Medicine: Master of Clinical Trials Research, and embedded programs**

This proposal was approved as presented.

**Resolution AB2018/2-26**
The Academic Board:
(1) approved the proposal from Sydney Medical School to amend the Master of Clinical Trials Research and embedded programs; and
(2) approved the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019.

**Action 30/2018**: Head of School & Dean and School Manager, Sydney Medical School, to note the Academic Board’s approval of the proposal to amend the Master of Clinical Trials Research and embedded programs and update the course resolutions and unit of study tables in CMS.

9.3 **Medicine: Master of Brain and Mind Sciences**

This proposal was approved as presented.

**Resolution AB2018/2-27**
The Academic Board:
(1) approved the proposal from Sydney Medical School to amend the Master of Brain and Mind Sciences; and
(2) approved the amendment of course resolutions arising from this proposal, with effect from 1 January 2019.

**Action 31/2018**: Head of School & Dean and School Manager, Sydney Medical School, to note the Academic Board’s approval of the proposal to amend the Master of Brain and Mind Sciences and update the course resolutions in CMS.

9.4 **Engineering & IT: Master of Project and Program Management**

This proposal was approved as presented.
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Resolution AB2018/2-28
The Academic Board:
(1) approved the proposal from the Faculty of Engineering and Information Technologies to introduce the Master of Project and Program Management and associated award courses;
(2) agreed to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Engineering and Information Technologies; and
(3) approved the introduction of course resolutions and unit of study table arising from the proposal,
with effect from 1 January 2019.

Action 32/2018: Dean and Faculty General Manager, Faculty of Engineering and Information Technologies, to note the Academic Board’s approval of the proposal to introduce the Master of Project and Program Management and associated award courses and update course resolutions and unit of study tables in CMS.

Action 33/2018: Chair of Academic Board to recommend that Senate endorse the Academic Board’s approval of the proposal and approve the amendment of the Senate Resolutions for the Faculty of Engineering and Information Technologies.

9.5 Architecture: Master of Design
This proposal was approved as presented.

Resolution AB2018/2-29
The Academic Board:
(1) approved the proposal from the Sydney School of Architecture, Design and Planning to introduce the Master of Design and associated Graduate Diploma;
(2) agreed to recommend that Senate approve the amendment of the Resolutions of Senate for the Sydney School of Architecture, Design and Planning; and
(3) approved the introduction of course resolutions and unit of study tables arising from the proposal,
with effect from 1 January 2019.

Action 34/2018: Head of School & Dean and School Manager, Sydney School of Architecture, Design and Planning, to note the Academic Board’s approval of the proposal to introduce the Master of Design and associated Graduate Diploma and update course resolutions and unit of study tables in CMS.

Action 35/2018: Chair of Academic Board to recommend that Senate endorse the Academic Board’s approval of the proposal and approve the amendment of the Senate Resolutions for the Sydney School of Architecture, Design and Planning.

9.6 Medicine: Master of Medicine and Master of Science in Medicine (Trauma-Informed Psychotherapy)
This proposal was approved as presented.

Resolution AB2018/2-30
The Academic Board:
(1) approved the proposal from the Sydney Medical School to introduce a new stream in the Master of Medicine, Master of Science in Medicine and associated award courses, in Trauma-Informed Psychotherapy;
(2) agreed to recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Medicine; and
(3) approved the amendment of course resolutions and unit of study tables arising from this proposal,
with effect from 1 January 2019.

Action 36/2018: Head of School & Dean and School Manager, Sydney Medical School, to note the Academic Board’s approval of the proposal to introduce a new stream in Trauma-Informed Psychotherapy in the Master of Medicine, Master of Science in Medicine and associated award courses and update course resolutions and unit of study tables in CMS.
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**Action 37/2018**: Chair of Academic Board to recommend that Senate endorse the Academic Board’s approval of the proposal and approve the amendment of the Senate Resolutions for Sydney Medical School.

10 REPORT OF THE ACADEMIC QUALITY COMMITTEE

**Resolution AB2018/2-30**
The Academic Board noted the report from the meeting of the Academic Quality Committee held on 27 March 2018.

10.1 Educational Integrity Annual Report 2017
This proposal was approved as presented.

**Resolution AB2018/2-31**
The Academic Board noted the Educational Integrity Annual Report 2017, as presented.

10.2 HDR Examinations Sub-Committee Terms of Reference
This report was noted as presented.

**Resolution AB2018/2-32**
The Academic Board noted the amendment of the Terms of Reference of the HDR Examinations Sub-Committee, as presented, with effect from 27 March 2018.

11 GENERAL BUSINESS

11.1 Nominations to the Student Appeals Panel
This item was starred to ensure that members were aware that an amended version of the paper had been circulated subsequent to the initial distribution. The amended paper corrects the faculty affiliation for Associate Professor Hubble, and includes Associate Professor John O’Byrne from the Faculty of Science.

The paper was noted as presented.

**Resolution AB2018/2-33**
The Academic Board agreed to recommend to Senate the academic staff and student nominees of the Student Appeals Panel.

**Action 38/2018**: Chair of Academic Board to recommend that Senate approve the appointment of academic staff and student nominees of the Student Appeals Panel.

11.2 Nursing: 2019 Academic Calendar
This proposal was noted as presented.

**Resolution AB2018/2-34**
The Academic Board approved the academic calendar for Sydney Nursing School for 2019.

11.3 Nominations to the Academic Panel 2018-2020
This item was starred as it had been circulated as a late submission.

This item was noted as presented.

**Resolution AB2018/2-35**
The Academic Board noted the academic staff membership of the Academic Panel for the period 2018-2020.

11.4 Any other business
There being no other business, the meeting closed at 4:00pm.

A copy of the agenda pack for this meeting is available at: sydney.edu.au/secretariat/pdfs/academic-board-committees/AB/2018/20180501-AB-Agenda-Pack.pdf
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<thead>
<tr>
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<td>Reviewer/Approver</td>
<td>Associate Professor Tony Masters, Chair of Academic Board</td>
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<tr>
<td>Paper title</td>
<td>2018 Membership of the Academic Board</td>
</tr>
<tr>
<td>Purpose</td>
<td>To advise the Academic Board of changes to membership of the Board and its committees</td>
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RECOMMENDATION

That the Academic Board approve changes to membership of the Board and appointment of members to its committees, as presented.

MEMBERSHIP OF ACADEMIC BOARD

The Academic Board is asked to approve the nomination of Professor Tricia McCabe as representative of the Faculty of Health Sciences, replacing Professor Michelle Lincoln.

MEMBERSHIP OF COMMITTEES

The Academic Board is asked to approve changes to the membership of the committees of the Academic Board, as below:

Staff:
- Dr Christopher Coady replacing Associate Professor Kathleen Nelson as the Sydney Conservatorium of Music’s representative on the Graduate Studies Committee
- note the appointment of Associate Professor Patrick Kelly as Deputy Chair of the Graduate Studies Committee at the 22 May meeting of that Committee.
RECOMMENDATION

That the Academic Board note the General Report of the Chair.

1. ACADEMIC BOARD STANDING ORDERS

The structural reorganisation of the Academic Board, following the 2016-2017 review is now complete. We now have a new Academic Board Rule, a revised committee structure, and a revised electorate to accommodate the faculty restructure.

A key message of the Academic Board Review was that the Academic Board should free up time to provide strategic advice to Senate. To that end, we have placed more emphasis on the capabilities of our committees by not routinely starring the committee reports to the Academic Board and asking members to star items in advance of Academic Board meetings. So as to maintain Academic Board oversight of the work of our committees, we have included members of the Academic Board on the committees, as representatives of the Academic Board, in addition to the discipline and student members. The objective has enable the consideration of strategic topics in a way that hasn’t been possible previously.

It is appropriate, therefore, to consider the optimum means of considering those strategic topics, particularly since we will be moving to a new venue and, because of a timing mismatch between the elections and the faculty reorganisation, have a larger than normal Academic Board. This poses challenges in endeavouring to ensure that all voices can be heard.

Some procedural changes we can implement are breaking into smaller groups when considering multi-faceted questions, using communications technologies to canvas ideas electronically both at and between Academic Board meetings and distributing the agendas of our committees to all Academic Board members, so those with an interest in particular topics could attend and contribute. For important, but developing issues, not yet mature enough to be considered by the Academic Board, we might introduce fora, open to the wider university, in which these nascent concepts can be refined into questions the Academic Board can properly consider. In addition to inviting speakers to Academic Board meetings, we might do so for our committees, at which specialist topics, relevant to the committee’s role, could be discussed at more length than at an Academic Board meeting, with conclusions/actions/questions reported to the Academic Board. These could be advertised to all Academic Board members, so those with interests in the topic could attend.

This will position the Academic Board to have the sorts of conversations it has not been able to have before. A consideration here is that if we are to provide strategic advice to Senate, it’s important that we disagree. But, then, how do we have those conversations, particularly with a larger than anticipated Academic Board, so that all voices can be heard, and so that our conversation is encouraging, and is not intimidatory?

Many of our contemporary institutions (e.g., Melbourne, Queensland, Adelaide, UNSW) achieve this balance by defining the conversations they want by adopting standing orders/meeting procedures to frame such discussions. Such procedures would also provide a record, other than institutional memory, of our procedures, and a simple means of enabling new members to appreciate the conduct of the Academic Board.

3 https://www.adelaide.edu.au/policies/650/?dsn=policy.document;field=data;id=1103;m=view
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In some cases, the procedures of other institutions contain material covered by our Academic Board Rule, so our requirements might be met with a simpler document. Accordingly, I have asked a small working party to prepare standing orders/procedures for the consideration, in the first instance, of the Academic Standards and Policy Committee.

These procedures allow us to specify the sorts of conversations we wish to have. If we think back to a poor quality conversation we received shortly after our first meeting in March this year, as an exemplar to avoid, we might conclude that we want our conversations to be polite, respectful, inclusive, factual, on-topic and non-pejorative.

“Our society requires not merely intelligent individuals, but also wise and humane citizens. We must be prepared to have strong convictions, but be unafraid to have them tested. We must be able to disagree with others, but be willing to respect differences. And we must be imaginative enough to have empathy and sympathy for others, even those who appear different.”

Dr Tim Soutphommasane,
University and Schools Dinner, St Andrew’s College 31 May 2018

2. CHAIR REPRESENTATION

Since the previous meeting, the Chair has attended the Committee of NSW/Territories Chairs of Academic Boards and Senates, which was addressed by Dr Rod Yager (the Chair of the UAC Technical Committee on Scaling), Dr David Christie (the Managing Director of UAC) and David de Carvalho (the CEO of the NSW Education Standards Authority, NESA).
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<td>Paper title</td>
<td>Honours and Distinctions</td>
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<tr>
<td>Purpose</td>
<td>To advise the Academic Board of honours and distinctions awarded to staff and students of the University of Sydney.</td>
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</tbody>
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RECOMMENDATION

That the Academic Board note the report of the Chair of the Academic Board on honours and distinctions and congratulate the recipients.

HONOURS AND DISTINCTIONS

Professor Marian Baird, Business School
Named one of the world’s most influential people in gender equality policy by Apolitical, a London based network which assists public servants to resolve major social challenges.

Professor Jennie Brand-Miller, Faculty of Science
Elected a Fellow of the Australian Academy of Science.

Professor Chris Dickman, Faculty of Science
Elected a Fellow of the Australian Academy of Science.

Professor Elizabeth Elliott AM, Sydney Medical School
Winner of the Australian Medical Association’s 2018 excellence in healthcare award for research, advocacy and clinical work in Fetal Alcohol Spectrum Disorder.

Professor Pippa Norris, Faculty of Arts and Social Sciences
Elected to the American Academy of Arts and Social Sciences.

Professor Dacheng Tao, Faculty of Engineering & Information Technologies
Elected a Fellow of the Australian Academy of Science.

Professor Geordie Williamson, Faculty of Science
Elected a Fellow of the Australian Academy of Science and elected as the youngest living Fellow of the Royal Society.

Professor Hala Zreiqat, Faculty of Engineering & Information Technologies
Bestowed the Order for Distinction of the Second Degree by The King of Jordan, His Majesty King Abdullah II.
Non-Confidential

**Author**
Dr Matthew Charet, Executive Officer to Academic Board

**Reviewer/Approver**
Professor Jane Hanrahan, Chair, Academic Standards and Policy Committee

**Paper title**
Report from Academic Standards and Policy Committee

**Purpose**
This report summarises for the Academic Board the business of the meeting of the Academic Standards and Policy Committee held on 22 May 2018

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**RECOMMENDATION**

That the Academic Board note the report from the meeting of the Academic Standards and Policy Committee held on 22 May 2018:

1. endorse the amendment of the Assessment Procedures 2011, as presented, to enable implementation of a common system of late penalties and a common submission time for some forms of assessment, with effect from Semester 1 2019;

2. recommend that Senate approve the amendment of the University of Sydney (Coursework) Rule 2014, as presented, with effect as soon as practicable following approval by Senate;

3. recommend that Senate approve the amendment of the University of Sydney – Delegations of Authority (Academic Functions) Rule 2018, as amended, with effect as soon as practicable following approval by Senate; and

4. note the update on the implementation of strategic initiatives relating to assessment, as presented.

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**ITEMS FOR DECISION**

7.1 Late Penalties & Common Submission Time

At the 1 May meeting of the Academic Board, members were informed that the University Executive had endorsed the implementation of late penalties and a common assessment submission time across the institution. At that meeting, it was agreed to refer the proposal back to the Academic Standards and Policy Committee for further discussion, and the proposal – along with an amended version of the Assessment Procedures 2011 encompassing the changes – was considered at the 22 May meeting. The proposal was endorsed subject to the making of a number of further changes, which have now been incorporated as attached.

### 7.2 Changes to the **Coursework Rule 2014**

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

### 7.3 **Academic Delegations: Annual Amendment Round 2018**

It is proposed to amend the *University of Sydney (Delegations of Authority – Academic Functions) Rule 2016* to add delegations for approval of credit recognition agreements and for setting the date of a replacement assessment not undertaken in a formal examination period.

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**ITEMS FOR NOTING**

7.4 **Education Portfolio: Update on Implementation of Strategic Initiatives Relating to Assessment**

This report provides an update on the Implementation of Strategic Initiatives Relating to
Assessment, including definitions of the graduate qualities and draft common rubrics to measure student attainment of the graduate qualities.

The Committee also:
- noted the report of the Academic Board meeting held on 1 May 2018.

Full agenda papers and unconfirmed minutes are available from the Academic Standards and Policy Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/academic-standards/2018/20180522-ASPC-Agenda-Pack.pdf

Professor Jane Hanrahan  
Chair, Academic Standards and Policy Committee
Non-Confidential

Author | Tony Masters, Chair, Academic Board
Reviewer/Approver | Tony Masters, Chair, Academic Board
Paper title | Late Penalties – Common Submission Time
Purpose | To consider the recommendation of the University Executive Education Committee on the magnitude of late penalties and a common submission time.

RECOMMENDATION

That the Academic Standards & Policy Committee:
(1) endorse the recommendation of the UE Education Committee that a common system of Late Penalties and a common submission time of 23:59 for written assessments be adopted; and
(2) endorse the amendment of the Assessment Procedures 2011, as presented with effect from Semester 1 2019.

EXECUTIVE SUMMARY

At its meeting of 10 July 2017 the University Executive Education Committee agreed that consistency in the application of late penalties for the submission of written assessments across the university would be desirable. Following a report from a joint UE Education/Academic Board Working Party, at its meeting of 6 November 2017, the University Executive Education Committee recommended that

(1) Faculties and University Schools adopt a common late penalty system of 5% per day for 10 calendar days, after which a mark of zero will be applied, recognising that some Faculties/University Schools may adopt a local provision for pedagogical or accreditation reasons;

(2) a common submission time for assessments of 23:59, subject to further clarification and assurance on the capacity for the University to manage this load;

(3) that calendar days be used in the common system of late penalties.

The Committee noted the following operational points:

- The penalty would apply from the next calendar day after the deadline.
- The penalty is a percentage of the available mark and is applied to the mark gained after the submitted work is marked (e.g., an assignment worth 100 marks is 1 day late. The content is given a mark of 75. With the 5% penalty, the final mark is 70).
- Written assignments submitted more than 2 weeks late are recorded as a fail and are not required to be marked, but, if not marked, the work should be retained in the event of an appeal.
- The Late Penalty Working Group noted if a submission is more than 10 calendar days late, then there is an expectation that the student was likely experiencing issues such that a student would normally be able to avail themselves of the special consideration and/or simple extension provisions.
- It was further noted that the availability of simple extensions means that, subject to the approval of a unit of study co-ordinator, a late penalty might not begin to operate until the third day after the due date.
- The Chair confirmed that Faculty Managers will be responsible for updating resolutions to reflect the changes.
- In response to a question, the Chair of the Academic Board undertook to establish with the Chief Information Officer the system’s capacity to manage the 11:59hr submission time. Subject to the response, he advised these changes will come into effect in Semester 1, 2019.
Feedback was received from Bridgette Dang and the Director ICT Infrastructure and Applications provided a report, which included an analysis of current submission patterns and advice from the Turnitin and Canvas vendors. The consistent advice is summarised in the conclusion of the report.

“With positive responses from both Turnitin and Canvas that their infrastructure should cope with any increased demand that a move to a common submission time might incur and demand on existing on-premise Blackboard Learn infrastructure decreasing, a move to a common submission time for written assessments should not have an adverse effect on system stability/performance.”

The University Executive Education Committee accordingly resolved that from Semester 1 2019 a common submission time for Late Penalties and a common submission time of 23:59 for written assessments be adopted. The University Executive Education Committee notes that some Faculties/University Schools may adopt a local provision for pedagogical or accreditation reasons and that pass/fail assessments were not considered.

This paper was discussed at the Academic Board meeting of 1 May 2018 and it was agreed that the proposal be returned to the Committee for further discussion. Several members of the Academic Board expressed an interest in participating in that discussion, and have been invited to attend the meeting.

BACKGROUND / CONTEXT

For information, the following references to the enabling policies for the imposition of late penalties are included:

(1) Policy requiring students be informed of submission dates for assessment tasks

Clause 11(1)(f) of the Learning and Teaching Procedures 2016 requires that an LMS website for a unit of study must contain “the assessment process, standards and criteria, including a detailed breakdown of each assessment task, its contribution to the final mark, deadlines and closing dates for submission of work;”.

(2) Policy allowing the imposition of penalties for late submission.

Clause 8 of the Learning and Teaching Procedures 2016 allows (but does not require) Faculty resolutions to include resolutions covering late submission of assessment tasks. Clause 11(1)(h) does require that “any penalties that apply for poor attendance or late submission” should be advertised on the LMS website of each unit of study. Clause 6(1) of the Assessment Procedures 2011 requires that the unit of study outline must be published no later than one week prior to the semester or teaching period (defined in the definitions and clause 18(12)) of the Learning and Teaching Policy 2015) and should contain (clause 6(1)(c)(iii)) “the due date for submission or testing” and (clause 6(1)(d)) any “the conditions for extensions of time”, as well as (clause 6(1)(e)) “the penalties for lateness or violation of assessment specifications (e.g. length)”.

(3) Additional policy considerations regarding late submission of assessment tasks

(i) Special consideration

Students are entitled to apply for special consideration as described in clause 14 of the Assessment Procedures 2011.

(ii) Simple extensions

The Coursework policy (clause 66A) allows for simple extensions of the deadlines for submission of a non-examinable task of up to two working days to be granted at the discretion of the unit of study co-ordinator. Clause 6(7) of the Assessment Procedures 2011 requires that the faculty should inform students of the process of applying for simple extension. Clause 14A of the Assessment Procedures 2011 specifies that the application for a simple extension be in writing and the minimum details that should be recorded. Faculty resolutions cannot prohibit simple extensions.

(iii) Working days

The Coursework Policy defines a working day as meaning “a day on which the University is usually open for business. This does not include any Saturday, Sunday, public holiday or any day
designated as part of the University’s Christmas shutdown period.”. Note that there is an apparent contradiction here as examinations are routinely held on Saturdays, the semester dates define the end of semester as a Saturday and the university is open for business on Saturdays such as Open Day, Information day, etc…

CONSULTATION

The DVC Education circulated Faculties on 30 May 2017 as follows:

“Following discussion at the UE Education Committee meeting on 10 April 2017 around the subject of application of late penalties, I am writing to request confirmation from each of you that units of study outlines for each unit of study offered by your faculty explicitly state the scope and nature of assessment required by the unit of study (as required by clause 6.1 of the Assessment Procedures 2011).

For your convenience, the attached spreadsheet captures the late submission penalties as found in Faculty Resolutions and published in Faculty Handbooks.

Can you please confirm that the information recorded against your faculty is applied to your units of study and published in all unit of study outlines? If this is not the case, please identify any variations in use, in the ‘Comment’ column.

I would be grateful for your response before/by close of business Friday 2 June 2017 to the UE Education Committee Officer: susan.parker@sydney.edu.au. Please feel free to contact Susan on 8627 8521 should you need any further information about what is required.”

Following the deliberations of the Late Penalty Working Group, Faculties and University Schools were asked their preference between two possibilities for an institutional late penalty:

1. 10% per day (noting that after 10 calendar days, all credit has been consumed by the penalty).
2. 5% per day for 10 calendar days, after which a mark of zero is applied.

A (7/5) majority of Faculties and University Schools expressed a preference for option 2.

A written report, “Common submission time for written assessment analysis” was received from the Director ICT Infrastructure and Applications.
ASSESSMENT PROCEDURES 2011

Issued by: Academic Board
Dated: 9 November 2011
Last amended: 10 October 2017
Signature:
Name: Associate Professor Tony Masters, Chair, Academic Board

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

2 Commencement
   (1) These procedures commence on 1 January 2012 with full compliance with these procedures to be reached by 31 December 2013.
   (2) Sub-clause 5(7) commences in 2017 on a date to be determined by the Registrar.

3 Interpretation
   (1) Words and phrases used in these procedures and not otherwise defined in this document have the meanings they have in the policy.
       Note: See clause 5 of the policy.
   (2) In these procedures:

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

due date means the later of:
  - the date originally specified for submission of a piece of assigned work or any amended date;
  - the date specified for submission of a piece of assigned work after grant of a simple extension under clause 14A; or
  - the date specified for submission of a piece of assigned work after a grant of special consideration, special arrangements or reasonable adjustments.

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

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

Faculty means a faculty or a University school.

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

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

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

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

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

Note: See also the *University Recordkeeping Manual*.

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

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

Note: See clause 7.
Student Identification Number means the unique identification number assigned to each student upon their first enrolment at the University.

test means any test not conducted consistently with clause 8 of these procedures.

4 Application of implementation statements to assessment principles

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

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

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

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

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

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

Note: See also the Learning and Teaching Policy 2015.

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

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

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

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

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

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

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

(11) Where possible, assessments should be designed to enable students to apply feedback provided for an earlier task to a later task. This is particularly relevant to first year units.
(12) Feedback on student work, either individually or in a group, should be sufficiently detailed to be a useful identification of strengths and areas for improvement, yet not so detailed as to discourage self-reliance in learning and assessment.

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

6 Informing students – Principles 1 and 2

(1) The scope and nature of the assessment for each unit of study should be explicitly stated in the unit of study outline and published no later than one week prior to the commencement of the semester or teaching period in which the unit is offered. This statement should include:

(a) details of all aspects of the assessment system, including the intended learning outcomes to be tested;

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

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

(c) an assessment table, with:

(i) the weighting of items and of tasks or papers;

(ii) the due date for submission or testing;

(iii) the conditions under which examinations will be sat;

(d) the conditions for extensions of time (if any); and

(e) the penalties for lateness or violation of assessment specifications (e.g. length).

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

(3) Changes to the nature, weighting or due date of assessment tasks made after the publication of unit of study outlines may only be made in exceptional circumstances.

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

(5) Any necessary modifications to the scope or nature of any assessment task must be communicated in writing to all students enrolled in the unit before the halfway point of the unit, and must be applied so that no student is differentially disadvantaged by the modification.

(6) Students must be informed of the style of academic referencing required and given opportunities to practice and gain feedback on academic writing and relevant scholarly conventions in the course discipline, in accordance with the Academic Honesty in Coursework Policy 2015.

(7) Students must be informed of the faculty’s required method for applying for simple extensions.

Note: See clause 11A of these procedures, and clause 66A of the Coursework Policy 2014.
7 Marking and determination of grades – Principles 2 and 3

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

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

Note: See Learning and Teaching Policy 2015.

(3) Assessment must be evaluated solely on the basis of students' achievement against criteria and standards specified to align with learning outcomes.

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

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

(5) Faculties should implement the following aspects of standards-based assessment.

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

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

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

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

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

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

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

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

(8) Assessment related decisions which may impact on a student's progression or graduation:

   (a) must be based solely on the assessments specified for that purpose; and

   (b) must not depend on judgements made by a single marker without review by colleagues for calibration or moderation.

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

(10) Due account must be taken of any special consideration granted under clause 67, and reasonable adjustment under clause 68, of the policy.
7A Late penalties

(1) Subject to any contrary provision in any applicable faculty or course resolution, if penalties are applied for work submitted after the due date they must be consistent with this clause.

(2) For any assessment task:

(a) late penalties may be applied, consistently with this clause; or

(b) late submission may be prohibited, with consequences as specified in the unit of study outline; or

(c) late penalties may be excluded from applying;

provided that these conditions must be expressly stated in the unit of study outline.

(3) Written work submitted electronically after 11.59 pm on the due date will be considered to have been submitted late.

(4) For every calendar day up to and including ten calendar days after the due date, a penalty of 5% of the maximum awardable marks will be applied to late work.

(a) The penalty will be calculated by first marking the work, and then subtracting 5% of the maximum awardable mark for each calendar day after the due date.

(5) For work submitted more than ten calendar days after the due date a mark of zero will be awarded. The marker may elect to, but is not required to, provide feedback on such work.

(6) Copies of late work, including work which is not marked, must be retained consistently with the requirements of the Recordkeeping Policy 2017 and the Recordkeeping Manual.

Note: See also University of Sydney (Student Appeals Against Academic Decisions) Rule 2016

8 Conduct of examinations - Principles 1 to 4

(1) The principal examiner is responsible for:

(a) complying with and completing all administrative requirements for the examination by the specified deadline;

(b) providing the examination paper to the Examinations Office by the specified deadline;

(c) securing working papers developed in preparation for examinations; and

(d) accounting for all secure papers.

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

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

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

(5) All examinations other than those which include non-written elements must be administered by the Examinations Office.
(6) In relation to all examinations, the Examinations Office is responsible for:
(a) managing examination venue bookings;
(b) security protocol and printing examination papers;
(c) retaining final examination papers in the University archives;
(d) scheduling examinations generally;
(e) scheduling examinations in postgraduate coursework units of study, as far as practicable, at times consistent with class times; and
(f) recruiting and training examination invigilators

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

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

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

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

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

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

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

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

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

(16) Principal examiners seeking to directly administer written examinations without the involvement of the Examinations Office must obtain the Registrar’s written permission to do so each year. Such requests must:
(a) set out the reason why the examination cannot be administered by the Examinations Office; and
(b) detail the arrangements for secure printing and storage of examination papers.
In relation to written examinations administered other than by the Examinations Office, the principal examiner is responsible for:

(a) providing the Examinations Office with all necessary information to schedule the examination, within the timeframes specified by the Examinations Office;

(b) arranging the Examinations Office to book an appropriate examination venue;

(c) arranging secure printing and storage of examination papers;

(d) providing a copy of the final examination paper to the Examinations office for retention in the University archives; and

(e) arranging for invigilation of the examination by University trained invigilators.

9 Security of examination papers - Principles 1 to 4

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

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

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

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

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

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

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

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

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

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

10 Emergency evacuations during examinations - Principles 1 to 4

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

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

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

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

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

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

(5) When notified that an examination room has been evacuated, the Examinations Office must notify:
   (a) the principal examiner
   (b) the relevant dean;
   (c) the director of the Student Centre; and
   (d) the Registrar.

(6) The relevant delegate will determine whether the examination is to be resumed at the earliest opportunity, or whether it must be re-sat by the affected students.

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

(8) The examination will be deemed to have been abandoned if:
   (a) the relevant delegate referred to in subclause 10(6) of these procedures is not available; or
   (b) the emergency or evacuation has compromised the examination room itself.

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

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

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

(12) After an examination has been abandoned, the Examinations Office will consult with the examiners and faculties concerned and make arrangements for the affected students to re-sit the examination(s) as soon as possible.
(13) Students affected by an abandoned examination are advised to remain in Sydney and not make any travel plans until the official end of the examination period.

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

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

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

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

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

11 Use of handheld computing devices in examinations - Principle 3

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

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

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

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

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

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

(iii) examination invigilators.

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

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

12 Accessible examination and assessment arrangements - Principle 3

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

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

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

(4) Disability Services will contact eligible students prior to the formal examination period to confirm required examination adjustments or accessible arrangements.

(5) Disability Services in consultation with the relevant delegate will determine the adjustments and accessible examination arrangements which will apply to each registered student in relation to a given assessment or examination.

(6) Adjustments applicable to the formal examination period also apply to, and must be provided in, the replacement examination period.

(7) In-faculty-coordinated examinations, tests, take home tests, within-semester assessments, practical and oral assessments are managed by the faculty. Faculty responsibilities include:

(a) notifying students in a timely manner of
   (i) the confirmed adjustments or arrangements; and
   (ii) the time and location of any adjusted examination;

(b) providing notified adjustments and accommodations, including supervision, scribes or equipment;
   Note: Disability Services provides assistance with specialist equipment, ergonomic furniture and access to assistive technology, and can also provide a list of trained scribes and invigilators.

(c) providing adjustments or arrangements to the original examination or assessment for any replacement assessment, unless the form of assessment has changed, in which case Disability Services must be notified.

(8) The provision of reasonable adjustments or accessible arrangements does not preclude a student from claiming special consideration due to illness or misadventure.

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

(a) All requests for special consideration and special arrangements are managed by the Student Administration Services (SAS) Professional Services Unit (PSU).

Note: See schedule 3 of these procedures

13 Special arrangements for assessment or examinations - Principle 3

(1) Except as otherwise provided in this clause, special arrangements for assessment or examination should follow the provisions for special consideration set out in clause 67 of the policy and clause 14 of these procedures.
(2) In cases of extended absence, faculties should discuss with the affected student the option of withdrawal without failure. Unit of study and course co-ordinators are most likely to be best placed to determine when a student’s absence is such as to make it improbable or impossible for that student to meet the requirements, even with special arrangements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) All requests for special consideration will be considered in the same manner across the University, although the response may vary according to the circumstances.
(a) Schedule 3 to these procedures prescribes the standard responses to the most common circumstances.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) Replacement assessment.

(i) This may be made available where a request relates to an examination or test. Subject to the provisions of sub-clauses 13(a)(v) to (viii), all students who make a successful request for special consideration relating to an examination will receive a replacement assessment. Other forms of assessment, such as weekly quizzes, may be more appropriately accommodated by reweighting or averaging.

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

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

(iv) The relevant delegate is responsible for setting the date of the replacement assessment, except for replacement examinations which are held in the replacement examination period and managed by the Examinations Office.

(v) A student may lodge a further request for special consideration if they believe that their performance was impacted or they were unable to attend the first replacement assessment, due to injury, illness or misadventure.

(vi) If the further request for special consideration is successful, the faculty should where practicable arrange a second replacement assessment, which should be held within three weeks of the date of the first replacement assessment.
(vii) If the student is unable to attempt the second replacement assessment due to injury, illness or misadventure, previously approved exchange or study abroad commitments, or compulsory experiential placement, the relevant delegate will award the student a DC grade (i.e. discontinue not to count as failure).

(viii) If the faculty is unable to arrange any form of appropriate or appropriately timed second replacement assessment, the relevant delegate will award the student a DC grade (i.e. discontinue not to count as failure).

(b) Extension.

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

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

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

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

(c) Reweighting or averaging.

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

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

(iii) Should a student miss more than 30% of the regular assessment components, the student will be required to submit an alternative assessment. The mark for this alternative assessment will replace the missing component of the regular assessment.

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

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

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

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

(b) If the relevant delegate considers that the illness, injury or misadventure has no impact on the functioning of the group or its ability to complete the task as assigned, no special consideration will be provided.
(c) If the relevant delegate considers that the functioning of the group is not impaired but that its ability to complete the task as assigned is impaired, an extension of time or an alternative assessment will be provided as appropriate.

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

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

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

14A Simple extensions - Principle 3

(1) Students may apply for a simple extension, as provided in clause 66A of the Coursework Policy 2014.

(2) The faculty must determine the method for applying for simple extensions in that faculty, provided that the method must require written communication between the student and the relevant unit of study co-ordinator which records at least:
   (a) the student's name;
   (b) the student's student identification number; and
   (c) the unit of study code.

15 Processing and release of results - Principles 1 to 4

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

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

(f) keep appropriate records to justify the final mark.

Note: See Recordkeeping Manual.

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

(a) the results for all units of study comply with applicable policies, procedures and local provisions;

(b) appropriate information and training about processes for entering results is provided to those who require it; and

(c) final results are entered and agreed in the student management system by the date determined by the Registrar.

(4) Late results must be:

(a) approved by the head of the relevant academic unit;

(b) entered into the student management system as soon as they become available; and

(c) released as soon as possible after the release date determined by the Registrar.

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

(a) approved by the relevant delegate after consideration of an explanation for the change;

(b) submitted and entered in the manner specified by the Registrar; and

(c) released as soon as possible after the release date determined by the Registrar.

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

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

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

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

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

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

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

Note: See also clause 16 of these procedures and University of Sydney (Student Appeals Against Academic Decisions) Rule 2006.
(11) The faculty will determine the award of honours degrees and the levels at which they are awarded.

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

16 Appeals - Principles 1 to 4

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

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

17 Professional development - Principles 2 and 4

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

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

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

18 Effectiveness of assessment policies - Principle 4

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

NOTES

Assessment Procedures 2011

19498/574044_2682844v1
Date adopted: 9 November 2011
Date amended: 28 February 2017, effective 6 March 2017
20 April 2017 (Administrative amendments only)
4 May 2017 (Administrative amendments only)
10 October 2017
Date commenced: 1 January 2012
Administrator: Executive Officer, Academic Board
Review date: 7 December 2021

Related documents:
- Disability Discrimination Act 1992 (Cth)
- Disability Services for Education
- University of Sydney (Student Discipline) Rule 2016
- University of Sydney (Coursework) Rule 2014
- University of Sydney (Student Appeals Against Academic Decisions) Rule 2016
- University of Sydney (Delegations of Authority – Academic Functions) Rule 2016
- Academic Honesty in Coursework Policy 2016
- Coursework Policy 2014
- Learning and Teaching Policy 2016
- Academic Honesty Procedures 2016
- Recordkeeping Manual

**AMENDMENT HISTORY**

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clause 14(8)</td>
<td>Amended to allow the consideration of further information with the discretion of the Faculty</td>
<td>4 October 2012</td>
</tr>
<tr>
<td>Clause 3(2)</td>
<td>Amended to insert definition of late result</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 14(14)(a)(v)</td>
<td>Amended to align processing time with new student information system</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15(1)</td>
<td>New clause inserted on determination of results dates</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Clause 15 (2)</td>
<td>Amended to clarify the responsibilities of principal examiners</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15 (3)</td>
<td>Amended to clarify the responsibility of deans and heads of academic units</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15 (4) (5) (6)</td>
<td>Inserted to clarify processing of late results, changes to marks or grades and incompletes</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Clause 15 (7)</td>
<td>Amended to clarify release of results</td>
<td>3 July 2014</td>
</tr>
<tr>
<td>Various</td>
<td>Updated references to the <em>Coursework Policy 2014</em> and relevant parts and clauses</td>
<td>22 January 2015</td>
</tr>
<tr>
<td>Clause 14(16)</td>
<td>Updated following the addition of clause 92A to the <em>Coursework Policy 2014</em></td>
<td>25 March 2015</td>
</tr>
<tr>
<td>9(4) note</td>
<td>Updated retention period to reflect <em>Recordkeeping Manual</em> – administrative amendment only.</td>
<td>25 March 2015</td>
</tr>
<tr>
<td>8(6) (deleted), 13, 14</td>
<td>Amended to align with changes to the Coursework Policy 2014 related to the administration of special consideration and special arrangements.</td>
<td>1 January 2016</td>
</tr>
<tr>
<td>6(1), 6(2) (added)</td>
<td>Amended to clarify that amending assessment requirements should not disadvantage students</td>
<td>4 April 2016</td>
</tr>
<tr>
<td>Clause 6(6)</td>
<td>Added</td>
<td>29 June 2016</td>
</tr>
<tr>
<td>Clause 11A</td>
<td>Added</td>
<td>29 June 2016</td>
</tr>
<tr>
<td>Clause 2(2)</td>
<td>Added</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Clause 3(2)</td>
<td>Definitions added for examination, Examinations Office, formal examination period, replacement examination period, Student Identification Number and test Definitions amended for academic unit, peer assessment, self assessment, standards-based assessment and test</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Clause 5(7)</td>
<td>Added</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Clause 6(1)</td>
<td>Additional details added including updated references to other relevant documents and details regarding assessment tables</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Clause 6(2)</td>
<td>Added</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Clause 7(3) and 7(4)</td>
<td>Clause broken into different clauses and details regarding how grades are not determined added</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Clause 8</td>
<td>Amendments including addition of new clauses covering conduct of examinations and to reflect changes in terminology</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Clause 10(13)</td>
<td>Amended to reflect changes in terminology</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Clauses 10, 11 and 12</td>
<td>References to supervisors changed to invigilators throughout</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Clause 11(1)</td>
<td>Amendments regarding hand held computing devices</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Clauses 13(4) (5), 14(13)(a)(i), 14(13)(b)(i)</td>
<td>Minor amendments to reflect changes in terminology</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Clauses 7(3) (4), 8(4) (15) (16) (17), 14(13)(a)</td>
<td>Amendments to clarify requirements regarding replacement examinations and to reflect changes in terminology</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Schedule 2</td>
<td>Added</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Clause 11A</td>
<td>Former clause 11A deleted and relocated to become clause 14A</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Clause 14A</td>
<td>Former clause 11A becomes clause 14A</td>
<td>3 January 2017</td>
</tr>
<tr>
<td>Clause 7(4)(b)</td>
<td>Clause deleted</td>
<td>6 March 2017</td>
</tr>
<tr>
<td>Clause 7(4)(c)</td>
<td>Former clause 7(4)(c) deleted and relocated to become clause 7(4)(a)</td>
<td>6 March 2017</td>
</tr>
<tr>
<td>Clauses 14(2) and 14(2)(a)</td>
<td>Amendments including addition of new clause for schedule 3</td>
<td>6 March 2017</td>
</tr>
<tr>
<td>Clause 13(c)(iii)</td>
<td>Amendment to clarify weighting of regular assessment components</td>
<td>6 March 2017</td>
</tr>
<tr>
<td>Clause 17(3)</td>
<td>Reference to Institute for Teaching and Learning changed to Educational Innovation</td>
<td>6 March 2017</td>
</tr>
<tr>
<td>Schedule 2</td>
<td>‘Closing date’ column added</td>
<td>6 March 2017</td>
</tr>
<tr>
<td>Schedule 3</td>
<td>Added</td>
<td>6 March 2017</td>
</tr>
<tr>
<td>Schedule 3; notes</td>
<td>Administrative amendments only</td>
<td>20 April 2017</td>
</tr>
<tr>
<td>Notes</td>
<td>Reference to By-law changed to University of Sydney (Student Discipline) Rule 2016</td>
<td>20 April 2017</td>
</tr>
<tr>
<td>Provision</td>
<td>Amendment</td>
<td>Commencing</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Schedule 3</td>
<td>Administrative amendments only</td>
<td>4 May 2017</td>
</tr>
<tr>
<td>Schedule 3</td>
<td>Administrative amendments only to footnote 2 and 4</td>
<td>23 May 2017</td>
</tr>
<tr>
<td>10(6); 14(13(a)(iv)-(v))</td>
<td>Consequential amendments arising from <em>University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</em></td>
<td>10 October 2017</td>
</tr>
<tr>
<td>14(1)</td>
<td>Rescinded</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>3; 7(5); 9(4); 10(12); 10(15)(b); 11(2); 12(4); 15(8); 15(2)(d); 16(2)(d); Schedule 3</td>
<td>Consequential amendments arising from organisational design changes</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>Clause 12</td>
<td>Amendments including addition of new clauses covering conduct of examinations and role of Disability Services</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>Clause 13 (a)(i) and 9v</td>
<td>Amended to clarify possibility of replacement assessment</td>
<td>10 October 2017</td>
</tr>
<tr>
<td>Schedule 3</td>
<td>Administrative amendments only</td>
<td>10 October 2017</td>
</tr>
</tbody>
</table>
**SCHEDULE 1 – IMPLEMENTATION TABLE**

<table>
<thead>
<tr>
<th>Principle and implementation statements</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Assessment practices must advance student learning</strong></td>
<td>Clause</td>
</tr>
<tr>
<td>(1) Assessment practices align with goals, context, learning activities and learning outcomes.</td>
<td>5</td>
</tr>
<tr>
<td>(2) A variety of assessment tasks are used while ensuring that student and staff workloads are considered.</td>
<td>5</td>
</tr>
<tr>
<td>(3) Assessment tasks reflect increasing levels of complexity across a program and foster enquiry-based learning.</td>
<td>5</td>
</tr>
<tr>
<td>(4) Constructive, timely and respectful feedback develops student skills of self and peer evaluation and guides the development of future student work.</td>
<td>5</td>
</tr>
<tr>
<td><strong>2. Assessment practices must be clearly communicated to students and staff</strong></td>
<td></td>
</tr>
<tr>
<td>(1) Unit of study outlines are available in the first week of any offering of the unit and communicate the purposes, timing, weighting and extent of assessment in sufficient detail to allow students to plan their approach to assessment.</td>
<td>6</td>
</tr>
<tr>
<td>(2) Unit of study outlines explain the rationale for the selection of assessment tasks (e.g. group task) in relation to learning outcomes.</td>
<td>5, 6</td>
</tr>
<tr>
<td>(3) Procedures exist to ensure that all staff involved in teaching of a unit share a common understanding of assessment practices.</td>
<td>5</td>
</tr>
<tr>
<td>(4) The process of marking and of combining individual task marks is explicitly explained in the unit outline.</td>
<td>5, 7</td>
</tr>
<tr>
<td><strong>3. Assessment practices must be valid and fair</strong></td>
<td></td>
</tr>
<tr>
<td>(1) Assessment tasks are authentic and appropriate to disciplinary and/or professional context.</td>
<td>5</td>
</tr>
<tr>
<td>(2) Assessment incorporates rigorous academic standards related to the discipline(s) and is based on pre-determined, clearly articulated criteria that students actively engage with.</td>
<td>7-10</td>
</tr>
</tbody>
</table>
Principle and implementation statements

(3) Assessment will be evaluated solely on the basis of students’ achievement against criteria and standards specified to align with learning outcomes.

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

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

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

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

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

<table>
<thead>
<tr>
<th>Assessment title</th>
<th>Assessment category</th>
<th>Example of Assessment type</th>
<th>Description of Assessment type</th>
<th>Exam / Quiz type</th>
<th>Individual or Group</th>
<th>Length / duration</th>
<th>Weight</th>
<th>Due date and time</th>
<th>Closing date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free format text to name each assessment</td>
<td>Valid Assessment type values for each</td>
<td>Specify for each assessment (select one)</td>
<td>Specify word limit or time for each assessment</td>
<td>Specify percentage contribution to final mark (%) for each</td>
<td>Specify for each</td>
<td>Specify for each</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Exam

<table>
<thead>
<tr>
<th>Name of assessment task</th>
<th>Exam</th>
<th>Final exam</th>
<th>Written exam, written exam with non-written elements, or non-written exam, however administered. Worth 30% or greater. Written exam, written exam with non-written elements, or non-written exam, however administered. Worth 30% or greater.</th>
<th>Final exam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In-semester exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Skills-based assessment

| Name of assessment task | Skills-based assessment | Placements | Professional experience placement, internship, or site visit. Clinical skills assessment or lab skills assessment. Performance, recital or jury-assessment performance, or exhibition. |
|-------------------------|-------------------------|------------|-------------------------------------------------------------------------------------------------------------------|-------------|
|                         | Skills base evaluation |            |                                                                                                                 |             |
|                         | Creative assessments / demonstrations |            |                                                                                                                 |             |

1 Due date may be expressed as a time period when exact date not known e.g. final exam period, week 7. Time to be included where assessment must be submitted by a cut-off time e.g. 23:59 EST.
<table>
<thead>
<tr>
<th>Assessment title</th>
<th>Assessment category</th>
<th>Example of Assessment type</th>
<th>Description of Assessment type</th>
<th>Exam / Quiz type</th>
<th>Individual or Group</th>
<th>Length / duration</th>
<th>Weight</th>
<th>Due date and time</th>
<th>Closing date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of assessment task</td>
<td>Submitted work</td>
<td>Assignment</td>
<td>Essay, report, case study, proposal, literature review, portfolio, or design.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dissertation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of assessment task</td>
<td>In-class assessments</td>
<td>Tutorial quiz, small test or online task</td>
<td>Worth less than 30%.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small continuous assessment</td>
<td>Worth less than 30%.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation</td>
<td>Oral presentation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional assignment or small test</td>
<td>Includes formative assessments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name of assessment task</td>
<td>Group work</td>
<td>Presentation</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Assignment</td>
<td>Written, non-written elements.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Note:** Valid values for all assessments must comply with the requirements of section 19 of the Learning and Teaching Policy 2015, section 10 of the Learning and Teaching Procedures 2016, and section 60 of the Coursework Policy 2014.
SCHEDULE 3 – DECISIONS MATRIX SPECIAL CONSIDERATION AND SPECIAL ARRANGEMENTS

The Decisions Matrix is a summary table, indicating how standard requests for special consideration and special arrangements are processed. It is intended only to reflect the University’s policies on special consideration and special arrangements (sections 13 and 14, Assessment Procedures (2011)).

All requests for special consideration and special arrangements are managed by the Student Administration Services (SAS) Professional Services Unit (PSU) who use the Decisions Matrix (Special Consideration and Special Arrangements, refer to sections 13 and 14 above) to ensure that all requests are considered in the same manner (section 14 clause 2 above).

Assessment types or decisions not explicitly covered in the Decisions Matrix are considered non-standard decisions and are referred to the UOS Coordinator to determine the appropriate form of consideration.

The SAS PSU undertake data gathering from the faculty, University school, or school before the commencement of every semester to compile the “non-repeatable” and “no mark adjustment allowed” lists. The Decisions Matrix is applied to the first special consideration request for each assessment item. Additional requests (for the same assessment item) are non-standard decisions and are referred to the UOS Coordinator for a consideration decision.

A special consideration report listing all assessments and the form of consideration granted is available to UOS Coordinators.
<table>
<thead>
<tr>
<th>Assessment category</th>
<th>Assessment type (refer to schedule 2 above)</th>
<th>Assessment description</th>
<th>Form of consideration</th>
<th>Conditions for standard decision</th>
<th>SAS</th>
<th>Faculty, University school, or school</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>Final exam</td>
<td>Written exam</td>
<td>Replacement exam</td>
<td>Final exam scheduled and managed centrally</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td>Where the student is unable to attempt the replacement exam and a valid form of replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure) if appropriate</td>
<td>Provide replacement exam paper by specified deadline</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Schedule and manage replacement exam</td>
<td>Download special consideration report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Manage and implement Disability Services adjustments</td>
<td>Construct a valid form of replacement assessment or an alternative means of assessment where the student is unable to attempt the replacement exam</td>
<td></td>
</tr>
<tr>
<td>Assessment category</td>
<td>Assessment type (refer to schedule 2 above)</td>
<td>Assessment description</td>
<td>Form of consideration</td>
<td>Conditions for standard decision</td>
<td>SAS</td>
<td>Faculty, University school, or school</td>
<td>UOS Coordinator</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------</td>
<td>------------------------</td>
<td>----------------------</td>
<td>---------------------------------</td>
<td>-----</td>
<td>------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Exams</td>
<td>Final exam</td>
<td>Written exam with non-written elements or non-written exam</td>
<td>Replacement exam</td>
<td>Final and replacement exams may be managed by faculty, University school, or school</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td>For final and replacement exams managed by faculty, University school, or school the relevant area will schedule and manage the exam including managing and implementing Disability Services adjustments; and Inform student of the schedule</td>
<td>Provide final and replacement exam paper</td>
</tr>
</tbody>
</table>

For final and replacement exams managed centrally, SAS will:

- Schedule and manage final and replacement exam;
- Manage and implement Disability Services adjustments; and
- Inform student of the schedule

Where the student is unable to attempt the replacement exam and a valid form of replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure) if appropriate

Construct a valid form of replacement assessment or an alternative means of assessment where the student is unable to attempt the replacement exam

Download special consideration report
<table>
<thead>
<tr>
<th>Assessment category</th>
<th>Assessment type (refer to schedule 2 above)</th>
<th>Assessment description</th>
<th>Form of consideration</th>
<th>Conditions for standard decision</th>
<th>SAS</th>
<th>Faculty, University school, or school</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exams</strong></td>
<td>In-semester exam</td>
<td>Written exam, worth 30% or greater (refer to section 14.13(c)(iii) above) Exam type could be any of the following: written exam, written exam with non-written elements, or non-written exam, however administered.</td>
<td>Replacement exam for in-semester exam</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td></td>
<td>Download special consideration report Schedule and manage replacement exam Provide replacement exam Inform student of replacement exam schedule Manage and implement Disability Services adjustments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Placements</td>
<td>Professional experience placement, internship, or site visit</td>
<td>New or varied placement</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td></td>
<td>Download special consideration report Schedule and inform student of new or varied placement details</td>
<td></td>
</tr>
<tr>
<td>Skills based assessment</td>
<td>Skills based evaluation</td>
<td>Clinical skills assessment or lab skills assessment</td>
<td>New or varied evaluation</td>
<td>Not on “non-repeatable” list</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td></td>
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</tbody>
</table>

Assessment Procedures 2011
<table>
<thead>
<tr>
<th>Assessment category</th>
<th>Assessment type (refer to schedule 2 above)</th>
<th>Assessment description</th>
<th>Form of consideration</th>
<th>Conditions for standard decision</th>
<th>SAS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Skills based assessment</td>
<td>Skills based evaluation</td>
<td>Clinical skills assessment or lab skills assessment</td>
<td>Alternative assessment</td>
<td>On “non-repeatable” list (e.g. evaluations with specialised resource requirements)</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td>Download special consideration report</td>
<td>Determine appropriate alternative assessment</td>
</tr>
<tr>
<td>Skills based assessment</td>
<td>Creative assessments/ demonstrations</td>
<td>Performance, recital or jury-assessment performance, or exhibition</td>
<td>New or varied evaluation</td>
<td>Not on “non-repeatable” list</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td>Download special consideration report</td>
<td>Schedule and inform student of new or varied evaluation</td>
</tr>
<tr>
<td>Skills based assessment</td>
<td>Creative assessments/ demonstrations</td>
<td>Performance, recital, jury-assessment performance, or exhibition</td>
<td>Alternative evaluation</td>
<td>On “non-repeatable” list, (e.g. assessments/ demonstrations with specialised resource requirements)</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td>Download special consideration report</td>
<td>Determine appropriate alternative evaluation</td>
</tr>
<tr>
<td>Assessment category</td>
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</tr>
<tr>
<td>Submitted work</td>
<td>Assignment</td>
<td>Essay, report case study, proposal, literature review, portfolio or design</td>
<td>Extension of time (refer to section 14.13(b) above)</td>
<td>1. Impacted period is 20 or fewer working days (refer to section 14.13(b)(iii) above) and 2. The new due date is prior to the return date.</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td>Download special consideration report. Apply extension of time to due date.</td>
<td></td>
</tr>
<tr>
<td>Submitted work</td>
<td>Honours Thesis</td>
<td>Non-HDR thesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submitted work</td>
<td>Dissertation</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

2 New due date is the revised submission date for the assessment.
3 Return date refers to the date when an assignment or the answers are returned to the cohort and is usually within 10 working days (14 calendar days) from the original due date of the assessment, unless otherwise specified by the faculty or University school.
<table>
<thead>
<tr>
<th>Assessment category</th>
<th>Assessment type (refer to schedule 2 above)</th>
<th>Assessment description</th>
<th>Form of consideration</th>
<th>Conditions for standard decision</th>
<th>SAS</th>
<th>Faculty, University school, or school</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Essay, report, case study, proposal, literature review, portfolio or design</td>
<td>Determined by faculty or University school</td>
<td>1. Impacted period is more than 20 working days (refer to section 14.13(b)(iv) above) or 2. The new due date is after the return date&lt;sup&gt;5&lt;/sup&gt;</td>
<td>Refer to UOS Coordinator for form of consideration</td>
<td>Where the student is unable to attempt the replacement assessment or alternative means of assessment is not possible, award a grade of DC (discontinue not to count as failure) if appropriate</td>
<td>Determine appropriate form of consideration</td>
<td></td>
</tr>
<tr>
<td>Honours Thesis</td>
<td>Non-HDR thesis</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Dissertation</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<sup>4</sup> New due date is the revised submission date for the assessment.

<sup>5</sup> Return date refers to the date when an assignment or the answers are returned to the cohort and is usually within 10 working days (14 calendar days) from the original due date of the assessment, unless otherwise specified by the faculty or University school.
<table>
<thead>
<tr>
<th>Assessment category</th>
<th>Assessment type (refer to schedule 2 above)</th>
<th>Assessment description</th>
<th>Form of consideration</th>
<th>Conditions for standard decision</th>
<th>SAS</th>
<th>Faculty, University school, or school</th>
<th>UOS Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class assessments</td>
<td>Tutorial quiz, small test or online task</td>
<td>Worth less than 30% Students will be encouraged to check with their unit of study coordinator if any repeat sessions will be available before submitting a special consideration application.</td>
<td>Mark adjustment (refer to section 14.13(c) above)</td>
<td>Not on “no mark adjustment allowed” list</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td></td>
<td>Download special consideration report Make mark adjustment (re-weight, average etc.) Provide an alternative assessment where a student has missed more than one third of the regular assessment components</td>
</tr>
<tr>
<td>Assessment category</td>
<td>Assessment type (refer to schedule 2 above)</td>
<td>Assessment description</td>
<td>Form of consideration</td>
<td>Conditions for standard decision</td>
<td>SAS</td>
<td>Faculty, University school, or school</td>
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</tr>
<tr>
<td>Tutorial quiz, small test or online task</td>
<td>Worth less than 30% (refer to section 14.13(c)(iii) above)</td>
<td>New or varied assessment</td>
<td>On &quot;no mark adjustment allowed&quot; list</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td>Download special consideration report</td>
<td>Determine new or varied assessment</td>
<td>Schedule and inform student of new or varied assessment details</td>
</tr>
<tr>
<td>Small continuous assessment</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Presentation</td>
<td>Oral presentation</td>
<td>New or varied presentation</td>
<td>Select standard form of consideration from Decisions Matrix</td>
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<td></td>
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</tr>
<tr>
<td>In-class assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional assignment or small test</td>
<td>Includes formative assessments</td>
<td>No action required</td>
<td>None</td>
<td></td>
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*Assessment Procedures 2011*
<table>
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<tr>
<th>Assessment category</th>
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<th>Faculty, University school, or school</th>
<th>UOS Coordinator</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Group work (refer to section 14 above)</td>
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<td></td>
<td>Presentation</td>
<td></td>
<td>Extension of time or alternative assessment for the impacted student</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td></td>
<td></td>
<td>Download special consideration report</td>
</tr>
<tr>
<td></td>
<td>Assignment</td>
<td>Written, non-written elements</td>
<td>Extension of time or alternative assessment for the impacted student</td>
<td>Select standard form of consideration from Decisions Matrix</td>
<td></td>
<td></td>
<td>Provide the extension of time or alternative assessment for impacted student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Impact on other group members to be noted during marking</td>
</tr>
</tbody>
</table>
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Peter McCallum, Director Education Strategy</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>Changes to the Coursework Rule 2014</td>
</tr>
<tr>
<td>Purpose</td>
<td>To note proposed recommendation by the Academic Board to the University Senate to amend the University of Sydney (Coursework) Coursework Rule 2014 to: (a) Delegate to the Academic Board the authority to determine qualifications outside the Australian Qualifications Framework that may be awarded by the University and to approve courses leading to those qualifications; (b) Clarify delegations relating to setting standards for admissions, establishing the framework for admissions within those standards, and admitting individual students according to the framework and standards; (c) Clarify the application of 4.2 Time Limits in the case of embedded courses.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Standards & Policy Committee recommend that the Academic Board recommend that Senate approve the amendment of the University of Sydney (Coursework) Coursework Rule 2014, as presented, with effect as soon as practicable following approval by Senate.

EXECUTIVE SUMMARY

1. Non-AQF qualifications

The University of Sydney (Coursework) Coursework Rule 2014 currently does not permit the creation of qualifications outside the Australian Qualifications Framework (AQF). Creating a capacity to develop and approve courses outside the AQF aligns with a range of immediate and medium term strategies of the University including:

- creating a 12 credit point coursework qualification for HDR students to be taken concurrently with a research award;
- creating short professional education programs as part of the University’s continuing education offerings;
- creating micro-credentials at the post-bachelor level as articulated in the discussion paper Post-Bachelor coursework programs at the University of Sydney;
- creating pathway programs for international programs in partnership with other providers.

The proposed recommendation asks Senate to delegate to the Academic Board the authority to determine qualifications outside the AQF that may be awarded, and to approve such qualifications.

2. Clarification of Admission delegations

The Coursework Rule currently delegates to Deans the authority to admit students to degrees. The proposed amendment clarifies that Deans set the framework for admission within an award course, the Academic Board determines admission standards and Associate Deans admit individual students within those frameworks and standards.

3. Time limits in embedded courses

To avoid inconsistent practice, it is proposed that 4.2 (5) be added to clarify the application of time limits to embedded courses.
ISSUES

1. **Non AQF qualifications**

   The University of Sydney (Coursework) Coursework Rule 2014 specifies the coursework qualifications awarded or conferred by the University (clause 1.3). Currently these qualifications are limited to those between levels 5 and 9 of the Australian Qualifications Framework (AQF): diplomas, advanced diplomas, bachelor degrees, bachelor honours degrees, graduate certificates, graduate certificates, graduate diplomas and masters degrees (level 9 masters degrees includes extended masters degrees with the word ‘doctor’ in the title). The Academic Board currently has no authority to approve qualifications outside the AQF. It is proposed to add the following to 1.3:

   (h) Qualifications that are not included in the Australian Qualifications Framework as determined and approved by the Academic Board

   In implementing the decision by UE in 2017 to proceed to develop a coursework component for HDR students, non-AQF graduate research certificates (names to be determined) of 6 and 12 credit points, taken concurrently with research masters and PhDs respectively will be proposed to the Course Curriculum and Planning Committee, UE and Academic Board. The proposed change is to empower the CCPC, UE and Academic Board authority to consider these proposals.

   The paper *Post-Bachelor coursework programs at the University of Sydney*, circulated for consultation in March 2018, recommended, *inter-alia*:

   a. Develop the capacity to accredit non-AQF award courses, including of 12 credit points: The proposed addition of 1.3 (1) (h) in the Coursework Rule creates this capacity.

   During development of the *Continuing and Extra-Curricular Education Policy (2017)* courses leading to a qualification (including non-AQF courses) were specifically excluded from the policy. The intention was that such courses should go through a formal approval process by the Academic Board. The addition of 1.3 (h) to the Coursework Rule creates the capacity for the Board to specify non-AQF courses that the University will offer and approve such courses. It also creates the opportunity to create pathway courses in partnership with other providers.

2. **Delegations for admission**

   Currently the Coursework Rule states that the Dean of a faculty is responsible for admission of eligible candidates to courses within that faculty (Clause 2.5).

   The proposed amendment to 2.5 retains the delegation to Deans to set parameters within Academic Board standards for admission, while also delegating to Associate Deans Education the responsibility for admitting individual students within the parameters set by the Dean and the standards established by the Academic Board. The proposed amendment (2.5 below) also clarifies that the Academic Board is responsible for determining overarching admission standards to award courses.

2.5 **Admission**

   (1) Subject to this Rule and any applicable policy:

   (a) the Dean of a faculty is responsible for setting parameters within Academic Board standards for admission of eligible candidates to award courses within that faculty;

   (b) the Associate Dean Education is responsible for admitting students to award courses according to parameters set by Deans and Academic Board Standards;

   (c) the Academic Board is responsible for determining standards for admission to award courses.
3. Time limits in Embedded Courses

A recent case highlighted potential inconsistency in the way 4.2 Time Limits was applied to embedded courses. 4.2 (5) clarifies that the duration be calculated according to the date of first admission to the completion of any linked course.

CONSULTATION

The proposed changes to the Coursework Rule will be discussed as follows:

- Academic Standards and Policy Committee (for discussion and noting) 22 May
- University Executive 31 May
- Academic Board (for noting) 12 June
- Senate (for approval) 27 June

The 6 and 12 credit point graduate research certificates (names to be determined) will be discussed as follows:

- CCPC EoI 26 June
- CCPC proposal 23 July
- UE Research Education 1 August
- UE 23 August
- GSC 11 September
- AB 2 October

ATTACHMENTS

Attachment 1: Post-Bachelor coursework programs at the University of Sydney
Attachment 2: University of Sydney (Coursework) Rule 2014: proposed amendments
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 will also advance its engagement agenda. In particular, 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, including whether the University should then:

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;
5. Review the University’s approaches to supporting and funding recruitment, enrolment, administration and support for students in online courses at all stages of the student lifecycle;
6. Adopt a more open approach to credit for PG coursework programs;
7. Consider creating a central capability to work with Faculties to identify, encourage and facilitate the strategic development of short and award courses in areas of expertise and demand; and
8. Explore the development of a new portal to non-award post-Bachelor educational opportunities, one that connects seamlessly to Sydney courses and is supported by agreed articulation arrangements.

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, productivity, 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.

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 addressing them.

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 alumni1.

Current trends in post-Bachelor and continuing education

Post-Bachelor education takes a diversity of forms. A primary distinction is that between awards such as Masters degrees and 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. PG coursework awards can themselves 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, 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>
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<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>
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<td>CSP</td>
<td>7.6</td>
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<td>7.6</td>
<td>45.8</td>
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<tr>
<td>DFEE</td>
<td>624.8</td>
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<td>512.6</td>
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<tr>
<td>IFEF</td>
<td>2068.3</td>
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<td>3738.8</td>
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<td>5348.0</td>
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<tr>
<td>Faculty of Arts and Social Sciences</td>
<td>1675.7</td>
<td>1658.5</td>
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<tr>
<td>CSP</td>
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<td>470.5</td>
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<td>571.5</td>
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<td>EMP</td>
<td>14.6</td>
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<td>17.1</td>
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<td>19.6</td>
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<td>IFEF</td>
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<td>523.9</td>
<td>504.3</td>
<td>694.6</td>
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<td>Faculty of Dentistry</td>
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<td>88.0</td>
<td>121.5</td>
<td>144.0</td>
<td>164.5</td>
</tr>
<tr>
<td>Faculty of Engineering and Information Technologies</td>
<td>590.3</td>
<td>792.0</td>
<td>1005.4</td>
<td>1565.5</td>
<td>1814.4</td>
</tr>
<tr>
<td>CSP</td>
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<td>8.5</td>
<td>9.1</td>
<td>12.5</td>
<td>19.4</td>
</tr>
<tr>
<td>DFEE</td>
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<td>144.6</td>
<td>132.8</td>
<td>162.5</td>
<td>191.6</td>
</tr>
<tr>
<td>IFEF</td>
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<td>618.9</td>
<td>663.5</td>
<td>1390.5</td>
<td>1602.4</td>
</tr>
<tr>
<td>Faculty of Health Sciences</td>
<td>1021.0</td>
<td>973.9</td>
<td>1000.2</td>
<td>945.3</td>
<td>907.6</td>
</tr>
<tr>
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<td>110.8</td>
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<td>74.8</td>
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<tr>
<td>DFEE</td>
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<td>718.6</td>
<td>665.3</td>
<td>611.2</td>
</tr>
<tr>
<td>IFEF</td>
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<td>165.3</td>
<td>170.9</td>
<td>208.0</td>
<td>221.6</td>
</tr>
<tr>
<td>Faculty of Medicine (Sydney Medical School)</td>
<td>701.7</td>
<td>1058.5</td>
<td>1527.8</td>
<td>1888.3</td>
<td>2142.1</td>
</tr>
<tr>
<td>CSP</td>
<td>79.7</td>
<td>307.2</td>
<td>530.9</td>
<td>765.9</td>
<td>984.1</td>
</tr>
<tr>
<td>DFEE</td>
<td>504.7</td>
<td>567.4</td>
<td>739.0</td>
<td>786.3</td>
<td>754.8</td>
</tr>
<tr>
<td>IFEF</td>
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<td>184.0</td>
<td>258.0</td>
<td>336.2</td>
<td>403.2</td>
</tr>
<tr>
<td>Faculty of Nursing and Midwifery (Sydney Nursing School)</td>
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<td>441.3</td>
<td>429.5</td>
<td>446.9</td>
<td>446.5</td>
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<td>365.4</td>
<td>380.3</td>
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<td>3.6</td>
<td>4.3</td>
<td>3.0</td>
<td>0.9</td>
</tr>
</tbody>
</table>

\* Other non-award offerings include bridging and outreach programs designed to prepare prospective students for specific Bachelor-level courses.
At the University of Sydney, PG enrolments have been growing overall, with declining domestic enrolments more than counterbalanced by increasing international enrolments. At the same time, the number of graduate coursework programs offered by the University has remained steady/grown.

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 at course level. 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.

Table 2. Number of PG University courses by EFTSL band, 2013-2017

<table>
<thead>
<tr>
<th>EFTSL band</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1</td>
<td>83</td>
<td>71</td>
<td>85</td>
<td>79</td>
<td>78</td>
</tr>
<tr>
<td>&gt;=1 AND &lt;10</td>
<td>198</td>
<td>192</td>
<td>194</td>
<td>184</td>
<td>156</td>
</tr>
<tr>
<td>&gt;=10 AND &lt;20</td>
<td>43</td>
<td>47</td>
<td>42</td>
<td>40</td>
<td>31</td>
</tr>
<tr>
<td>&gt;=20 AND &lt;50</td>
<td>50</td>
<td>45</td>
<td>36</td>
<td>34</td>
<td>44</td>
</tr>
<tr>
<td>&gt;=50 AND &lt;100</td>
<td>12</td>
<td>10</td>
<td>15</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>&gt;=100 AND &lt;200</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>&gt;=200</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Funding category</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian National University</td>
<td>CSP</td>
<td>165.4</td>
<td>166.4</td>
<td>131.0</td>
<td>273.3</td>
<td>390.0</td>
</tr>
<tr>
<td></td>
<td>DFEE</td>
<td>1,282.1</td>
<td>1,536.3</td>
<td>1,986.0</td>
<td>2,070.9</td>
<td>2,206.1</td>
</tr>
<tr>
<td></td>
<td>EMP</td>
<td>10.4</td>
<td>0.9</td>
<td>12.5</td>
<td>4.9</td>
<td>19.5</td>
</tr>
<tr>
<td></td>
<td>IFEE</td>
<td>1,519.3</td>
<td>1,579.6</td>
<td>1,856.5</td>
<td>2,165.2</td>
<td>2,217.3</td>
</tr>
<tr>
<td></td>
<td>WEI</td>
<td>73.7</td>
<td>73.7</td>
<td>185.5</td>
<td>353.6</td>
<td>248.3</td>
</tr>
<tr>
<td>Monash University</td>
<td>CSP</td>
<td>2,065.7</td>
<td>2,056.7</td>
<td>2,030.5</td>
<td>1,897.9</td>
<td>1,732.4</td>
</tr>
<tr>
<td></td>
<td>DFEE</td>
<td>1,994.5</td>
<td>2,034.6</td>
<td>2,206.5</td>
<td>2,386.5</td>
<td>2,872.4</td>
</tr>
<tr>
<td></td>
<td>EMP</td>
<td>35.8</td>
<td>29.1</td>
<td>20.8</td>
<td>34.5</td>
<td>26.4</td>
</tr>
<tr>
<td></td>
<td>IFEE</td>
<td>2,940.5</td>
<td>2,922.1</td>
<td>3,370.5</td>
<td>4,532.4</td>
<td>5,764.9</td>
</tr>
<tr>
<td>University of Adelaide</td>
<td>CSP</td>
<td>697.5</td>
<td>642.6</td>
<td>636.9</td>
<td>650.5</td>
<td>586.5</td>
</tr>
<tr>
<td></td>
<td>DFEE</td>
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<td>486.0</td>
<td>678.5</td>
<td>703.2</td>
<td>617.9</td>
</tr>
<tr>
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<td>20.8</td>
<td>34.5</td>
<td>26.4</td>
</tr>
<tr>
<td></td>
<td>IFEE</td>
<td>2,887.0</td>
<td>3,731.9</td>
<td>4,832.4</td>
<td>5,971.6</td>
<td>6,935.6</td>
</tr>
<tr>
<td>University of Melbourne</td>
<td>CSP</td>
<td>3,673.0</td>
<td>5,208.4</td>
<td>5,692.1</td>
<td>6,217.1</td>
<td>6,229.2</td>
</tr>
<tr>
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<td>DFEE</td>
<td>3,165.2</td>
<td>3,568.9</td>
<td>4,460.9</td>
<td>5,019.0</td>
<td>5,243.9</td>
</tr>
<tr>
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<td>EMP</td>
<td>111.1</td>
<td>9.9</td>
<td>8.6</td>
<td>10.4</td>
<td>22.8</td>
</tr>
<tr>
<td></td>
<td>IFEE</td>
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<td>3,731.9</td>
<td>4,832.4</td>
<td>5,971.6</td>
<td>6,935.6</td>
</tr>
<tr>
<td></td>
<td>WEI</td>
<td>2.9</td>
<td>1.0</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
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<td>1,474.2</td>
<td>1,356.6</td>
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<td>DFEE</td>
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<td>1,994.0</td>
<td>2,112.4</td>
<td>2,062.5</td>
<td>2,003.0</td>
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<tr>
<td></td>
<td>EMP</td>
<td>388.6</td>
<td>332.6</td>
<td>354.4</td>
<td>349.9</td>
<td>332.0</td>
</tr>
<tr>
<td></td>
<td>IFEE</td>
<td>3,385.9</td>
<td>3,106.9</td>
<td>3,200.6</td>
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<td>3,944.5</td>
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<tr>
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<td>1,808.9</td>
<td>1,853.5</td>
<td>2,083.1</td>
<td>2,223.5</td>
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<tr>
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<td>DFEE</td>
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<td>3,511.7</td>
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<td>EMP</td>
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<tr>
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</tr>
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<td>University of Queensland</td>
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<td>663.1</td>
<td>732.2</td>
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<td>DFEE</td>
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<td>1,736.4</td>
<td>1,682.4</td>
</tr>
<tr>
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<td>IFEE</td>
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<td>2,599.5</td>
<td>2,735.6</td>
<td>3,105.1</td>
</tr>
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<td>1,325.1</td>
<td>2,175.9</td>
</tr>
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<td>624.1</td>
<td>632.4</td>
<td>642.5</td>
<td>792.4</td>
</tr>
<tr>
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<td>756.6</td>
<td>699.4</td>
<td>787.5</td>
<td>930.3</td>
</tr>
</tbody>
</table>

Although Australia’s rates of participation in post-Bachelor education rose modestly from 2012-2015, the rates are low compared to many OECD countries including the United Kingdom and United States (see Table 4).

Table 4. Participation in post-Bachelor and lifelong learning, 2012-most recent (% excluding international students)
<table>
<thead>
<tr>
<th>Country</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>NA</td>
<td>14.6</td>
<td>15.2</td>
<td>15.4</td>
</tr>
<tr>
<td>Hungary</td>
<td>NA</td>
<td>14.4</td>
<td>14.1</td>
<td>13.8</td>
</tr>
<tr>
<td>Iceland</td>
<td>NA</td>
<td>22.7</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Israel</td>
<td>NA</td>
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<td>Japan</td>
<td>NA</td>
<td>7.7</td>
<td>7.5</td>
<td>7.4</td>
</tr>
<tr>
<td>Latvia</td>
<td>NA</td>
<td>NA</td>
<td>14.7</td>
<td>14.8</td>
</tr>
<tr>
<td>Luxembourg</td>
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<td>5.4</td>
<td>3.3</td>
</tr>
<tr>
<td>Netherlands</td>
<td>15.5</td>
<td>NA</td>
<td>14.1</td>
<td>14.4</td>
</tr>
<tr>
<td>New Zealand</td>
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<td>5.4</td>
<td>5.5</td>
<td>5.9</td>
</tr>
<tr>
<td>Norway</td>
<td>NA</td>
<td>14.9</td>
<td>16.1</td>
<td>15.9</td>
</tr>
<tr>
<td>Portugal</td>
<td>19</td>
<td>19</td>
<td>18.6</td>
<td>15.4</td>
</tr>
<tr>
<td>Slovak Republic</td>
<td>NA</td>
<td>38.1</td>
<td>35.9</td>
<td>34.1</td>
</tr>
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<td>Slovenia</td>
<td>NA</td>
<td>20.4</td>
<td>19.2</td>
<td>19.8</td>
</tr>
<tr>
<td>Spain</td>
<td>NA</td>
<td>21.3</td>
<td>18.9</td>
<td>16.4</td>
</tr>
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<td>Sweden</td>
<td>NA</td>
<td>15</td>
<td>15.6</td>
<td>16.9</td>
</tr>
<tr>
<td>Switzerland</td>
<td>NA</td>
<td>12.7</td>
<td>13</td>
<td>13.4</td>
</tr>
<tr>
<td>Turkey</td>
<td>3</td>
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<td>4.3</td>
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<td>United Kingdom</td>
<td>NA</td>
<td>14.6</td>
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<tr>
<td>United States</td>
<td>18.2</td>
<td>18</td>
<td>17.6</td>
<td>17</td>
</tr>
</tbody>
</table>


A number of changes are likely to underlie these data. These include the appearance and continuing presence of MOOCs, the launch of significant numbers of new 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 2016, 23 million users registered for a MOOC for the first time ever, and 58 million users signed up for at least one MOOC; of these 2016 registrations, the majority were with the two dominant platforms, 23 million with Coursera and 10 million with edX, though the new Chinese platform XuetangX also registered 6 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 2016, 250 such certifications were on offer, including 160 specialisations on Coursera and a new suite of Micromasters on edX. 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 Daphne Koller’s prediction will be realised is, of course, open to debate, but there is no doubt that MOOCs have made visible a strong appetite for modestly priced, online, post-Bachelor educational 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

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current or completed enrolments of almost 25,000 students and a cumulative retention rate to date of 83 percent; in 2016 they were adjusted EBITDA profitable for the first time.

In addition, many universities now offer successful online graduate degrees as a normal part of their broader suite of graduate offerings.

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, 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.

Adding to 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 by a competitive voucher system. 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.

All of this suggests a more diverse post-Bachelor educational arena. An important question for the University of Sydney, therefore, is the extent to which it wishes to engage in a more diverse suite of post-bachelor educational forms.

What does this mean for the University of Sydney?

Despite the asserted need for higher levels of post-Bachelor education, domestic enrolments in graduate level courses at the University of Sydney are either increasing slowly or are in 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 campus-based face-to-face Masters programs 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 and articulate into longer post-Bachelor award programs?
- Should some 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?

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• What are appropriate modes of offer for graduate programs targeting working professionals: asynchronous online; a blend of synchronous and asynchronous online; blended courses with online components as well as 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 and/or program are likely to favour one mode over another?

• 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?

• 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 very active in this domain. Check Unimelb, UNSW, UQ, Harvard). These data suggest 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 focus an initial appraisal on the alumni community.

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 and those that are more clearly focussed on supporting career development and change.

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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. Examples include the Professional Certificate in Workplace Leadership and the 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 such courses, we would need 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.

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 upfront costs including 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 our approaches to supporting and funding recruitment, enrolment, administration and support for students in online 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.

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 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). A new Continuing Education Policy has been adopted to ensure an appropriate level of oversight and quality control of these activities but, as a recent audit arranged by the Audit and Risk Office has identified, the University has 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 or 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.

8. Explore the development of a new portal to non-award post-Bachelor educational opportunities, one that connects seamlessly to Sydney courses and is supported by agreed articulation arrangements.

At present there is no single point of access to non-award options at the University; engagement tends to rely instead on professional contacts of those offering the relevant short course. While this form of engagement is effective and should continue, there is value in considering a single point of entry to all non-award activity, to sit alongside Sydney Courses, point to Sydney Courses where appropriate, be well-connected to, and under the academic control of, the Faculties involved, and 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 could be an expansion of the current Centre for Continuing Education website, or it be an overarching portal with 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, particularly that segment of it that comprises our own graduates.
The Senate, as the governing authority of the University of Sydney, by resolution adopts the following Rule under subsection 37(1) of the University of Sydney Act 1989 (as amended) for the purposes of the University of Sydney By-law 1999.

Adopted on: 1 December 2014
Effective from: 18 December 2014
Amended on: 1 November 2017
Amendment effective from: TBC
Amended on: TBC
Amendment effective from: 1 January 2018
Amendment effective from: TBC

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PART 1  PRELIMINARY

1.1 Name of Rule

This is the University of Sydney (Coursework) Rule 2014.

1.2 Commencement

This Rule commences on 18 December 2014.

1.3 Statement of intent

(1) This Rule governs all coursework award courses leading to the following qualifications:
   (a) Diplomas;
   (b) Advanced Diplomas;
   (c) Bachelor Degrees;
   (d) Bachelor Honours Degrees;
   (e) Graduate Certificates;
   (f) Graduate Diplomas; and
   (g) Masters Degrees; and
   (g)(h) any Qualification approved as that are not included in the Australian Qualifications Framework as determined and approved by the Academic Board which is outside the Australian Qualifications Framework.

(2) These are the only coursework qualifications awarded or conferred by the University.

(3) Except to the extent that a contrary intention is expressed:
   (a) this Rule binds:
      (i) the University, staff, affiliates and students; and
      (ii) non-award students, exchange students and study abroad students enrolled in a unit of study at the University; and
   (b) it is a condition of each student’s admission to candidature for an award course that the student complies with his or her obligations under this Rule.

(4) This Rule should be read in conjunction with, but not subject to, any applicable policy and any Senate or faculty resolution applying to the award course.

Note 1: ‘Masters Degrees’ includes the following exceptions endorsed under the Issuance Policy of the Australian Qualifications Framework (AQF) relating to AQF level 9 qualifications that contain the word ‘doctor’ rather than ‘master’ in their title: Juris Doctor, Doctor of Dental Medicine, Doctor of Medicine and Doctor of Veterinary Medicine.
1.4 Authorities and responsibilities

(1) The Academic Board may make policies, not inconsistent with the University of Sydney Act 1989, the University of Sydney By-law 1999 (as amended), the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 or this Rule, for or with respect to any matter relating to coursework award courses, other than budgetary matters.

(2) Authorities and responsibilities set out in this Rule are also defined in the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016. In the event of any inconsistency, the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 will prevail.

1.5 University may change courses and units of study

Despite any policy, faculty resolutions or course resolutions, the University:

(a) is not obliged to offer a particular course, or a particular unit of study, in any academic year; and

(b) is not liable to any person for not offering a particular course, or a particular unit of study, in a particular academic year.

1.6 Interpretation

(1) In this Rule:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>admission criteria</td>
<td>means criteria, within Academic Board standards, applying to a specific course, such as entry score cut-offs for domestic and overseas applicants or recent and non-recent school leavers or allowances for disadvantage permitted under special entry schemes.</td>
</tr>
</tbody>
</table>
| ATAR or Australian Tertiary Admissions Rank | for an applicant, means:  
  - the applicant's rank in relation to the applicant's secondary cohort, as provided to the University by UAC; or  
  - the applicant's results in a school leaving examination in another State, Territory or country, converted to an ATAR equivalent, as provided to the University by UAC. |
| Australian Qualifications Framework | has the meaning given in the Coursework Policy 2014, which, at the time of approval of this Rule is:  
  - the national framework for recognition and endorsement of education qualifications. |
| award course | means a course approved 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. |
| course resolutions | means the requirements for an award course set out in the faculty resolutions for the course, in accordance with clause 2.3. |
| coursework award course | means a course approved by the Senate, on the recommendation of Academic Board, 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, graduate certificates, graduate diplomas and those master’s degrees that comprise less than 66% research are coursework award courses.

Dean means:

- in relation to a faculty, the Dean or Executive Dean of the relevant faculty.
- in relation to a University School, the Head of School and Dean (University School) of the relevant University School

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

embedded program has the meaning given in the Coursework Policy 2014, which, at the time of approval of this Rule is:

- a sequence of linked courses in closely related academic or professional areas that:
  - allows for consequential and incrementally higher levels of academic achievement;
  - specifies in the award course resolutions conditions for transfer from one linked award to a higher linked award; and
  - allows credit points for a unit of study to count towards more than one of the linked awards.

exchange student means a person who is:

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

faculty means a faculty, University School or a board of studies as established by Senate in each case by its constitution and in this Rule refers to the faculty, faculties or University Schools responsible for the award course concerned.

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

faculty resolutions means resolutions passed by a faculty in accordance with its constitution.

non-award student means a person who is not admitted to an award course and is not an exchange student or study abroad student, but is enrolled in a unit of study at the University.
progression requirements means the requirements for academic progression set out in the relevant faculty resolutions, course resolutions and any applicable policy.

study abroad student means a person who is:

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

University means the University of Sydney, established under the **University of Sydney Act 1989 (as amended)**.

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

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

**PART 2 ADMISSION**

2.1 Overall requirements

The University will admit a person to an award course only if the person:

(a) is eligible for admission to the award course;
(b) meets the University’s English language requirements;
(c) applies for admission in accordance with this Rule, any applicable policy, faculty resolutions and the course resolutions;
(d) accepts an offer made by the University for admission to the course; and
(e) completes, to the satisfaction of the University, all requirements for enrolment in the award course.

2.2 No right to admission

Nothing in this Rule, or any applicable policy, confers a right on a person to be admitted to candidature in an award course or imposes a duty on the University to admit, or to offer to admit, a person to candidature in an award course.
2.3 Course resolutions

Subject to this Rule and any applicable policy, faculties, with the approval of the Academic Board, may adopt resolutions setting out admission, progression, course and other requirements for award courses offered in that faculty.

2.4 Admission on the basis of merit

(1) Subject to this Rule and any applicable policy, admission to award courses will be determined by the standard achieved by eligible applicants in the relevant entry qualification, including any special entry requirements, taking into account:

(a) the number of places available in a course or unit of study; and

(b) the number of applicants competing for places.

(2) Offers are made on the basis of academic merit, and available places will be offered to the most meritorious applicants.

2.5 Admission by Dean

Subject to this Rule and any applicable policy:

(a) the Academic Board is responsible for determining standards for admission to award courses;

(b) the Dean of a faculty is responsible for setting the parameters within Academic Board standards for admission of eligible candidates to award courses within that faculty or University school; and

(c) the relevant Associate Dean Education is responsible for admitting students to award courses consistently with the parameters set by the Deans and standards determined by the Academic Board.

PART 3 ASSESSMENT

3.1 Grades

A student who completes a unit of study will be awarded a mark and a grade, or a grade only, in accordance with any applicable policy.

3.2 Examination and assessment

Examination and assessment will be conducted in accordance with any applicable policy or procedure.
PART 4 PROGRESSION

4.1 Progression requirements

A student enrolled in an award course must meet the progression requirements, and will be subject to the conditions specified in faculty resolutions, course resolutions and any applicable policy.

4.2 Time limits

(1) A student must meet all the course requirements for an award course:
   (a) within the period prescribed by this Part; or
   (b) any shorter period prescribed in the course resolutions; and
   (c) in any event, within 10 years of his or her first enrolment in the course.

(2) Subject to this Part, a student must meet all the course requirements for an award course within the period set out in the following table:

<table>
<thead>
<tr>
<th>Item</th>
<th>Course</th>
<th>Maximum period for meeting course requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Master’s degree or degrees classified at the same level as the master’s degree that are of more than 2 years duration</td>
<td>10 years</td>
</tr>
<tr>
<td>2</td>
<td>Master’s degree of 2 years duration or less</td>
<td>6 years</td>
</tr>
<tr>
<td>3</td>
<td>Graduate Diploma</td>
<td>4 years</td>
</tr>
<tr>
<td>4</td>
<td>Graduate Certificate</td>
<td>3 years</td>
</tr>
<tr>
<td>5</td>
<td>Bachelor’s degree (including combined degrees)</td>
<td>10 years</td>
</tr>
<tr>
<td>6</td>
<td>Juris Doctor, Doctor of Medicine and Doctor of Veterinary Medicine</td>
<td>10 years</td>
</tr>
<tr>
<td>7</td>
<td>Doctor of Dental Medicine</td>
<td>7 years</td>
</tr>
<tr>
<td>8</td>
<td>Advanced Diploma</td>
<td>6 years</td>
</tr>
<tr>
<td>9</td>
<td>Undergraduate Diploma</td>
<td>6 years</td>
</tr>
</tbody>
</table>

(3) Subject to this Part and with the approval of the Academic Board, faculties may impose a shorter period for completing the course requirements.

(4) Subject to paragraph 4.2(1)(c), periods of suspension will not be counted when calculating the maximum period within which a student must meet all the course requirements, unless the course resolutions say otherwise.

Note 2: In accordance with paragraph 4.2(1)(c), the maximum length of any candidature is 10 years.
PART 5  AWARD COURSE REQUIREMENTS

5.1 Students must meet award course requirements

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

(a) complete the award course requirements prescribed in any relevant faculty resolutions and the course resolutions; and

(b) satisfy the requirements of this Rule and any applicable policy.

5.2 Variation of award course requirements in exceptional circumstances

(1) Subject to subclause (2), the relevant Dean may vary a course requirement for a particular student enrolled in an award course in that faculty where, in the opinion of the Dean, exceptional circumstances exist.

(2) A Dean cannot vary the total number of credit points required for completion of an award course.

Note 3: A Dean cannot vary the time limits for completion of the requirements for an award course. See clause 4.2.

PART 6  AWARDS

6.1 Award of Degrees, Diplomas and Certificates

(1) A Diploma or Advanced Diploma may be awarded at one of four grades:

(a) pass;

(b) pass with merit;

(c) pass with distinction;

(d) pass with high distinction.

(2) A Bachelor’s degree may be awarded at one of two grades:

(a) pass;

(b) pass with honours.

(3) Degrees of Master by coursework may be awarded, and Graduate Diplomas and Graduate Certificates may be awarded, only at a pass grade.

PART 7  RESCISSIONS AND REPLACEMENTS

7.1 Rescissions and replacements
This Rule replaces the following, which are rescinded as from the date of commencement of this document:

(1) Part 9 of the *University of Sydney (Amendment Act) Rule 1999*, which commenced on 6 October 1998;

(2) Resolutions of the Senate: *Restrictions on Re-enrolment*, which commenced on 6 September 1999; and

(3) *University of Sydney (Coursework) Rule 2000* (as amended), which commenced on 4 December 2000.

NOTES

**University of Sydney (Coursework) Rule 2014**

Date adopted: 3 December 2014

Date commenced: 18 December 2014

Related documents:

- *Australian Citizenship Act 2007* (Cth)
- *Disability Discrimination Act 1992* (Cth)
- *Education Act 1990* (NSW)
- *University of Sydney Act 1989* (NSW)
- *University of Sydney By-law 1999* (NSW) (as amended)
- *Disability Standards for Education* (Cth)
- *University of Sydney (Delegations of Authority – Academic Functions) Rule 2016*
- *University of Sydney (Coursework) Rule 2014*
- *University of Sydney (Student Appeals against Academic Decisions) Rule 2006*
- *Academic Honesty in Coursework Policy*
- *Learning and Teaching Policy 2015*
- *Assessment Procedures 2011*
- *Recordkeeping Manual*
## AMENDMENT HISTORY

<table>
<thead>
<tr>
<th>Provision</th>
<th>Amendment</th>
<th>Commencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.3</td>
<td>Word “conferred” changed to “awarded”. Administrative amendment only.</td>
<td>23 February 2016</td>
</tr>
<tr>
<td>Related documents</td>
<td>References to other documents updated. Administrative amendment only.</td>
<td>23 February 2016</td>
</tr>
<tr>
<td>1.4(1); 1.4(2); related documents</td>
<td>Replaced references to previous academic delegations with University of Sydney (Delegations of Authority – Academic Functions) Rule 2016</td>
<td>1 June 2017</td>
</tr>
<tr>
<td>1.6</td>
<td>Amendments relating to organisational design changes.</td>
<td>1 June 2017</td>
</tr>
<tr>
<td>4.2(2)</td>
<td>Amendment of maximum time limit for Doctor of Dental Medicine</td>
<td>1 January 2018</td>
</tr>
</tbody>
</table>
SUBMISSION TO
Academic Standards & Policy Committee

Date 22 May 2018

Item No 4.3

Author Kerrie Henderson, University Policy Manager

Reviewer/Approver Anthony Masters, Chair Academic Board

Paper title Academic Delegations: Annual Amendment Round 2018

Purpose To obtain the Academic Standards and Policy Committee's endorsement of, and views on, proposed amendments to the University of Sydney (Delegations of Authority – Academic Functions) Rule 2018

RECOMMENDATION

That the Academic Standards and Policy Committee:

(1) consider and give its views on the proposed amendments to the University of Sydney – Delegations of Authority (Academic Functions) Rule 2018, which are set out in Attachment A; and

(2) if thought appropriate, endorse the proposed amendments.

EXECUTIVE SUMMARY

The University amends its administrative delegations of authority annually, with the intent that only one round of changes are made each year. The academic delegations are now also embodied in a Rule, and it is proposed that the annual amendment process also be applied to them.

Requests for changes have been received and considered, and the amendments proposed are set out in Attachment A. A marked up version of the Academic Delegations Rule is also attached as Attachment B.

The Academic Standards and Policy Committee is asked to consider and provide its views on the proposed changes, and if thought appropriate, to endorse them.

It is proposed that the draft amended Rule will be presented to the Academic Board meeting on 12 June, and if endorsed there, to the Senate meeting on 27 June.

CONSULTATION

A call for requests for amendments to the delegations was made at the last Academic Board meeting, and the period for making requests closed on 30 April. Many of the requests received had already been addressed in the “out of round” amendments made to support the commencement of the Faculty of Medicine and Health.

ATTACHMENTS

ATTACHMENT A: Proposed amendments to Academic Delegations 2018 table.
ATTACHMENT B: marked up version of University of Sydney (Delegations of Authority – Academic Functions) Rule 2016
<table>
<thead>
<tr>
<th>CLAUSE</th>
<th>REQUESTED CHANGE</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.2</td>
<td>Proposed new delegation, with consequent renumbering of remainder of 6.1</td>
<td>Add new delegation to DVC(Ed): Approve credit recognition agreements with other educational institutions. Consultation? Expertise? Notification?</td>
</tr>
<tr>
<td>11.1.5</td>
<td>set date of a replacement assessment not undertaken in a formal exam period</td>
<td>Add additional delegate – Program Director.</td>
</tr>
</tbody>
</table>
UNIVERSITY OF SYDNEY
(DELEGATIONS OF AUTHORITY – ACADEMIC FUNCTIONS) RULE 2016

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

Adopted on: 12 December 2016
Effective from: 1 June 2017
Amended on: 22 December 2017
24 March 2018
TBC
Amendment effective from: 23 December 2017
30 April 2018
TBC

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Part 1 Preliminary
1.1 Citation
1.2 Commencement
1.3 Purpose of Rule
1.4 Effect
Part 2 Principles governing the exercise of delegations
Part 3 Interpretation
Part 4 Admission
Part 5 Deferrals
Part 6 Recognition of prior learning
Part 7 Managing courses and units of study
Part 8 Enrolment and variations to enrolment
Part 9 Attendance
Part 10 Suspension of enrolment and leave of absence
Part 11 Assessment and examination
Part 12 Progression and exclusion
Part 13 Termination of candidature
Part 14 Honours, University medal and aegrotat awards

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

1.1 Citation

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

1.2 Commencement

This Rule commences on 30 June 2017, or such earlier date as the Vice-Chancellor
determines in writing.

1.3 Purpose of Rule

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

1.4 Effect

(1) Pursuant to section 37(2)(a) of the Act, this Rule has the same force and effect as
a by-law.

(2) The Senate delegates to the University committees, authorities, officers,
employees and consultants set out in Parts 4 to 14 of this Rule the activities and
functions prescribed in those Parts.

(3) This Rule supersedes and revokes:

   (a) the Delegations of Authority: Academic Functions 1999;
   (b) the Supplementary Delegations of Authority: Academic Functions 2014; and
   (c) all earlier delegations of authority for academic functions.

(4) Nothing in this Rule has the effect of invalidating past acts validly performed by
delegates under any previous delegations.

(5) In exercising a delegation of authority conferred by this Rule, a delegate must
ensure that he or she is familiar with, and complies with:

   (a) the Act and any delegated legislation (such as by-laws or rules of the
       University) as amended from time to time;
   (b) applicable industrial instruments (i.e. the University’s Enterprise Agreement,
       Awards, Australian Workplace Agreements and Individual Transitional
       Employment Agreements);
   (c) University policies and procedures, and guidelines as amended from time to
time (except to the extent of any inconsistency with this Rule).

(6) A University committee, authority, officer, employee or consultant may not exercise
a function without delegated authority from the Senate.
PART 2 PRINCIPLES GOVERNING THE EXERCISE OF DELEGATIONS

(1) The following principles apply to a delegate's level and scope of authority under any delegation of authority (whether it appears in this Rule or elsewhere).

(2) This Rule constitutes an important legal document (not a policy or guideline) conferring on the individual delegates specified the authority of the Senate to perform the particular functions delegated to them. To the extent of any inconsistency, this Rule prevails over any University policy, procedure or guideline.

(3) If the exercise of a function in accordance with this Rule requires the exercise of some preliminary or ancillary administrative function, then the delegated authority extends to the exercise of that function.

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

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

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

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

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

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

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

(11) For Faculties, the line of accountability is:

(a) Provost;

(b) Executive Dean; Dean;

(c) Deputy Executive Dean; Deputy Dean;

(d) Associate Dean; Head of School; Head of Clinical School;
(e) Program Director, however named; and
(f) Unit of Study Coordinator; Postgraduate Coordinator, however named.

(12) For University Schools, the line of accountability is:
(a) Provost;
(b) Head of School and Dean (University School);
(c) Deputy Head of School and Deputy Dean;
(d) Associate Dean;
(e) Program Director, however named; and
(f) Unit of Study Coordinator; Postgraduate Coordinator, however named.

(13) Where a delegation is formally assigned to a position which does not exist in a particular faculty or University school (for example, a delegation to a Head of School in faculty which does not have schools) the delegation must be exercised by the next highest position in the lines of accountability specified in subsections 2(11) and 2(12) of this Rule.

(14) Delegations to a Faculty or University School must be exercised by resolution of the Faculty or University School board, in accordance with the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

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

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

PART 3 INTERPRETATION

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

(2) In this Rule:

- **Activity**: the strategic University activity to which the function relates.
- **Function**: the subject of the delegation.
- **Appointed Delegate**: the specified position, upon the holder of which the delegation is conferred.
- **Exercise Conditions**: the conditions governing the exercise of the delegation.
- **Expertise**: the advice required for the delegate to effectively exercise the delegation.
- **Consultation**: the consultation required for the delegate to effectively exercise the delegation.
Notification

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

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

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

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

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

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

- **Cadigal Program** means the educational access scheme supporting Aboriginal and Torres Strait Islander students.

- **Clinical School** means an academic unit of that name within the Faculty of Medicine and Health, established consistently with Part 5 of *University of Sydney (Governance of Faculties and University Schools) Rule 2016*.

- **Dean** means the Dean of a Faculty.

- **Deputy Dean** means any Deputy Dean in the faculties of:
  - Arts and Social Sciences;
  - Business;
  - Engineering and Information Technologies;
  - Health Sciences; or
  - Science.

- **Deputy Executive Dean** means a Deputy Executive Dean in the Faculty of Medicine and Health.

- **delegate** means an employee, member or Committee of Senate or any other person or entity to whom or to which a delegation has been made by Senate.

- **Executive Dean** means the Executive Dean of the Faculty of Medicine and Health.

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

- **Head of Clinical School** means a Head of Clinical School in the Faculty of Medicine and Health, appointed in accordance with relevant University rules, policies and procedures.
Head of Discipline means a head of an academic unit of that name within a faculty, established by the relevant Executive Dean or Dean consistently with the University of Sydney (Governance of Faculties and University Schools) Rule 2016. It does not include a head of a sub-unit within a school.

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

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

OGC means the Office of General Counsel.

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

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

Provost means the Provost and Deputy Vice-Chancellor.

School means an organisational unit or equivalent budget unit reporting through a faculty, established consistently with Part 4 of the University of Sydney (Governance of Faculties and University Schools) Rule 2016.

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

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

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

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

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<td>Higher Degree by Research Rule 2011</td>
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**4.5 Special entry requirements**

| 4.5.1 Approve special entry requirements for a particular Faculty or University school | Academic Board | Relevant Associate Dean | Coursework Policy 2014 |

**4.6 Special admission programs**

<p>| 4.6.1 Approve special admission programs for a course, Faculty or University school | Academic Board | | Coursework Policy 2014 |
| 4.6.2 Establish, amend or terminate a flexible entry scheme | Academic Board | | Coursework Policy 2014 |
| 4.6.3 Admit an applicant to an undergraduate course under a flexible entry scheme | Associate Dean | Executive Dean, Dean or Head of School and Dean (University school) | Coursework Policy 2014 |</p>
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<td>4.6.4</td>
<td>Place requirements or restrictions on enrolment of a student admitted to an undergraduate award course under the Cadigal Program.</td>
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<td>4.6.5</td>
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<td>4.6.8</td>
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<td>4.6.9</td>
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<td>4.6.10</td>
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<td>4.7.2 Determine criteria, consistent with Academic Board standards, for admission of eligible candidates to coursework award courses.</td>
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<td>4.7.3 Admit students to award courses within a Faculty or University School, consistently with Academic Board standards and applicable criteria.</td>
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<td>4.7.53 Approve withdrawal of an offer of admission made on the basis of incorrect results, and make any (or no) consequent revised offer</td>
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<td>4.7.64 Admit to Bachelor of Visual Arts an applicant who has achieved an IELTS overall band score of 6.0</td>
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**Master’s degrees by research**

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<td>Activity</td>
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<td>Consultation</td>
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<tr>
<td>PhD on a probationary basis, for a period not exceeding four research periods</td>
<td>4.8.14 Confirm a student’s candidature in a Doctorate other than the PhD following probation</td>
<td>Associate Dean</td>
<td></td>
<td>Relevant Head of School or Head of Clinical School; Postgraduate Coordinator</td>
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<tr>
<td><strong>Doctor of Philosophy (PhD)</strong></td>
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<tr>
<td>4.8.15 Admit applicants to candidature in the PhD</td>
<td>Associate Dean</td>
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<tr>
<td>4.8.16 Admit applicants to candidature in the PhD who do not meet the prescribed requirements</td>
<td>Chair of the Graduate Studies Committee of the Academic Board</td>
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<td>4.8.17 Impose conditions on admission to candidature in the PhD</td>
<td>Chair of the Graduate Studies Committee of the Academic Board</td>
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<tr>
<td>4.8.18 Approve a proposed course of advanced study and research for an applicant for admission to the PhD</td>
<td>Associate Dean</td>
<td>Postgraduate Coordinator</td>
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<tr>
<td>4.8.19</td>
<td>Admit a student to candidature in a PhD on a probationary basis, for a period not exceeding four research periods</td>
<td>Associate Dean</td>
<td>Postgraduate Coordinator</td>
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<td>4.8.20</td>
<td>Confirm a student’s candidature in a PhD following probation</td>
<td>Associate Dean</td>
<td>Postgraduate Coordinator</td>
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**Higher Doctorates**

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<tr>
<td>4.8.21</td>
<td>Admit candidates for higher doctorates</td>
<td>Academic Board</td>
<td>Relevant Executive Dean, Dean or Head of School and Dean (University school)</td>
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<tr>
<td>4.8.22</td>
<td>Recognise an applicant for admission as having been involved in the teaching and research of the University to a level equivalent to the prescribed standards for admission</td>
<td>Academic Board</td>
<td>Relevant Executive Dean, Dean or Head of School and Dean (University school)</td>
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<td>Higher Degree by Research Rule 2011</td>
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<tr>
<td>4.8.23</td>
<td>Recognise an applicant for admission as having equivalent academic standing of a person who meets the prescribed requirements for admission</td>
<td>Chair, Graduate Studies Committee of the Academic Board</td>
<td>Relevant Executive Dean, Dean or Head of School and Dean (University school)</td>
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<td>4.8.24</td>
<td>Appoint a committee to make a preliminary assessment</td>
<td>Executive Dean; Dean; Head of School and Dean (University school)</td>
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<td>of an application for admission</td>
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### PART 5 DEFERRALS

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

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<tbody>
<tr>
<td>6.1 Coursework candidates</td>
<td>6.1.1 Determine University credit transfer policy</td>
<td>Academic Board</td>
<td>Expertise</td>
<td>Coursework Policy 2014</td>
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<td></td>
<td>6.1.2 Approve credit recognition agreements with other educational institutions</td>
<td>DVC (Education)</td>
<td>Consultation</td>
<td>Coursework Policy 2014</td>
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<tr>
<td></td>
<td>6.1.3 Grant credit for prior study, including imposing limits relating to progression and time for completion</td>
<td>Associate Dean</td>
<td>Notification</td>
<td>Coursework Policy 2014</td>
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<td></td>
<td>6.1.4 Approve reduced volume of learning</td>
<td>Program Director</td>
<td>Policies</td>
<td>Coursework Policy 2014</td>
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<td></td>
<td>6.1.5 Rescind specific credit, non-specific credit or reduced volume of learning on application by the student</td>
<td>Program Director</td>
<td>Procedures</td>
<td>Coursework Policy 2014</td>
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<td></td>
<td>6.1.6 Vary limits on credit and reduced volume of learning consistently with approved policy</td>
<td>Associate Dean</td>
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<td>Coursework Policy 2014</td>
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<td></td>
<td>6.1.7 Approve credit at a course level of greater than one third of the course requirements, for work completed at an</td>
<td>Academic Board</td>
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<td>Activity</td>
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<tr>
<td>6.1</td>
<td>Grant a limited amount of credit for completed undergraduate award course</td>
<td>Program Director</td>
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<tr>
<td>6.1</td>
<td>Waive requirement to undertake a compulsory unit of study</td>
<td>Program Director</td>
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<td>6.1</td>
<td>Waive requirement to meet a pre-requisite or co-requisite requirement for a unit of study</td>
<td>Unit of study co-ordinator</td>
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<tr>
<td>6.2 Postgraduate research candidates</td>
<td>Grant credit for previous research periods undertaken at the University</td>
<td>Associate Dean</td>
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<td></td>
<td>Grant credit for previous higher degree by research study at another university or institution</td>
<td>Associate Dean</td>
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## PART 7 MANAGING COURSES AND UNITS OF STUDY

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<tr>
<th>DELEGATION</th>
<th>APPOINTED DELEGATE</th>
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<td><strong>Function</strong></td>
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<td><strong>Consultation</strong></td>
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<tr>
<td>7.1 Course requirements</td>
<td>7.1.1 Approve resolutions setting out admission, progression, course, curriculum and other requirements for award courses offered by a Faculty or University School</td>
<td>Academic Board</td>
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<tr>
<td></td>
<td>7.1.2 Make resolutions applying to all degrees within a certain category awarded by a Faculty or University School</td>
<td>Faculty board or University school board</td>
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<td></td>
<td>7.1.3 Approve changes to degree cores</td>
<td>Academic Board</td>
<td>Faculty, University School or Board of Interdisciplinary Studies</td>
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<tr>
<td></td>
<td>7.1.4 Approve addition and deletion of award courses, streams, programs, majors and minors</td>
<td>Academic Board</td>
<td>Faculty, University School or Board of Interdisciplinary Studies</td>
</tr>
<tr>
<td></td>
<td>7.1.5 Approve list of majors, minors and units of study available in shared pool for Liberal Studies degrees and Bachelor of Advanced Studies</td>
<td>Academic Board</td>
<td>Board of Interdisciplinary Studies</td>
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<td>7.1.6</td>
<td>Approve shorter than normal periods for completing course requirements for candidates in that course</td>
<td>Academic Board</td>
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<td>7.1.7</td>
<td>Prescribe standards for Master’s and Doctorate degrees by research, relating to admission, course requirements, candidature and examination</td>
<td>Academic Board</td>
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<tr>
<td>7.1.8</td>
<td>Specify prerequisites, assumed knowledge and recommended study areas for undergraduate courses</td>
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<tr>
<td>7.1.9</td>
<td>Specify qualifications for admission to undergraduate courses</td>
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<td>7.1.10</td>
<td>Approve prerequisites for award courses</td>
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<td>7.1.11</td>
<td>Approve use of third party learning technologies for assessment purposes</td>
<td>Deputy Vice-Chancellor (Education)</td>
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<tr>
<td>7.2</td>
<td>New and amended award programs and courses</td>
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<tr>
<td>7.2.1</td>
<td>Determine requirements, including submission deadlines, for proposals for new and amended courses and programs</td>
<td>Academic Board</td>
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<td>7.3</td>
<td>Unit of study requirements</td>
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<td>7.3.1</td>
<td>Approve units of study for award courses in a Faculty or University School</td>
<td>Academic Board</td>
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<tr>
<td>7.3.2</td>
<td>Determine elective units of study to be offered in any given year</td>
<td>Executive Dean; Dean; Head of School and Dean (University school)</td>
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<tr>
<td>7.3.3</td>
<td>Approve arrangements for teaching units of study</td>
<td>Head of School; Head of Clinical School</td>
<td></td>
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<tr>
<td>7.3.4</td>
<td>Approve curricula for units of study, minors, majors and programs</td>
<td>Faculty board or University school board</td>
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<tr>
<td>7.3.5</td>
<td>Prescribe professional experience or practical work required for a course</td>
<td>Faculty board or University school board</td>
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<td>Activity</td>
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<td>7.4 Higher degree by research degrees</td>
<td>7.4.1 Determine policies relating to supervision of candidature</td>
<td>Academic Board</td>
<td>Higher Degree by Research Rule 2011</td>
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<tr>
<td>7.4.2 Determine policy and standards relating to discontinuation, suspension, lapse of candidature and leave of absence</td>
<td>Academic Board</td>
<td>Higher Degree by Research Rule 2011</td>
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<tr>
<td>7.4.3 Determine policy and standards relating to examination of candidature</td>
<td>Academic Board</td>
<td>Higher Degree by Research Rule 2011</td>
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<tr>
<td>7.4.4 Determine examination policy for the Doctor of Philosophy</td>
<td>Academic Board</td>
<td>Higher Degree by Research Rule 2011</td>
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<tr>
<td>7.4.5 Approve registration on the Supervisor Register of academic staff and affiliates who have not completed the Foundations of Research Supervision course run by Educational Innovation</td>
<td>Chair of the Graduate Studies Committee of the Academic Board</td>
<td>Supervision of Higher Degree by Research Students Policy 2013</td>
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<tr>
<td>7.4.6 Approve removal of an approved Supervisor from the Supervisor Register for unsatisfactory performance</td>
<td>Executive Dean; Dean; Head of School and Dean (University school)</td>
<td>Associate Dean</td>
<td>Supervision of Higher Degree by Research Students Policy 2013</td>
</tr>
<tr>
<td>7.4.7 Approve removal of an approved Supervisor</td>
<td>Provost</td>
<td>Supervision of Higher Degree</td>
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<tr>
<td>from the Supervisor Register for misconduct</td>
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<tr>
<td>7.4.8 Approve re-registration of a supervisor deregistered for reasons other than misconduct</td>
<td>Associate Dean</td>
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<th>Policies</th>
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<td>by Research Students Policy 2013</td>
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### PART 8  ENROLMENT AND VARIATIONS TO ENROLMENT

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<tbody>
<tr>
<td>8.1 Pre-requisites and co-requisites</td>
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<td>Expertise Consultation Notification Policies Procedures</td>
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<tr>
<td>8.1.1 Determine pre-requisites and co-requisites for enrolment by a coursework student in a unit of study</td>
<td>Faculty board or University school board</td>
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<td>Coursework Policy 2014</td>
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<tr>
<td>8.2 Variations to standard enrolment</td>
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<tr>
<td>8.2.1 Permit a coursework student to enrol in and obtain credit for a unit of study not listed in the table of units for the relevant course</td>
<td>Program Director</td>
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<td>Coursework Policy 2014</td>
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<tr>
<td>8.2.2 Approve cross-institutional study, including imposing conditions</td>
<td>Program Director</td>
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<tr>
<td>8.2.3 Permit a coursework student to enrol in a unit of study already completed or which overlaps substantially with a unit of study already completed or for which recognition of prior learning has been granted</td>
<td>Associate Dean</td>
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<td>8.2.4 Permit a coursework student to enrol in a unit of study additional to award course requirements</td>
<td>Associate Dean</td>
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**Notes:**
- Coursework Policy 2014

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<tr>
<td>8.2.5 Permit a coursework student to enrol in a unit of study which exceeds maximum credit point limits</td>
<td>Associate Dean</td>
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<td>8.2.6 Permit a coursework student to enrol in a prohibited unit of study</td>
<td>Associate Dean</td>
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<td>Coursework Policy 2014</td>
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<tr>
<td>8.2.7 Vary coursework award requirements (other than the maximum time limit for completion) for a particular coursework student in exceptional circumstances</td>
<td>Executive Dean; Dean; Head of School and Dean (University school)</td>
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<td>Associate Dean</td>
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<td>8.3 Repeating units of study</td>
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<tr>
<td>8.3.1 Exempt a coursework student repeating a unit of study from participation, assessment or attendance requirements</td>
<td>Unit of Study Coordinator</td>
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<td>Coursework Policy 2014</td>
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<td>8.4 Concurrent enrolment</td>
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<tr>
<td>8.4.1 Permit a student to enrol in more than one award course</td>
<td>Associate Dean</td>
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<tr>
<td>8.5 Re-enrolment after discontinuation or suspension</td>
<td><strong>Coursework students</strong></td>
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<tr>
<td>8.5.1 Permit re-enrolment of a coursework student who discontinues during first</td>
<td>Associate Dean</td>
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<td>year of enrolment in a course</td>
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<tr>
<td>8.5.2 Impose requirements for completing a course on a coursework student who re-enrols after a suspension</td>
<td>Associate Dean</td>
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<tr>
<td>8.5.3 Modify the application of course requirements in force at the time of a coursework student’s discontinuation or suspension, following the student’s return to candidature</td>
<td>Associate Dean</td>
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<tr>
<td>8.5.4 Determine process for a coursework student to re-enrol following automatic suspension for failure to enrol</td>
<td>Associate Dean</td>
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<tr>
<td><strong>Research students</strong></td>
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<tr>
<td>8.5.5 Impose requirements for completing a course on a research student who re-enrols after a suspension</td>
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<td>Higher Degree by Research Rule 2011</td>
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<td>8.5.6 Modify the application of the course resolutions with respect to a research student’s return to candidature</td>
<td>Associate Dean</td>
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<td>Higher Degree by Research Rule 2011</td>
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<td>following discontinuation or suspension</td>
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<tr>
<td>8.5.7 Permit a research student who has discontinued enrolment without permission in his or her first year of the course to re-enrol in that course</td>
<td>Associate Dean</td>
<td></td>
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## PART 9 ATTENDANCE

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<td></td>
<td>9.1</td>
<td><strong>Student attendance requirements</strong></td>
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<td></td>
<td>9.1.1</td>
<td>Specify attendance and participation requirements for courses and units of study</td>
<td>Faculty board or University school board</td>
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<td>9.1.2</td>
<td>Specify circumstances under which a student is deemed not to have completed a unit of study or award course due to failure to satisfy attendance requirements</td>
<td>Program Director</td>
<td>Unit of Study Coordinator</td>
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<td>9.1.3</td>
<td>Exempt a student from attendance or participation requirements, having regard to previous studies</td>
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<td>9.2</td>
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<td>9.2.1</td>
<td>Determine periods of instruction and commencement and conclusion dates of the academic year, including dates of semesters, teaching periods and research periods</td>
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<td>9.2.2</td>
<td>Approve variations from standard teaching sessions requested by faculties</td>
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## PART 10  SUSPENSION OF ENROLMENT AND LEAVE OF ABSENCE

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<tbody>
<tr>
<td>10.1 Permit suspension and leave of absence</td>
<td><strong>Coursework students</strong></td>
<td>10.1.1 Permit a coursework student to suspend enrolment in a course for more than one year, up to a maximum of two years.</td>
<td>Associate Dean</td>
<td>Coursework Policy 2014</td>
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<td></td>
<td><strong>Research students</strong></td>
<td>10.1.2 Permit a research student to suspend enrolment in a course for more than one year</td>
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<td>Higher Degree by Research Rule 2011</td>
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<td>10.1.3 Subject to the course resolutions, permit a research student to take leave of absence from a course for a period of less than one research period</td>
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<td>Higher Degree by Research Rule 2011</td>
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## PART 11 ASSESSMENT AND EXAMINATION

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<tr>
<td>11.1 Coursework</td>
<td>11.1.1 Determine examination and assessment requirements for a unit of study</td>
<td>Faculty board or University school board</td>
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<td>Learning and Teaching Policy 2015</td>
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<td></td>
<td>11.1.2 Determine academic aspects of the conduct of an examination, consistently with registered policies and procedures</td>
<td>Unit of Study Coordinator</td>
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<td>11.1.3 Determine specific unit of study results of candidates</td>
<td>Unit of Study Coordinator</td>
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<td>11.1.4 Determine the outcome of applications for special consideration due to illness, injury or misadventure</td>
<td>Unit of Study Coordinator</td>
<td>Coursework Policy 2014</td>
<td>Assessment Procedures 2011</td>
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<td></td>
<td>11.1.5 Set the date of a replacement assessment not undertaken in a formal exam period</td>
<td>Associate Dean; Program Director</td>
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<td>Assessment Procedures 2011</td>
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<td>11.1.6 Set the date of a replacement assessment undertaken in a formal exam period</td>
<td>Deputy Vice-Chancellor (Education)</td>
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<td>Assessment Procedures 2011</td>
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<tr>
<td>11.1.7</td>
<td>Determine alternative means of assessment, where a student is unable to attempt a replacement assessment due to illness, injury or misadventure, or the Faculty or University school is unable to construct a valid form of replacement assessment</td>
<td>Associate Dean</td>
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<tr>
<td>11.1.8</td>
<td>Award a grade of DC where a Faculty or University school is unable to determine an alternative means of assessment</td>
<td>Associate Dean</td>
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<tr>
<td>11.1.9</td>
<td>Determine the outcome of applications for special arrangements for assessments</td>
<td>Program Director</td>
<td>Unit of Study Coordinator</td>
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<tr>
<td>11.1.10</td>
<td>Determine the outcome of applications for reasonable adjustments or accessible examination and assessment arrangements for students with a disability</td>
<td>Unit of Study Coordinator</td>
<td>Disability Services Office</td>
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<tr>
<td>11.1.11</td>
<td>Approve three hour examinations and examinations that are</td>
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<td>longer than the equivalent of 30 minutes per credit point</td>
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<tr>
<td>11.1.12 Determine whether an examination that has been interrupted due to an emergency evacuation should be resumed or re-sat by affected students</td>
<td>The most senior available of Executive Dean, Dean, Deputy Executive Dean, Deputy Dean, Head of School and Dean (University school), Deputy Head of School and Deputy Dean (University school), Associate Dean, Head of School or Head of Clinical School</td>
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<td>11.1.13 Determine and publish dates for release of results</td>
<td>Deputy Vice-Chancellor (Education)</td>
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<td>11.1.14 Authorise the release of results for a particular unit of study earlier than the published date</td>
<td>Deputy Vice-Chancellor (Education)</td>
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<td>11.2 Postgraduate research</td>
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<td>11.2.1 Determine policy for the award and examination of the PhD</td>
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<td>11.2.2 Determine policy for supervision of</td>
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<td>postgraduate research students</td>
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<td>11.2.3 Require students to undertake other studies and training during candidature</td>
<td>Postgraduate Coordinator</td>
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<td>11.2.4 Require students to provide satisfactory evidence of progress in their candidature and participate in a progress review interview</td>
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<td>11.2.5 Determine that a student has demonstrated satisfactory or marginal progress, and specify conditions of candidature to apply the following year</td>
<td>Postgraduate Coordinator</td>
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<tr>
<td>11.2.6 Determine that a student has demonstrated unsatisfactory progress and allow the student to continue to be enrolled with conditions, or recommend that the student be asked to show good cause why he or she should be permitted</td>
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<td>to continue the candidature</td>
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<td>11.2.7 Allow a student’s candidature to continue and specify conditions of candidature to apply the following year after considering the recommendation from the Postgraduate Coordinator.</td>
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<td>11.2.8 Grant a candidate an exemption to the prescribed requirements for dealing with confidential information in a thesis</td>
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<td>Chair of the Graduate Studies Committee of the Academic Board</td>
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<td>11.2.9 Grant access by a scholar to a restricted appendix of a thesis</td>
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<td>Director, University Libraries</td>
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<td>11.2.10 Restrict access to a thesis for a period not exceeding six months from the date of the award of the degree</td>
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<td>11.2.11 Restrict access to a thesis for a limited period of time in excess of six months</td>
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<td>Executive Dean; Dean; Head of School and Dean (University School)</td>
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<td>11.2.12</td>
<td>Approve an extension of candidature with a latest date for submission of thesis for examination beyond the maximum specified period</td>
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<td>11.2.13</td>
<td>Determine an application to submit a thesis in a language other than English</td>
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<td>11.2.14</td>
<td>Prescribe the required form of a thesis for examination</td>
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<td>11.2.15</td>
<td>Certify that the form of a student’s thesis is satisfactory</td>
<td>Coordinating supervisor</td>
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<td>11.2.16</td>
<td>Permit a student who has made exceptional progress in his or her candidature to submit a thesis for examination up to two research periods earlier than the prescribed period</td>
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<td>11.2.17</td>
<td>Permit a student who has made exceptional progress in his or her candidature to submit a thesis for</td>
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<td>examination more than two research periods earlier than the prescribed period</td>
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<td>11.2.18 Approve an extension of candidature with a latest date for submission of thesis for examination beyond the maximum specified period</td>
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<td>11.2.19 Determine an application to submit a thesis in a language other than English</td>
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<td>11.2.20 Prescribe the required form of a thesis for examination</td>
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<td>11.2.21 Certify that the form of a student’s thesis is satisfactory</td>
<td>Coordinating supervisor</td>
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**Doctor of Philosophy (PhD)**

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<td>11.2.22 Permit a student who has made exceptional progress in his or her candidature to submit a thesis for examination up to two research periods earlier than the prescribed period</td>
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Higher Degree by Research Rule 2011
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<td>11.2.23</td>
<td>Permit a student who has made exceptional progress in his or her candidature to submit a thesis for examination more than two research periods earlier than the prescribed period</td>
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<td>Approve an extension of candidature with a latest date for submission of thesis for examination beyond the maximum specified period</td>
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<td>11.2.25</td>
<td>Prescribe the required form of a thesis for examination</td>
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<td>Determine an application to submit a thesis in a language other than English</td>
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**Higher Doctorates**

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<td>11.2.27</td>
<td>Appoint examiners</td>
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<td>11.2.28</td>
<td>Determine result of examination on the recommendation of the Executive Dean, Dean or Head of School and Dean (University school)</td>
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## PART 12 PROGRESSION AND EXCLUSION

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<td>12.1 Progression requirements</td>
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<td>12.1.1 Approve progression requirements for each course</td>
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<td>12.1.2 Approve a research student's progress plan</td>
<td>Postgraduate Coordinator</td>
<td>Coordinating Supervisor</td>
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<tr>
<td>12.1.3 Approve material variations to a research student's progress plan</td>
<td>Postgraduate Coordinator</td>
<td>Coordinating Supervisor</td>
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<tr>
<td>12.1.4 Require that progress reviews be conducted for research students</td>
<td>Postgraduate Coordinator</td>
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<tr>
<td>12.1.5 Appoint academic staff members to form a review panel, and nominate one member to act as Chair</td>
<td>Postgraduate Coordinator</td>
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<td>12.1.6 Determine a progress review rating</td>
<td>Postgraduate Coordinator</td>
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<td>12.1.7 Determine that a supplementary progress review is required</td>
<td>Postgraduate Coordinator</td>
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<td>12.1.8 In response to a rating of ‘marginal progress’ or ‘unsatisfactory progress’, take such action as considered appropriate, consistent with the relevant Rule and policy</td>
<td>Postgraduate Coordinator</td>
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<tr>
<td>12.2 Requirement to show good cause</td>
<td>Coursework students</td>
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<tr>
<td>12.2.1 Require a student who has not met progression requirements to show good cause why</td>
<td>Associate Dean</td>
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<td>re-enrolment should be permitted.</td>
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<tr>
<td>12.2.2</td>
<td>Require a student who has failed or discontinued a unit of study more than once to show good cause why re-enrolment in that unit should be permitted</td>
<td>Associate Dean</td>
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</tr>
<tr>
<td>12.2.3</td>
<td>Require a student who fails or discontinues a year of a course or a unit of study having been admitted or re-admitted after failure or discontinuation in the immediately prior year to show cause why further re-enrolment should be permitted</td>
<td>Associate Dean</td>
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<tr>
<td>12.2.4</td>
<td>Permit a student who has shown good cause to re-enrol</td>
<td>Associate Dean</td>
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*Research students*
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<th>DELEGATION EXERCISE CONDITIONS</th>
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<tr>
<td>12.2.5</td>
<td>Require a student to show good cause why he or she should be permitted to continue the candidature</td>
<td>Associate Dean</td>
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<td>Higher Degree by Research Rule 2011</td>
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<tr>
<td>12.2.6</td>
<td>Determine that a student has shown good cause and permit the student to continue</td>
<td>Associate Dean</td>
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<td>12.3</td>
<td>Failure to show good cause</td>
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<td>12.3.1</td>
<td>Permit a student who has failed to show good cause to re-enrol in a course subject to restrictions on units of study</td>
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<td>Coursework Policy 2014</td>
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<td>12.3.2</td>
<td>Exclude from a course a student who has failed to show good cause</td>
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<td>12.3.3</td>
<td>Determine that a student has not shown good cause and terminate the student’s candidature or impose conditions or restrictions on the continuation of candidature</td>
<td>Associate Dean</td>
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<td>Higher Degree by Research Rule 2011</td>
</tr>
<tr>
<td>Activity</td>
<td>Function</td>
<td>DELEGATION EXERCISE CONDITIONS</td>
<td>GOVERNANCE</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>12.3.4</td>
<td>Offer a student an option to transfer to another course, and impose conditions on any such transfer</td>
<td>Associate Dean</td>
<td>Higher Degree by Research Rule 2011</td>
<td></td>
</tr>
<tr>
<td>12.3.5</td>
<td>Preclude an excluded student from applying for admission to a higher degree by research within the Faculty or University School</td>
<td>Associate Dean</td>
<td>Higher Degree by Research Rule 2011</td>
<td></td>
</tr>
<tr>
<td>12.4</td>
<td>Re-admission and credit after exclusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.4.1</td>
<td>Re-admit a student who has been excluded from a coursework award course after at least two calendar years</td>
<td>Associate Dean</td>
<td>Coursework Policy 2014</td>
<td></td>
</tr>
<tr>
<td>12.4.2</td>
<td>Grant credit for work completed at the University or at another institution during a period of exclusion from a coursework award course</td>
<td>Associate Dean</td>
<td>Coursework Policy 2014</td>
<td></td>
</tr>
</tbody>
</table>
## PART 13 TERMINATION OF CANDIDATURE

<table>
<thead>
<tr>
<th>DELEGATION</th>
<th>APPOINTED DELEGATE</th>
<th>DELEGATION EXERCISE CONDITIONS</th>
<th>GOVERNANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13.1</strong> Termination of candidature</td>
<td>13.1.1 Terminate a coursework student's candidature where disqualifying circumstances exist</td>
<td></td>
<td>Student Discipline Rule 2016</td>
</tr>
<tr>
<td></td>
<td>Deputy Vice-Chancellor (Education)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## PART 14 HONOURS, UNIVERSITY MEDAL AND AEGROTAT AWARDS

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

That the Academic Standards and Policy Committee note this progress report from the Assessment Working Group.

EXECUTIVE SUMMARY

On 28 November the Academic Board endorsed the 2017 report of the Assessment Working Group including all five recommendations and the proposed implementation timeline. During 2018 the Working Group is continuing in its role in overseeing implementation of the assessment initiatives of the Strategy in 2018. As part of this work, the Assessment Working Group has now developed definitions of the Graduate Qualities (Attachment 1). It has also endorsed taking the enclosed draft common University rubrics to measure student attainment of the Graduate Qualities (Attachment 2) to a consultation phase involving feedback from focus groups of staff, students, engagement partners and alumni, validation of the developmental steps of each component and an online feedback form for staff, students and engagement partners. Feedback on these draft rubrics will be synthesised with a view to submitting the draft rubrics to the Academic Board for endorsement at their 7 August meeting. On 1 May 2018, the Academic Board noted an adjustment of the previously agreed timeline for implementation of assessment-related strategic initiatives, to allow faculties more time to undertake work including reviewing course and component learning outcomes and developing assessment plans.
Non-Confidential

BACKGROUND / CONTEXT

The Assessment Working Group (AWG) was established by the Chair of the Academic Board and Deputy Vice-Chancellor (Education) during 2017 to develop and deliver the assessment initiatives in the University’s 2016–20 Strategic Plan. These initiatives aim to ensure the University’s graduate qualities, agreed during 2015, are embedded as learning outcomes in all undergraduate degrees. The Strategy further outlines plans to assess the graduate qualities through a final project or placement and use a common rubric that could also be used by students for self-assessment. This will provide valuable feedback to staff and students on the learning that has been achieved and the opportunity to improve or supplement that learning as necessary.

During 2017, the AWG conducted a strategic review of assessment in consultation with University stakeholders. On 28 November 2017 the Academic Board reviewed its findings and endorsed recommendations made by the AWG in its final report for 2017 (Attachment 3). Implementation of five recommendations is being progressed during 2018 and 2019.

Recommendation 1: Ensure that learning outcomes for degrees and each curriculum component give expression to the Graduate Qualities
Recommendation 2: Map and plan assessment across the curriculum
Recommendation 3: Coordinate curriculum components and degrees
Recommendation 4: Use a common approach to assess the Graduate Qualities
Recommendation 5: Explore the use of the project units and other experiential units to assess student achievement of the Graduate Qualities

ISSUES

During 2018, the work of the AWG includes:
1. establishing common University definitions of the Graduate Qualities
2. developing common University rubrics for assessing the Graduate Qualities
3. establishing an agreed model for trialling the common rubrics, including in pilot 3000-level interdisciplinary project units in collaboration with the Associate Directors (Education – Enterprise and Engagement); and,
4. developing assessment plan exemplars to guide the development of such plans by faculties for each degree and curriculum component.

Definitions of the Graduate Qualities have now been endorsed (Attachment 1) and are available on the Teaching Support page of the staff intranet. Common University rubrics have been under development by nine working parties since early 2018, with advice from the Educational Measurement and Assessment Hub and the AWG (Attachment 4). The AWG have recently endorsed moving the enclosed draft rubrics to measure student attainment of Graduate Qualities (Attachment 2) to a consultation and validation stage involving focus groups and an online feedback form for staff, students, external engagement partners, alumni and professional bodies. Feedback on the draft rubrics will be sought from the University Executive Education Committee in May 2018 and that committee will be asked to endorse them during July. The rubrics will be submitted to the Academic Board for endorsement at the 7 August meeting.

In line with the Strategy and the recommendations of the Assessment Working Group, the Academic Board has committed faculties to ensuring that learning outcomes for all degrees and relevant curriculum components give full expression to the Graduate Qualities and ensuring that assessment plans are developed for all degree and relevant curriculum components. On 1 May 2018 the Academic Board noted an adjustment of the previously agreed timeline for implementation of assessment-related strategic initiatives. The following timeline extends the deadlines into 2019 in order to allow faculty committees and coordinators the time to give this work the close consideration it requires.

<table>
<thead>
<tr>
<th>Faculty activity for 2018/2019</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deans are asked to appoint coordinators for every degree and course component (major, programme and stream)</td>
<td>March 2018 (Complete)</td>
</tr>
</tbody>
</table>
Faculties review the learning outcomes for all undergraduate degrees and also review the streams, programs and majors that were endorsed by the Academic Board in 2016 to ensure they give full expression to the Graduate Qualities.

Faculties develop assessment plans for all degrees, streams, programs and majors.

The Education portfolio has provided $2.9 million in support via compact funding to enable staff to participate in strategic education initiatives relating to assessment and meet their obligations to the Academic Board. Optional Educational Innovation curriculum renewal workshops and review forums are underway to support this work and will continue to be offered to course and curriculum component coordinators and unit of study coordinators throughout 2018 (Attachment 5). Further information is available via the Teaching@Sydney page of the staff intranet.

**ATTACHMENTS**

Attachment 1 – Interim definitions of the University Graduate Qualities
Attachment 2 – Draft common University rubrics to measure attainment of the Graduate Qualities
Attachment 4 – Membership of the Graduate Quality rubric development working parties
Attachment 5 – Schedule of Educational Innovation workshops
Attachment 6 – Dependencies between Education portfolio projects to implement strategic initiatives
## Attachment 1 – Interim definitions of the Graduate Qualities

### Depth of Disciplinary Expertise

**Definition**
Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline.

**Components**
- Understanding of conceptual space of recognised discipline
- Integration and rigorous application of disciplinary knowledge
- Awareness of the norms, culture and practice of the discipline
- Capabilities to participate in the evolving practice in the discipline

### Critical Thinking and Problem Solving

**Definition**
Critical thinking and problem solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem.

**Components**
- Definition of problem or issue in context
- Critical questioning of ideas, evidence and assumptions
- Creation and evaluation of hypotheses or alternative arguments
- Formulation of defensible conclusions and best possible solutions

### Communication (oral and written)

**Definition**
Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.

**Components**
- Clear conveyance of meanings in terms original to the student
- Adjustment according to audience and context
- Use of media and modes appropriate to each communication
- Clarity of structure and organization of ideas

### Information and digital Literacy

**Definition**
Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.

**Components**
- Location, interpretation and evaluation of data and information
- Management of data and information
- Adaptation, integration and conveyance of data and information
- Creation of data and information
- Effective use of digital resources, tools and strategies

### Inventiveness

**Definition**
Inventiveness is generating novel ideas and solutions.

**Components**
- Reimagines and reframes disparate ideas, observations or resources
- Creates novel, ideas, solutions or actions

### Cultural Competence

**Definition**
Cultural competence is the ability to engage ethically, respectfully and successfully in intercultural settings.
### Interdisciplinary effectiveness

**Definition**
Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.

**Components**
- Understanding of multiple viewpoints and practices
- Working effectively across discipline and professional boundaries
- Integrating and synthesising different ways of thinking
- Production of distinctive outcomes.

### An integrated professional, ethical and personal identity

**Definition**
An integrated professional, ethical and personal identity is understanding the interaction between one’s personal and professional selves in an ethical context.

**Components**
- Articulates a coherent ethical framework
- Reflects on the self in personal and professional contexts

### Influence

**Definition**
Influence is engaging others in a process, idea or vision.

**Components**
- Responsibility for improvement through involvement and leadership
- Confidence, self-awareness and a willingness to learn from others
- Persuasiveness
Graduate Quality: Depth of disciplinary expertise

<table>
<thead>
<tr>
<th>Indicators</th>
<th>0 Bottom level performance indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4 Top level performance indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of conceptual space of recognised discipline</td>
<td>Describes in general terms what the discipline involves.</td>
<td>Identifies broad foundational ideas and concepts using formal terminology and nomenclature associated with the discipline.</td>
<td>Outlines ideas and concepts from a range of different topics and associated skills within the discipline in some depth.</td>
<td>Describes the concepts, instruments and skills within the contemporary context of the discipline and map into a framework, at times appreciating areas of inconsistency.</td>
<td>Analyses the concepts and methodologies within the historical perspective and the contemporary context of the discipline and synthesises these into a coherent intellectual framework with appreciation of disciplinary gaps and limitations.</td>
</tr>
<tr>
<td>Understanding of the content and boundaries of the discipline</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Integration and rigorous application of disciplinary knowledge</td>
<td>Demonstrates general awareness of the kinds of activities an individual operating in the discipline undertakes.</td>
<td>Formulates broad ideas about the appropriate application of disciplinary knowledge. Identifies evidence or data which is germane and relevant to activities which characterise their discipline.</td>
<td>Utilises knowledge and skills drawing on basic, discipline-specific tools in activities that characterise their discipline and explains their choice of strategies using an integrated approach.</td>
<td>Integrates knowledge and skills using discipline-specific tools in applying their knowledge to the activities that characterise their discipline, justifying their decisions. Connects disciplinary knowledge into an overarching internal disciplinary framework.</td>
<td>Weighs and integrates knowledge and skills using hands-on, instrumental or abstract tools in activities that characterise their discipline, including the justification and defence of their application of knowledge and skills. Connects disciplinary knowledge into an internal framework and is able to position that knowledge into the wider context within</td>
</tr>
<tr>
<td>Application and integration of disciplinary knowledge</td>
<td></td>
<td></td>
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</tbody>
</table>

- Understanding of conceptual space of recognised discipline:
  - Describes in general terms what the discipline involves.
  - Identifies broad foundational ideas and concepts using formal terminology and nomenclature associated with the discipline.
  - Outlines ideas and concepts from a range of different topics and associated skills within the discipline in some depth.
  - Describes the concepts, instruments and skills within the contemporary context of the discipline and map into a framework, at times appreciating areas of inconsistency.
  - Analyses the concepts and methodologies within the historical perspective and the contemporary context of the discipline and synthesises these into a coherent intellectual framework with appreciation of disciplinary gaps and limitations.

- Integration and rigorous application of disciplinary knowledge:
  - Demonstrates general awareness of the kinds of activities an individual operating in the discipline undertakes.
  - Formulates broad ideas about the appropriate application of disciplinary knowledge. Identifies evidence or data which is germane and relevant to activities which characterise their discipline.
  - Utilises knowledge and skills drawing on basic, discipline-specific tools in activities that characterise their discipline and explains their choice of strategies using an integrated approach.
  - Integrates knowledge and skills using discipline-specific tools in applying their knowledge to the activities that characterise their discipline, justifying their decisions. Connects disciplinary knowledge into an overarching internal disciplinary framework.
  - Weighs and integrates knowledge and skills using hands-on, instrumental or abstract tools in activities that characterise their discipline, including the justification and defence of their application of knowledge and skills. Connects disciplinary knowledge into an internal framework and is able to position that knowledge into the wider context within.
<table>
<thead>
<tr>
<th>Non-Confidential</th>
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</thead>
<tbody>
<tr>
<td><strong>Awareness of the norms, culture and practice of the discipline</strong></td>
</tr>
<tr>
<td><strong>Awareness of the norms, practices and culture of the discipline</strong></td>
</tr>
<tr>
<td>Outlines in general terms the formal norms and informal practices which affect the way in which practitioners within a discipline operate.</td>
</tr>
<tr>
<td>Outlines the regulatory practices of the discipline demonstrating an understanding of the internal workings of its culture.</td>
</tr>
<tr>
<td>Exercises judgement within the regulatory practices of the discipline demonstrating understandings of the internal workings of the discipline; identifies actual and potential conflicts in the application and operation of cultural norms within the discipline.</td>
</tr>
<tr>
<td>Exercises nuanced judgement within the ethical and regulatory practices of the discipline demonstrating intricate understandings of the internal workings of the discipline in terms of the ways that it produces knowledge and artefacts, and how these are shared, assessed and accepted within the culture and practice of the discipline.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capabilities to participate in the evolving practice in the discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates awareness that disciplinary practice evolves, aware of broad historical changes which have occurred over time.</td>
</tr>
<tr>
<td>Analyses the ways in which disciplines evolve over time; supports analysis with relevant theoretical knowledge evidence and data.</td>
</tr>
<tr>
<td>Reviews knowledge that have led to differing perspectives and shares these while considering the interests and concerns of allied fields and disciplines.</td>
</tr>
<tr>
<td>Synthesises knowledge leading to expanded perspectives and insights, and negotiates the territories that the discipline shares with other fields. Advocates effectively to promote the evolution of disciplinary knowledge and practices in a range of contexts and situations.</td>
</tr>
</tbody>
</table>

**Colour codes in the first column:**

- Yellow is our suggested wording
<table>
<thead>
<tr>
<th>Indicators</th>
<th>0 = Bottom level performance indicator</th>
<th>1</th>
<th>2</th>
<th>3 = Top level performance indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of problem or issue in context</td>
<td>Does not offer a definition of the problem or issue, makes no attempt to situate problem or issue in context or to explain why it matters, makes no attempt to identify criteria against which to evaluate various solutions.</td>
<td>Provides a superficial definition of the problem or issue, shows that the problem or issue is situated in a context, but is not yet able to show why the context matters, or to identify criteria against which to evaluate various solutions.</td>
<td>Provides a useful definition of the problem or issue, shows that the problem or issue is situated in a context, shows understanding of some details of that context and can explain why these matters, provides definitions of some of the key terms, can identify some desirable features of various solutions.</td>
<td>Insightful and articulate. Analyses and understands a context by consulting a suitably broad range of informational sources, identifies and appropriately frames a problem or issue within that context, phrases the problem or issue clearly in their own words, defines key terms, explains why this problem matters, sets out criteria against which to measure various solutions.</td>
</tr>
<tr>
<td>Critical questioning of ideas, evidence and assumptions</td>
<td>Defers to received opinion without evaluating sources of information and without considering possible bias and error, does not recognise genuine expertise, does not identify or question methodologies used, is swayed by mere rhetoric, does not engage with evidence, does not consider other historical, intercultural or interdisciplinary perspectives.</td>
<td>Recognises that ideas, evidence and assumptions need to be examined, makes an attempt to identify possible bias and error, recognises that not every self-described expert has genuine expertise, identifies and avoids at least some fallacious rhetoric, provides evidence to justify conclusions.</td>
<td>Questions received ideas, evidence and assumptions, engages with the work of genuine experts, critiques fallacious rhetoric, engages in rational argument, assesses currently available evidence, shows awareness that new evidence may be discovered, shows awareness of differences in perspective.</td>
<td>Open-minded and intellectually rigorous. Critically examines received ideas, evaluates the credibility and methodology of authorities and experts, distinguishes sound reasoning from mere rhetoric, assesses currently available evidence, engages with competing views from various historical, intercultural and interdisciplinary perspectives, locates new evidence.</td>
</tr>
<tr>
<td>Item No</td>
<td>Creation and evaluation of hypotheses or alternative arguments</td>
<td>Formulation of defensible conclusions and best possible solutions</td>
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<tr>
<td>5.1</td>
<td>Does not develop original hypotheses or arguments. Does not see how various hypotheses could be tested.</td>
<td>Does not offer any solution or conclusion, or dogmatically asserts a solution without being able to defend it. Does not identify and apply the relevant evaluative criteria.</td>
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</tr>
<tr>
<td></td>
<td>Recognises that current hypotheses and arguments may be suboptimal and ought to be evaluated, assesses at least some of the existing hypotheses and arguments.</td>
<td>Formulates an incomplete or unconvincing solution or conclusion, and is not yet able to offer a convincing defence with reference to the relevant evaluative criteria.</td>
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<tr>
<td></td>
<td>Generates some new hypotheses and arguments, shows awareness of how they could be compared and tested, carries out at least some of these tests.</td>
<td>Offers a solution or conclusion based on engagement with some of the relevant evidence, defends this solution or conclusion in light of relevant evaluative criteria.</td>
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<tr>
<td></td>
<td>Creative and judicious. Generates original hypotheses and arguments. Figures out how to test relevant hypotheses and arguments via reasoning, observation, or experiment, carries out these tests, evaluates the results.</td>
<td>Wise and decisive. Decides on the balance of the evidence, formulates conclusion or solution clearly in their own words, identifies the proper scope and significance of the conclusion commensurate with methods used, explains why this conclusion or solution is best when measured against relevant evaluative criteria.</td>
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</table>
**Graduate Quality: Communication (oral and written)**

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<thead>
<tr>
<th>Indicators</th>
<th>0 = Bottom level performance indicator</th>
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<th>3</th>
<th>4 = Top level performance indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates meaning in own words</td>
<td>Communicates meaning for the most part in their own words.</td>
<td>Capable of paraphrasing and clarifying meaning in their own words.</td>
<td>Communicates meaning unambiguously in their own words and presents alternative cases.</td>
<td>Communicates meaning skillfully and unambiguously in their own words.</td>
<td></td>
</tr>
<tr>
<td>Adjusts communication according to context (situation, audience, purpose and genre)</td>
<td>Adjusts communication in a manner that demonstrates awareness of given context.</td>
<td>Adjusts communication in a manner that demonstrates awareness of different contexts.</td>
<td>Adjusts communication in a manner that demonstrates sensitivity to a given context</td>
<td>Adjusts communication in a nuanced manner, demonstrating sensitivity to given context demonstrated in communicative style</td>
<td></td>
</tr>
<tr>
<td>Uses different modes, media and technology according to context</td>
<td>Uses different modes, media and technology in communication appropriately.</td>
<td>Uses a variety of appropriate modes, media and technology in communication to promote understanding and engagement.</td>
<td>Distinguishes between different modes, media and technology to enhance communication and to promote understanding and engagement.</td>
<td>Distinguishes between and uses different and appropriate modes, media and technology inventively to enhance communication and to enrich understanding and engagement</td>
<td></td>
</tr>
<tr>
<td>Structures and organises ideas and information according to context</td>
<td>Structures and organises ideas and information logically</td>
<td>Structures and organises ideas, and information logically and clearly</td>
<td>Structures and organises ideas, and logically, clearly and cohesively</td>
<td>Structures and organises ideas persuasively, and information consistently with clarity, cohesion and logic</td>
<td></td>
</tr>
<tr>
<td>Non-Confidential</td>
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</table>

### Graduate Quality: Information and digital literacy

<table>
<thead>
<tr>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope of an information needed</strong></td>
<td>Partially identifies underlying concepts in researching a question or problem</td>
<td>Completely identifies underlying concepts in researching a question or problem</td>
<td>Produces novel insights and approaches to researching a question or problem</td>
</tr>
<tr>
<td><strong>Location of data and information</strong></td>
<td>Uses a small number of sources and search strategies provided to access and select data and information</td>
<td>Uses and adapts of a variety of search strategies and sources to access and select data and information</td>
<td>Creates and critiques well-designed search strategies and most appropriate sources to access and select relevant data and information.</td>
</tr>
<tr>
<td><strong>Interpretation and evaluation of sources</strong></td>
<td>Applies basic criteria provided to judge the appropriateness of data and information and gives meaning within a defined context.</td>
<td>Selects criteria recognised within disciplines to judge the appropriateness of data and information and extracts multiple meanings.</td>
<td>Creates and justifies innovative criteria to judge the appropriateness of data and information and systematically constructs insightful meanings from a wide range of perspectives.</td>
</tr>
<tr>
<td><strong>Adaptation, integration and synthesis</strong></td>
<td>Uses basic techniques to extract information and organises data in a non-systematic way.</td>
<td>Extracts information from multiple sources, and, organises and synthesises it coherently for its intended purpose.</td>
<td>Extracts information from multiple sources in innovative ways, and, organises and synthesises data to create new knowledge.</td>
</tr>
<tr>
<td><strong>Use of digital resources, tools, and strategies</strong></td>
<td>Uses basic digital tools and strategies in simple ways and demonstrates awareness of more sophisticated ones.</td>
<td>Applies best practice approaches when using digital tools and strategies and shows evidence of independently learning to use new and more sophisticated ones.</td>
<td>Evaluates and uses advanced features of digital tools in sophisticated ways and shows evidence of independently learning to use a diverse range of new tools and strategies in innovative ways.</td>
</tr>
<tr>
<td>Ethical and legal access and use of data and information</td>
<td>Aware of ethical, legal and disciplinary standards in sourcing data and information and follows these at a basic level to cite sources and indicate direct reuse in the creation of new artefacts.</td>
<td>Consistently complies with the spirit, as well as the letter of ethical, legal and disciplinary standards in sourcing data and information and consistently provides nuanced and comprehensive acknowledgement of the detailed provenance of all artefacts used to create new artefacts.</td>
<td>Identifies ethical dilemmas in sourcing data and information and evaluates them using multiple frameworks in order to comply with ethical, legal and disciplinary standards.</td>
</tr>
<tr>
<td>Indicators</td>
<td>0 = Bottom level performance indicator</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>Creative thinking: coming up with ideas and using resources</td>
<td>Below standard.</td>
<td>Generates one-dimensional ideas and/or adopts resources within disciplinary norms and conventions.</td>
<td>Generates and connects similar ideas, and adopts resources within disciplinary norms and conventions.</td>
</tr>
<tr>
<td>Process and strategy: implementing a plan*</td>
<td>Below standard.</td>
<td>Follows a poorly organised and evaluated strategy, and/or an inflexible execution of a plan.</td>
<td>Follows an organised and evaluated strategy with some gaps, and/or a flexible execution of a plan.</td>
</tr>
<tr>
<td>* Might not apply to all disciplines</td>
<td></td>
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<tr>
<td>Outputs: developing concepts, solutions, processes or actions</td>
<td>Below standard.</td>
<td>Creates outputs that are a copy to something existing, incomplete, not feasible and/or poorly contextualised.</td>
<td>Creates outputs that show original aspects, and/or are mostly resolved, practical, and/or contextualised.</td>
</tr>
</tbody>
</table>
Graduate Quality: Cultural competence

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<thead>
<tr>
<th>Indicators</th>
<th>0 = Bottom level performance indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4 = Top level performance indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of one’s own cultural values and worldview</td>
<td>Growing understanding of one’s own cultural values, worldviews and practices, which may include emerging understanding of one’s own culture through disciplinary or theoretical knowledge.</td>
<td>Recognises the importance of understanding people’s cultures and worldviews.</td>
<td>Supports cultural difference on a group/institutional and societal level.</td>
<td>Possesses deep and broad understanding of one’s own, group, institutional and societal cultures, and promotes that understanding among others.</td>
<td></td>
</tr>
<tr>
<td>Understanding of norms and values of other cultures; and ability to engage cross-culturally</td>
<td>Seeks knowledge and understanding of the norms and values of different cultures, which may be through engagement with disciplinary knowledge or theory.</td>
<td>Identifies the advantages gained and barriers overcome through inter- and cross-cultural understanding and collaboration.</td>
<td>Adopts a position of critical cultural reflection, and investigates cultural change with humility and sensitivity, whether independently or through active listening or active sharing, as appropriate.</td>
<td>Applies extensive understanding of other cultures and the ability to collaborate within and across cultural boundaries to promote ethically just outcomes, as appropriate.</td>
<td></td>
</tr>
<tr>
<td>Ability to communicate across cultural boundaries and in intercultural settings</td>
<td>Recognises the need to listen and communicate sensitively in culturally diverse settings (i.e. listening, speaking, writing, presenting)</td>
<td>Demonstrates sensitive listening and communication in culturally diverse settings</td>
<td>Initiates thoughtful, accurate and respectful listening and communication with others in culturally diverse settings</td>
<td>Implements high-level communication skills and complex understandings of cultural differences through a range of techniques to interact with a variety of stakeholders</td>
<td></td>
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</tbody>
</table>
## Graduate Quality: Interdisciplinary effectiveness (in context of problem solving)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>0 = Bottom level performance indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4 = Top level performance indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of multiple viewpoints and practices</td>
<td>Limited recognition, and awareness of diversity within an interdisciplinary team.</td>
<td>Acknowledges and respects the diversity of view points that different disciplines bring to collaboration</td>
<td>Enacts ones’ discipline-based academic and/or professional responsibilities while appreciating the ideas, criticisms and amendments contributed by other disciplines.</td>
<td>Appreciates perspectives, and identifies likely biases of stakeholder groups/persons in finding solutions.</td>
<td>Articulates how diversity of knowledge from differing disciplines, including their organisation, contributes to addressing meaningful but complex problems.</td>
</tr>
<tr>
<td>Integrating and synthesising different ways of thinking</td>
<td>Minimal receptivity to different ways of thinking, when collaborating with other disciplines</td>
<td>Demonstrates willingness to integrate new knowledge, skills, and behaviours, as contributed by several disciplines</td>
<td>Demonstrates creativity, flexibility, and the interdependence of various roles/positions in collective problem-solving</td>
<td>Critically analyses one’s own strengths and limitations as well as that of the team’s performance when approaching a solution.</td>
<td>Creatively adapts and contributes to the team’s collaborative practice in order to achieve solutions to complex outcomes.</td>
</tr>
<tr>
<td>Working effectively across discipline and professional boundaries</td>
<td>Minimal demonstration of standards of respect and values when working with interdisciplinary team members.</td>
<td>Establishes respectful and ethical conduct in identifying potential sources of conflicts when working with other disciplines</td>
<td>Seeks and provides timely, sensitive and constructive feedback to colleagues in the context of team culture</td>
<td>Seeks to resolve conflict using an optimal balance between assertiveness, empathy and receptivity, and willingness to find a compromise</td>
<td>Display situational leadership: Understands, interacts, manages and adjusts behaviour of self and others to achieve common goals.</td>
</tr>
<tr>
<td>Production of distinctive outcomes.</td>
<td>Displays minimal contribution in developing a either a shared vision or achieving collective outcomes.</td>
<td>Contributes in developing a shared vision, and engagement in achieving unified goals and outcomes.</td>
<td>Applies principles and practice of developing a shared vision, and negotiating the achievement of unified goals and distinctive outcomes.</td>
<td>Critically reflects on the teams’ strengths, limitations and suggested improvements when generating a solution to a defined problem.</td>
<td>Justifies a collaborative solution to defined problems at the level of structure, process or outcomes.</td>
</tr>
<tr>
<td>Indicators</td>
<td>0 = Bottom level performance indicator</td>
<td>1</td>
<td>2</td>
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<td>4 = Top level performance indicator</td>
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<tr>
<td>Articulation of ethical values and practices.</td>
<td>Ability to identify core values of ethical conduct including justice, beneficence, integrity and respect for all human beings, and describe where they may be relevant. Has some understanding of what it is to be ethical or not ethical and demonstrates capacity to contrast the ethical with the not ethical in specific contexts.</td>
<td>Ability to engage with core values of ethical conduct and identify the relevant issues that require consideration in a specific context/decision e.g. relevance of, and need for consent, confidentiality, disclosure, inter-cultural and intra-cultural agreement. Demonstrates some ability to reflect on values, value-conflicts, and different views/positions that others may hold.</td>
<td>Demonstrates ability to think critically and can provide reasons for choices and actions with reference to core values of ethical conduct. Shows evidence that alternative views have been considered in own reasoning and decisions.</td>
<td>Ability to identify, articulate and respond with consideration of the specific context to all relevant ethical considerations – providing clear reasons for decisions and actions. Demonstrates appreciation of different perspectives, and roles, and the need to consider the value of alternative views/perspectives and how understanding the views of others allows us to develop and formulate our own ethical identity.</td>
<td></td>
</tr>
<tr>
<td>Responsibilities</td>
<td>Awareness of the need to take responsibility for actions. Can give examples of specific actions that might/should/would be taken.</td>
<td>Takes responsibility for decisions and actions.</td>
<td>Takes responsibility for decisions and actions – taking into account the impact on other individuals.</td>
<td>Takes responsibility for decisions and actions – taking into account the impact on other individuals, society and the environment.</td>
<td></td>
</tr>
<tr>
<td>Articulation of ethical values and practices in professional contexts</td>
<td>Awareness of role-specific/professional ethical responsibilities</td>
<td>Awareness of role-specific/professional ethical responsibilities and is aware of the sources of these.</td>
<td>Awareness of role-specific/professional ethical responsibilities and demonstrates capacity to describe the source/s of these.</td>
<td>Ability to articulate role-specific/professional ethical responsibilities and demonstrates capacity to critique the source/s of these.</td>
<td></td>
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<tr>
<td>Indicators</td>
<td>0 = Bottom level performance indicator</td>
<td>1</td>
<td>2</td>
<td>3 = Top level performance indicator</td>
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<tr>
<td>Confidence and self-efficacy in leading others</td>
<td>Yet to understand themselves and their own abilities, or understand their impact on others. Lacking capacity to influence others.</td>
<td>Expresses opinions on activities when prompted. Shows capacity to understand how their actions may impact on others.</td>
<td>Without prompting, confidently attempts to influence others. Responds to challenges as needed. Able to reflect on their own leadership.</td>
<td>Leads with confidence and seeks out opportunities to lead others. Initiates reflection on leadership skills and puts in place strategies for self-development and successfully responding to challenges.</td>
<td></td>
</tr>
<tr>
<td>Willingness to engage with, learn from and understand others</td>
<td>Does not yet engage with others effectively. Lacks ability to learn from others or give guidance or advice. Does not seek opportunities to engage others. Unaware of the abilities and viewpoints of others.</td>
<td>Will initiate tasks or engage with others on issues when prompted. Unwilling to guide or engage with the knowledge and capacities of others within their discipline.</td>
<td>Completes tasks and utilises opportunities to engage with and guide others within their discipline when directed. Considers a range of viewpoints. Attempts to identify the skills and needs of others and recognise their potential to contribute to shared learning.</td>
<td>Initiates and accepts accountability for tasks and recruits others to ensure tasks are completed. Understands clearly what distinct knowledge may be learned from others and negotiates with them to take on relevant tasks. Mentors or empowers others to reach their potential. Actively seeks out opportunities to engage with others on a range of issues both within and external to their expertise. Seeks out new and diverse viewpoints and resources.</td>
<td></td>
</tr>
<tr>
<td>Contextually relevant persuasion.</td>
<td>Unable to interpret and address unethical behaviours in self or others. Persuades without regard to the beliefs, attitudes, motivations and/or behaviours of others. Fails to interpret the social context in which persuasion is required.</td>
<td>Interprets unethical behaviour in persuasion. Interprets the social context in which persuasion is required. However, persuades without regard to the social context and the beliefs, attitudes,</td>
<td>Persuades others ethically, with regard to the social context, the beliefs, attitudes, motivations and/or behaviours of others.</td>
<td>Persuades with a clear understanding of their own ethical perspective, the relevant ethical framework for the situation and the perspectives of others. Reflects on the impact that persuasive actions has on those around them and the wider society.</td>
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</tr>
<tr>
<td>Effective techniques of persuasion.</td>
<td>Uses only their personal opinion in attempting to persuade. Lacking cohesiveness in arguments for persuasion. Unaware of who audience is and how to reach them. Arguments are not logically constructed.</td>
<td>When persuading, uses opinions of others without providing reference or context. Can identify an appropriate audience. Arguments exhibit logic but not cohesiveness.</td>
<td>Persuasion supported by reference to evidence and/or the opinions of experts. Understands their audience and can identify an appropriate communication channel. Persuades with arguments that are coherent and have logical flow.</td>
<td>Persuades using high quality evidence including the opinions of experts and people with lived experience. Persuades using, where relevant, a range of appropriate communication channels. Persuades using arguments that are coherent, flow logically and synthesise relevant evidence.</td>
<td></td>
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</tbody>
</table>
Attachment 4 – Membership of the Graduate Quality rubric development working parties

<table>
<thead>
<tr>
<th>Graduate Quality</th>
<th>Working Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of disciplinary expertise</td>
<td>Manjula Sharma (Lead)</td>
</tr>
<tr>
<td></td>
<td>Leo Davies</td>
</tr>
<tr>
<td></td>
<td>Ross Anderson</td>
</tr>
<tr>
<td></td>
<td>Tina Hinton</td>
</tr>
<tr>
<td>Critical thinking and problem solving</td>
<td>Luke Russell (Lead)</td>
</tr>
<tr>
<td></td>
<td>Kym Sheehan</td>
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<tr>
<td></td>
<td>Kane Race</td>
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<td></td>
<td>Lisa Conlon</td>
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<td></td>
<td>Siegbert Schmid</td>
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<tr>
<td>Communication</td>
<td>Frances Di Lauro (Lead)</td>
</tr>
<tr>
<td></td>
<td>Bronwyn James</td>
</tr>
<tr>
<td></td>
<td>Anthony Dracopolous</td>
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<tr>
<td></td>
<td>Jennifer Green</td>
</tr>
<tr>
<td></td>
<td>Jane Bleasel</td>
</tr>
<tr>
<td>Digital literacy</td>
<td>Michelle Harrison (Lead)</td>
</tr>
<tr>
<td></td>
<td>Judy Kay</td>
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<tr>
<td></td>
<td>Stephen Whelan</td>
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<td></td>
<td>Mark Freeman</td>
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<tr>
<td>Inventiveness</td>
<td>Martin Tomitsch (Lead)</td>
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<tr>
<td></td>
<td>Lian Loke</td>
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<td></td>
<td>Andrew Lavery</td>
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<td></td>
<td>Nial Wheate</td>
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<td></td>
<td>Karen Lansdown</td>
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<tr>
<td>Cultural competence</td>
<td>Dimitria Groutsis (Lead)</td>
</tr>
<tr>
<td></td>
<td>Belinda Chambers</td>
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<tr>
<td></td>
<td>Salim Farrar</td>
</tr>
<tr>
<td></td>
<td>Michelle Dickson</td>
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<td></td>
<td>Michael Tawa</td>
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<td></td>
<td>Sheelagh Daniels-Mayes</td>
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<td></td>
<td>Peter Ampt</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness</td>
<td>Chris Roberts (Lead)</td>
</tr>
<tr>
<td></td>
<td>Ying Zhang</td>
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<td></td>
<td>Adrienne Keane</td>
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<td>David Smith</td>
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<td></td>
<td>Beth Rorhlach</td>
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<td></td>
<td>Kim Bell-Anderson</td>
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<td></td>
<td>Joanne Arciuli</td>
</tr>
<tr>
<td>Integrated identity</td>
<td>Rita Shackel (Lead)</td>
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<tr>
<td></td>
<td>Angus Dawson</td>
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<td></td>
<td>Simon Weir</td>
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<td></td>
<td>Guy Redden</td>
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<td></td>
<td>Nathan Fenning</td>
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<td></td>
<td>Milena Simic</td>
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<tr>
<td>Influence</td>
<td>Jennifer Smith-Merry (Lead)</td>
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<td></td>
<td>Kevin Lowe</td>
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<td></td>
<td>Stephen Carter</td>
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<td></td>
<td>Erin Matthieu</td>
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<tr>
<td></td>
<td>Elisa Bone</td>
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<td>Philip Poronnik</td>
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</tbody>
</table>
Attachment 5 – Schedule of Educational Innovation curriculum renewal workshops

<table>
<thead>
<tr>
<th>Series</th>
<th>Structure and duration of workshop</th>
<th>Target user</th>
<th>Repeats</th>
<th>Timeframe</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Series I</strong>&lt;br&gt;Developing Leadership in Curriculum Design</td>
<td>Workshop: Understanding and planning curriculum leadership and design (2hrs)  &lt;br&gt;Break (approx 1 month)  &lt;br&gt;Review Forum: Reviewing and improving curriculum design: focus on course and component learning outcomes (1-2 hrs)</td>
<td>170-180 undergraduate course and curriculum component coordinators  &lt;br&gt;Attendance highly recommended</td>
<td>4 repeats of the series i.e. both the workshop and the forum</td>
<td>April – May  &lt;br&gt;Workshop: 12 April  &lt;br&gt;16 April  &lt;br&gt;18 April  &lt;br&gt;27 April  &lt;br&gt;Review Forum: 14 May  &lt;br&gt;17 May  &lt;br&gt;22 May  &lt;br&gt;23 May</td>
<td>This workshop series supports all coordinators of undergraduate courses and curriculum components (includes streams, programs, majors and standalone minors) in reviewing their curriculum design in line with the University of Sydney curriculum transformation agenda. This series comprises two hands on workshop events that will assist course and component coordinators to review and rework their major, stream, program or course so as to embed the graduate qualities in their learning outcomes and to refine the total curriculum design.</td>
</tr>
<tr>
<td><strong>Series II</strong>&lt;br&gt;Designing and Leading Units of Study</td>
<td>Workshop: Designing Units of study including embedding relevant graduate qualities and aligning with course and component learning outcomes (1-2 hrs)</td>
<td>All UoS Coordinators  &lt;br&gt;Optional attendance</td>
<td>4 repeats plus on demand</td>
<td>May 2018 plus further workshops as required  &lt;br&gt;1 May  &lt;br&gt;3 May  &lt;br&gt;28 May  &lt;br&gt;30 May</td>
<td>This hands-on workshop is for all unit of study coordinators. The workshop will guide UoS coordinators through designing their unit to align with relevant major and course learning outcomes and assessment plans and how one or more graduate qualities might be best embedded in the unit and how this can be expressed in its learning outcomes, learning activities and assessments.</td>
</tr>
</tbody>
</table>
**Series III**
Developing assessment plans

**Workshop:** Designing and developing assessment plans (1-2 hrs)

170-180 undergraduate course and curriculum component coordinators

*Attendance highly recommended*

4-5 repeats of the series

**Semester 2**
Schedule under development

This workshop series supports all coordinators of undergraduate courses and curriculum components (includes streams, programs, majors and standalone minors) in revising and designing assessment plans at the course and curriculum component level in line with the University of Sydney curriculum transformation agenda. This workshop will assist course and component coordinators to design and develop assessment plans which align with their course or component learning outcomes so as to demonstrate how and where in the curriculum the graduate qualities are assessed.
Implementation of Education Strategic Initiatives 2016-20

- Course and component LOs approved as part of broader curriculum design (16 Nov)
- Academic Board agreement on approach for implementation of assessment-related strategic initiatives including 5 recommendations (28 Nov)
- Coordinators designated for each UG degree and component (stream, program, major) (2 Mar)
- Common University rubrics developed
- Academic Board to note interim rubrics (7 Aug)
- EI: professional development workshops
- LOs for UG courses and components revised
- Academic Board to approve revised LOs following committee consultation (27 Nov)
- Assessment plans developed for UG courses and components
- Disciplinary interpretations of common University rubrics
- Rubrics piloted in faculties
- LOs further refined
- GQs fully embedded and assessed in one or more appropriate 3000-level units University-wide (2020)
- UoS outline agreed by UE Ed to ensure students are provided with consistent information and unit-level LOs point to key steps in students’ development of component level LOs (7 Aug)
- Faculties to commence curriculum mapping activity where agreed via compact arrangements (Jan)
- Akari tool released
- Akari piloted
- Sydney Curriculum (Akari) available University-wide (2 Jul)
- Sydney Curriculum (Akari) faculty training delivered and rolled-out
- Curriculum mapping project completed and Sydney Curriculum transitioned to BAU
- Development of model for 4000-level ICPUs
- ICPUs trialled with to 1000 students and evaluated
- Rubrics trialled
- 2019 ICPU projects determined
- ICPUs offered at scale across the University (24 Feb)
- ICPUs initial trials and evaluation
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Alyssa White, Committee Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Dr Melissa Hardie, Chair, Undergraduate Studies Committee</td>
</tr>
<tr>
<td>Paper title</td>
<td>Report of the Undergraduate Studies Committee</td>
</tr>
<tr>
<td>Purpose</td>
<td>This report summarises for the Academic Board the business of the meeting of the Undergraduate Studies Committee held on 15 May 2018.</td>
</tr>
</tbody>
</table>

RECOMMENDATION

That the Academic Board note the report from meeting of the Undergraduate Studies Committee held on 15 May and:

Science

1. Approve the proposal from the Faculty of Science to amend the Bachelor of Liberal Arts and Science and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;

2. Approve the proposal from the Faculty of Science to amend the Bachelor of Liberal Arts and Science and approve the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019;

3. Approve the proposal from the Faculty of Science to amend the Bachelor of Science / Bachelor of Advanced Studies to clarify the requirements of the Advanced stream, and approve the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019;

4. Approve the proposal from the Faculty of Science to amend the Bachelor of Science / Bachelor of Advanced Studies to allow students in the combined Bachelor of Engineering Honours / Bachelor of Science degree to select the Nanoscience and Nanotechnology program, and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;

5. Approve the proposal from the Faculty of Science to amend the Bachelor of Animal and Veterinary Sciences and approve the amendment of course resolutions arising from this proposal, with immediate effect;

6. Approve the proposal from the Faculty of Science to amend the Bachelor of Science Table A; approve the amendment of the Bachelor of Psychology to incorporate changes to intermediate psychology subjects and approve the amendment of course resolutions arising from the proposal; approve the amendment of the Bachelor of Science to incorporate a name change from the major in Behavioural Sciences to Psychological Science, and approve the amendment of course resolutions arising from the proposal; and approve the amendment of the Bachelor of Science / Master of Mathematical Sciences to reflect a change in credit points for the Mathematical Sciences Program resulting from inclusion of the Data Science major, as well as to bring resolutions of the BSc / MMathSci into line with the Mathematical Sciences Program structure, and approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2019;

7. Approve the proposal from the Faculty of Science to amend the Bachelor of Science / Bachelor of Advanced Studies (Taronga Wildlife Conservation) to allow students to enter the via special admission programs available to other award courses offered by the Faculty, and approve the amendment of faculty resolutions arising from this proposal, with effect from 1 January 2019;

8. Approve the proposal from the Faculty of Science to amend the Bachelor of Science / Doctor of Medicine and approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2019;

9. Approve the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology / Doctor of Veterinary Medicine and approve the amendment of unit of study tables arising from the proposal, with effect from 1 January 2019;

10. Approve the proposal from the Faculty of Science to update the units of study in the Bachelor of Science (pre-2018) Table 1, with effect from 1 January 2019;
Non-Confidential

<table>
<thead>
<tr>
<th>Item No</th>
<th>Date</th>
<th>Submission To</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>12 June 2018</td>
<td>Academic Board</td>
<td>Item 8 USC Report to Board - Summary</td>
</tr>
</tbody>
</table>

(11) approve the proposal from the Faculty of Science to amend the Bachelor of Science (pre-2018) and Bachelor of Liberal Arts and Sciences to close the Nanoscience and Technology major, and approve the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019;

(12) approve the proposal from the Faculty of Science to amend the Bachelor of Science / Master of Nutrition and Dietetics, Bachelor of Science in Agriculture, Bachelor of Food and Agribusiness, Bachelor of Animal and Veterinary Bioscience and Bachelor of Environmental Systems and approve the amendment of unit of study tables arising from the proposal, with effect from 1 January 2019.

Engineering and Information Sciences

(13) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours; approve the introduction of a new major in Food and Bioprocessing to the Bachelor of Engineering Honours; and approve the amendment of course resolutions and unit of study arising from the proposal, with effect from Semester 1, 2020;

(14) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours); and approve the amendment of unit of study tables arising from the proposal, with effect from Semester 1, 2019;

(15) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Advanced Computing and the Bachelor of Engineering (Honours); and approve the amendments to the tables of Units of Study arising from this proposal, with effect from Semester 1, 2019;

(16) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Project Management and approve the amendment of course resolutions and unit of study tables arising from this proposal, with effect from Semester 1, 2019;

(17) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) Civil stream and approve the amendment of unit of study tables arising from this proposal, with effect from Semester 1, 2019;

(18) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering (Honours) Biomedical stream and approve the amendment of unit of study tables arising from this proposal, with effect from Semester 1, 2019;

(19) approve the proposal from the Faculty of Engineering and Information Technologies to amend the combined Bachelor of Engineering (Honours) and Bachelor of Project Management and approve the amendment of course resolutions of the Bachelor of Engineering Honours combined degrees, with effect from Semester 1, 2019;

Health Sciences

(20) approve the proposal from the Faculty of Health Sciences to amend the units of study for the Hearing and Speech Table S major, and approve the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019;

(21) approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Physiotherapy) and approve the amendment of unit of study tables arising from this proposal, with effect from Semester 1, 2019;

Law

(22) approve the proposal from the Sydney Law School to amend the Bachelor of Laws and approve the amendment of unit of study tables arising from this proposal, with effect from 1 January 2019;

Business

(23) approve the proposal from the Business School to amend the Bachelor of Commerce and approve the amendment of unit of study Table A and Table S arising from this proposal, with effect from 1 January, 2019;

Pharmacy

(24) approve the proposal from the Sydney Pharmacy School to amend the Bachelor of Pharmacy and Bachelor of Pharmacy and Management and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;

(25) approve the proposal from the Sydney Pharmacy School to amend the Bachelor of Pharmacy and Bachelor of Pharmacy and Management and approve the amendment of unit of study tables arising from the proposal, with effect from 1 January 2019;
Non-Confidential

Dentistry

(26) recommend that Senate approve a proposal from the Sydney Dental School to delete the Bachelor of Dentistry from the Resolutions of Senate for the Faculty of Dentistry, with effect from 1 January 2019, noting that this degree is no longer offered and has been replaced by the Doctor of Dental Medicine in 2012;

Arts and Social Sciences

(27) approve the proposal from the Faculty of Arts and Social Science to amend the Bachelor of Visual Arts and Bachelor of Visual Arts / Bachelor of Advanced Studies and approve the amendment of course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;

(28) approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Arts and Bachelor of Arts / Bachelor of Advanced Studies to allow the introduction a new major Politics and International Relations with effect from 1 January 2019; to allow the introduction a new major Criminology with effect from 1 January 2020; to clarify the OLE requirements, with effect from 1 January 2019; and to confirm that the Global Studies and Media Studies majors are available to students enrolled in Bachelor of Arts/Bachelor of Laws, with effect from 1 January 2019; and approve the amendment of course resolutions and unit of study tables arising from these proposals;

(29) approve the proposal from the Faculty of Arts and Social Sciences to amend the resolutions of the Diploma of Arts, Diploma of Social Sciences and Diploma of Language Studies to reflect the new curriculum majors and minors and approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2019;

(30) approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Social Work and approve the amendment of course resolutions arising from the proposal, with effect from 1 January 2019;

(31) approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Economics and Bachelor of Economics / Bachelor of Advanced Studies to clarify OLE requirements, and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;

(32) approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Education (Secondary: Mathematics) and Bachelor of Science and amend course resolutions arising from this proposal, with effect from 1 January 2019;

(33) approve the proposal from the Faculty of Arts and Social Sciences to amend the Bachelor of Education (Secondary: Humanities and Social Sciences) and Bachelor of Arts and approve the amendment of course resolutions arising from this proposal, with effect from 1 January 2019;

(34) approve the proposal from the Faculty of Arts and Social Sciences to amend Table A, with effect from 1 January 2019; and

(35) approve the proposal from the Faculty of Arts and Social Sciences to pilot a student-centred enrolment pathway for Italian Studies, with effect from 1 January 2019.

ITEMS FOR DECISION

Please note that the full report is available here.

Science

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ITEMS FOR NOTING

The Undergraduate Studies Committee also:

- received a report from the Chair;
- noted the report of the Academic Board meeting of 1 May 2018;
- noted the introduction of two new units for the Bachelor of Design in Architecture (Honours) / Master of Architecture, in the Honours stream and associated unit of study tables, with effect from 1 January 2019.
- noted the: Update on Implementation of Strategic Initiatives relating to Assessment

Full agenda papers are available from the Undergraduate Studies Committee website, at


Dr Melissa Hardie
Chair, Undergraduate Studies Committee
That the Academic Board note the report from meeting of the Graduate Studies Committee held on 22 May 2018 and:

**Sydney Law School**

(1) approve the proposal from Sydney Law School to amend the Juris Doctor and amend unit of study tables arising from this proposal, with effect from 1 January 2019;

(2) approve the proposal from Sydney Law School to amend the Master of Administrative Law and Policy, Master of Criminology (Coursework), Graduate Diploma in Criminology, Master of International Law, Graduate Diploma in International Law; Master of Business Law, Graduate Diploma in Business Law, Master of Environmental Law, Graduate Diploma in Environmental Law, Master of Laws, Graduate Diploma in Law and Graduate Diploma in Commercial Law; and approve the amendment of unit of study tables and course resolutions arising from this proposal, with effect from 1 January 2019;

**School of Architecture, Design and Planning**

(3) approve the proposal from the School of Architecture, Design and Planning to amend the Bachelor of Design in Architecture (Honours) / Master of Architecture and amend unit of study tables arising from this proposal, with effect from 1 January 2019;

(4) approve the proposal from the School of Architecture, Design and Planning to amend the Master of Architectural Science (Sustainable Design) and amend unit of study tables arising from this proposal, with effect from 1 January 2019;

(5) approve the proposal from the School of Architecture, Design and Planning to amend the Master of Architecture and amend unit of study tables arising from this proposal, with effect from 1 January 2019;

(6) approve the proposal from the School of Architecture, Design and Planning to amend the Master of Heritage Conservation and amend the course resolutions and unit of study table arising from this proposal, with effect from 1 January 2019;

**Faculty of Arts and Social Sciences**

(7) approve the proposal from the Faculty of Arts and Social Sciences to amend the Doctor of Arts and Doctor of Social Sciences examination procedures and amend course resolutions arising from this proposal, with effect from 1 January 2019;

(8) approve the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Certificate of Art Curating and amend unit of study tables arising from this proposal, with effect from 1 January 2019;

(9) approve the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Diploma in Contemporary Art and Master of Contemporary Art and amend course resolutions arising from this proposal, with effect from 1 January 2019;

(10) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Crosscultural and Applied Linguistics and amend the course resolutions arising from this proposal, with effect from 1 January 2019;

(11) approve the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Certificate in Digital Communication and Culture and amend the course resolutions arising from this proposal, with effect from 1 January 2019;
Non-Confidential

(12) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Education and embedded award courses and amend the course resolutions arising from this proposal, with effect from 1 January 2019;
(13) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Education (Educational Management and Leadership) and embedded programs and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
(14) approve the proposal from the Faculty of Arts and Social Sciences to amend the Executive Master of Arts and Social Sciences and amend course resolutions arising from this proposal, with effect from 1 January 2019;
(15) approve the proposal from the Faculty of Arts and Social Sciences to amend the Executive Master of Public Administration and amend course resolutions arising from this proposal, with effect from 1 January 2019;
(16) approve the proposal from the Faculty of Arts and Social Sciences to amend the Graduate Certificate in Human and Community Services and amend course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;
(17) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Peace and Conflict Studies and amend course resolutions arising from this proposal, with effect from 1 January 2019;
(18) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of US Studies and embedded award courses and amend course resolutions arising from this proposal, with effect from 1 January 2019;
(19) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of International Relations, Master of International Security and Master of Political Economy and amend course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;
(20) approve the proposal from the Faculty of Arts and Social Sciences to amend the Postgraduate unit of study tables, with effect from 1 January 2019;
(21) approve the proposal from the Faculty of Arts and Social Sciences to amend the Master of Moving Image and amend course resolutions arising from this proposal, with effect from 1 January 2019;

Business School

(22) approve the proposal from the Business School to amend the Master of Commerce and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
(23) approve the proposal from the Business School to amend the Master of Business Administration (Leadership & Enterprise) and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
(24) approve the proposal from the Business School to amend the Master of Human Resource Management and Industrial Relations and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
(25) approve the proposal from the Business School to amend the Master of Business Administration and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
(26) approve the proposal from the Business School to amend the Master of Professional Accounting and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
(27) approve the proposal from the Business School to amend the Master of Logistics and Supply Chain Management and amend unit of study tables arising from this proposal, with effect from 1 January 2019;

Faculty of Engineering and Information Technologies

(28) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Professional Engineering / Master of Engineering and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
(29) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering and Master of Professional Engineering and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
(30) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Engineering and Master of Professional Engineering and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
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(31) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Health Technology Innovation and embedded award courses and amend unit of study tables arising from this proposal, with effect from 1 January 2019;

(32) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Project Management and amend course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;

(33) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Project and Program Management and amend course resolutions arising from this proposal, with effect from 1 January 2019;

(34) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Information Technology and Master of Information Technology Management and embedded award courses and amend course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;

(35) approve the proposal from the Faculty of Engineering and Information Technologies to amend the Master of Complex Systems and embedded award courses and amend course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;

**Faculty of Medicine and Health**

(36) approve the proposal from the Faculty of Medicine and Health to amend the Graduate Certificate in Evidence-Based Complementary Medicines and Master of Pharmacy and amend course resolutions arising from this proposal, with effect from 1 January 2019;

(37) approve the proposal from the Faculty of Medicine and Health to delete the Graduate Certificate in Clinical Dentistry (Oral Rehabilitation) and recommend that Senate approve the amendment of Resolutions of Senate for the Faculty of Dentistry arising from this proposal, with effect from 1 January 2019;

(38) approve the proposal from the Faculty of Medicine and Health to amend the Doctor of Clinical Dentistry and amend course resolutions arising from this proposal, with effect from 1 January 2019;

(39) approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine / Master of Science in Medicine and associated award courses, amend course resolutions and unit of study tables arising from this proposal, and recommend that Senate approve the amendment of the Resolutions of Senate for the Faculty of Medicine, with effect from 1 January 2019;

(40) approve the proposal from the Faculty of Medicine and Health to amend the Master of Health Policy and embedded award courses and amend unit of study tables arising from this proposal, with effect from 1 January 2019;

(41) approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine / Master of Science in Medicine (Infection and Immunity) and embedded award courses and amend unit of study tables arising from this proposal, with effect from 1 January 2019;

(42) approve the proposal from the Faculty of Medicine and Health to amend the Resolutions of the University of Sydney Medical School for coursework courses, with effect from 1 January 2019;

(43) approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine / Master of Science in Medicine (Clinical Epidemiology) and embedded award courses, and amend unit of study tables arising from this proposal, with effect from 1 January 2019;

(44) approve the proposal from the Faculty of Medicine and Health to amend the Master of Medicine / Master of Science in Medicine (General Practice and Primary Health Care) and embedded award courses and amend unit of study tables arising from this proposal, with effect from 1 January 2019;

**Faculty of Science**

(45) approve the proposal from the Faculty of Science to amend the Graduate Diploma in Psychology and amend unit of study tables arising from this proposal, with effect from 1 January 2019;

(46) approve the proposal from the Faculty of Science to amend the Master of Clinical Psychology and Master of Clinical Psychology / Doctor of Philosophy and amend course resolutions arising from this proposal, with effect from 1 January 2019;

(47) approve the proposal from the Faculty of Science to amend the Master of Environmental Science and Master of Environmental Science and Law and embedded award courses and amend unit of study tables arising from this proposal, with effect from 1 January 2019;
Non-Confidential

(48) approve the proposal from the Faculty of Science to amend the Bachelor of Science / Master of Mathematical Sciences and amend the course resolutions and unit of study tables arising from this proposal, with effect from 1 January 2019;

(49) approve the proposal from the Faculty of Science to amend the Bachelor of Science / Master of Nutrition and Dietetics and amend unit of study tables arising from this proposal, with effect from 1 January 2019; and

(50) approve the proposal from the Faculty of Science to amend the Master of Veterinary Studies / Master of Veterinary Clinical Studies and amend course resolutions arising from this proposal, with effect from 1 January 2019.

ITEMS FOR APPROVAL

Please note that the full report is available here.

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<tr>
<td>9.51</td>
<td>Bachelor of Science / Master of Nutrition and Dietetics</td>
<td>769-778</td>
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The Committee also:
- noted the Report of the Chair;
- noted the Report of the Academic Board meeting held on 1 May 2018;
- noted the Report of the HDR Scholarships Sub-Committee meeting of 27 April 2018;
- discussed the Higher Degree by Research (HDR) Engagement Implementation Plan; and
- discusses the Post-Bachelor Coursework Programs Report.

Full agenda papers are available from the Graduate Studies Committee website, at

sydney.edu.au/secretariat/academic-board-committees/graduate-studies-committee.shtml#papers

Associate Professor Michael Kertesz
Chair, Graduate Studies Committee
Submission To
Academic Board
Date
12 June 2018
Item No
10

Non-Confidential

Author
Dr Matthew Charet (Committee Secretary)

Reviewer/Approver
Associate Professor Wendy Davis (Chair, Academic Quality Committee)

Paper title
Report from Academic Quality Committee

Purpose
This report summarises for the Academic Board the business of the meeting of the Academic Quality Committee held on 8 May 2018

RECOMMENDATION

That the Academic Board note the report from the meeting of the Academic Quality Committee held on 8 May 2018;

(1) note the paper identifying issues with the current HDR thesis examination process as provided by the Director, Graduate Research and invite the Director, Graduate Research to develop a more detailed submission on the matter;

(2) approve the course review from the Faculty of Science for the Master of Nutrition and Dietetics, as presented; and

(3) approve the Academic Board / University Executive Phase Four Faculty Review Report for the Sydney Conservatorium of Music, as presented; and

ITEMS FOR DECISION

10.1 Consideration of Excessive Examination Times for HDR Theses

Members of the Academic Board are advised that a more detailed report on this matter is available from the Academic Quality Committee meeting papers.

10.2 Course Review: Master of Nutrition and Dietetics

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10.3 Phase 4 Faculty Review: Sydney Conservatorium of Music

confidential circulation

The Committee also:

- received updates on business arising;
- noted the report of the Academic Board meeting held on 1 May 2018;
- noted the report of the HDR Examinations Sub-Committee meetings held on 3 April and 1 May 2018;
- received an update from the Sydney Nursing School on progress of postgraduate coursework reviews;
- discussed a course review for the Master of Sustainability and agreed to refer it back to the Faculty for further development;
- noted the Unit of Study Survey 2017 Results Summary; and
- noted the Graduate Outcomes Survey (GOS) 2017 Results Summary.

Full agenda papers are available from the Academic Quality Committee website, at sydney.edu.au/secretariat/pdfs/academic-board-committees/academic%20quality/2018/20180508-AQC-Agenda-Pack.pdf

Associate Professor Wendy Davis
Chair, Academic Quality Committee
Non-Confidential

<table>
<thead>
<tr>
<th>Author</th>
<th>Professor Ross Coleman, Director – Graduate Research</th>
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<tbody>
<tr>
<td>Reviewer/Approver</td>
<td>Professor Pip Pattison – DVC Education</td>
</tr>
<tr>
<td>Paper title</td>
<td>Consideration of Excessive Examination Times for HDR Theses</td>
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<tr>
<td>Purpose</td>
<td>This paper provides a brief review of the key issues arising from an investigation by the Director, Graduate Research into examination times. The investigation identified three main challenges to improving both the student experience and the timeliness of examinations. Some solutions are tentatively proposed for further investigation by the Director, Graduate Research and broad consideration by the University.</td>
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</table>

RECOMMENDATION

That the Academic Board note the paper identifying issues with the current HDR thesis examination process as provided by the Director, Graduate Research and invite the Director, Graduate Research to develop a more detailed submission on the matter.

SUMMARY

Overly long examination times are a significant contributing factor to the University’s problems in improving the number of on-time completions by HDR students. The Director, Graduate Research completed a detailed analysis of the thesis examinations at the University by evaluating the duration of different stages in the examination process. These stages were: (i) from ‘intention submit’ to submission; (ii) from ‘intention to submit’ to approval of examiners; (iii) from ‘intention to submit’ to receipt of thesis by HDRAC; (iv) receipt of thesis by HDRAC to approval of examiners; (v) the frequency distribution of time differences between receipt of thesis and approval of examiners; (vi) the time between dispatch of thesis and receipt of examiners reports; (vii) patterns of return times from examiner’s reports - first to last; and (viii) duration of correction phase for students to emend an examined thesis. The analysis was sent to, and discussed at, the following Academic Board committees: HDR Examinations Sub-Committee, Academic Quality Committee and Graduate Studies Committee.

The analysis revealed three key challenges:

A. in about half of our examinations, the examiners are appointed after the thesis has been submitted, many up to three months after submission. This is in breach of policy and also means theses cannot be sent out for examination until the examiner appointment process is concluded;

B. the delayed receipt of the latest examiner report significantly extends the examination time. This is particularly the case where three examiners are involved (doctoral students only);

C. there may be value in reducing the time allocated for students to complete corrections to an examined thesis in some cases. Students are still taking up to 3 months, even though in many cases, a few weeks may be sufficient.

The discussion at the Academic Board committees canvassed a variety of views on potential solutions for analysis and consideration. Options discussed included:

- A reduction in the number of examiners from 3 to 2:
- Replacement of the traditional exclusively thesis-based examination with one where there is a mandatory oral component, consistent with the recommendations of the ACOLA report¹.

In discussions at committee, the Director, Graduate Research agreed with colleagues that faculties should consider means of encouraging supervisors to submit nomination of examiners in a much more timely fashion as well as encouraging Chairs of Examinations to consider adjusting the time needed for thesis correction to match the scale and intent of examiners’ comments.

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The committees noted that the provision of an IT based tool to manage thesis submission and examination would enhance the student experience, aid thesis processing, and improve management of conflict of interest issues. The Student Administrative Services unit will submit a budget bid in 2018 to purchase and implement such a tool. The committees strongly endorsed the implementation of this tool as being of key strategic importance.

In summary, each of the committees agreed that the institution has a serious and unacceptable problem of overly long examination times; providing solutions to this problem would help us mitigate issues of over-time completions in addition to improving the student experience. Each of the committees agreed that there was merit in the further consideration of a combination of reducing the number of examiners, introducing a mandatory oral component and providing guidance to faculties on tactics to improve the rate at which supervisors submit nominations of examiners. The complexities and challenges of introducing such changes warranted further discussion of a more detailed submission to the University. The Director, Graduate Research has agreed to develop such a paper.
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<tr>
<th>Author</th>
<th>Dr 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 Academic Board</td>
</tr>
<tr>
<td>Paper title</td>
<td>Amendment of the University of Sydney (Academic Board) Rule 2017</td>
</tr>
<tr>
<td>Purpose</td>
<td>To seek endorsement for a number of changes to the Amendment of the University of Sydney (Academic Board) Rule 2017 to recognise the implementation of the Faculty of Medicine and Health</td>
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**RECOMMENDATION**

That the Academic Board recommend that Senate approve the amendment of the University of Sydney (Academic Board) Rule 2017, as presented.

**EXECUTIVE SUMMARY**

The Academic Board is asked to endorse the amendment of clause 3.4(3) of the University of Sydney (Academic Board) Rule 2017, to remove reference to Part 6 of the University of Sydney (Governance of Faculties and University Schools) Rule 2016 which has been made obsolete by the implementation of the Faculty of Medicine and Health on 30 April 2018.
UNIVERSITY OF SYDNEY (ACADEMIC BOARD) RULE 2017

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

Adopted on: 23 August 2017
Amended on: 27 June 2018
Effective from: 1 September 2017

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PART 1 PRELIMINARY

1.1 Name of Rule
This is the University of Sydney (Academic Board) Rule 2017.

1.2 Commencement
This Rule commences on 31 July 2017.

1.3 Purpose of Rule
The purpose of this Rule is to provide for the constitution, functions and operations of the Academic Board.

1.4 Interpretation
(1) In this Rule:

- **Academic Board** means the Academic Board established by section 15 of the University of Sydney Act 1989 (NSW).
- **Act** means the *University of Sydney Act 1989 (NSW)* as amended from time to time.
- **academic staff member** has the meaning given in section 50(1) of the *By-Law*, which at the date of this Rule is:
  - a person who is employed as a member (other than a casual member) of the academic staff of the University.

- **allocated position** means a position allocated to be filled by a member of a particular school, as provided by subsection 3.3(3).
- **By – Law** means the *University of Sydney By-Law 1999 (NSW)* as amended from time to time.
- **Category A** means a faculty or University school which employs 5% or less of the University’s full-time equivalent academic staff, as specified in Schedule 1.
- **Category B** means a faculty or University school which employs more than 5% and up to (and including) 15% of the University’s full-time equivalent academic staff, as specified in Schedule 1.
- **Category C** means a faculty or University school which employs more than 15% and up to (and including) 25% of the University’s full-time equivalent academic staff.
academic staff, as specified in Schedule 1.

**Category D** means a faculty or University school which employs more than 25% of the University's full-time equivalent academic staff, as specified in Schedule 1.

centre means an academic grouping or collaborative network established by the University to add value to research or education activities, enhance collaboration and increase knowledge transfer.

clinical school means any clinical school in the Faculty of Medicine, or any such school as may be defined in the *University of Sydney (Governance of Faculties and University Schools) Rule 2016*.

enrolled student has the meaning given in section 50(1) of the *By-Law*, which at the date of this Rule is:

means a person (other than a person who is an academic staff member) who is enrolled as a student in an award course at the University.

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

**Faculty General Managers Committee** means the University Executive subcommittee of that name.

**Heads of School Committee** means the University Executive subcommittee of that name.

procedures means any procedures associated with this Rule, as provided in Part 8.

quota requirement means the requirements for representation of academic staff between Levels A-C and Levels D – E specified in subsection 3.3(4).

**Returning Officer** means the Secretary to Senate, or their nominee.

school means a school within a faculty, established and constituted consistently with the provisions of the *University of Sydney (Governance of Faculties and University Schools) Rule 2016*.

**Secretary to the Academic Board** means the Secretary to Senate or their nominee.

**University Executive** means the senior management committee comprised of the Vice-Chancellor, Deputy Vice-Chancellors, Deans of Faculties, Vice- Principals and Chair of the Academic Board.

**University school** means a University school as constituted and established by the *University of Sydney (Governance of Faculties and University Schools) Rule 2016*.

(2) A heading to a Part or Schedule is a provision of this Rule. Other headings are not provisions of this Rule, but the number of a section or subsection is a provision of this Rule even if it is in a heading.
PART 2 PURPOSE AND FUNCTIONS OF THE ACADEMIC BOARD

2.1 Principal responsibilities

(1) Subject to the Act, the By-law, the governing authority of the Senate and to the powers of the Vice-Chancellor, the Academic Board has the functions, powers and responsibilities set out in this part.

(2) The Academic Board has principal responsibility for:
   (a) assuring the highest standards in teaching, scholarship and research and, in so doing, safeguarding the academic freedom of the University;
   (b) overseeing and monitoring the development of academic activities of the University;
   (c) communicating with the academic community, particularly through academic organisational units such as faculties, University schools, boards of studies and centres; and
   (d) providing a forum for debate and information flow within the University in relation to academic matters.

2.2 Specific roles and powers

(1) Subject to any inconsistent provision in the Act, By-law or any Rule, the Academic Board will determine standards and, after consultation with the University Executive, determine policy in relation to:
   (a) admission requirements;
   (b) programs of study, including requirements for the award of any qualification;
   (c) progression requirements;
   (d) examinations and assessment;
   (e) student recognition awards, including scholarships, subsidies or prizes; and
   (f) such other matters as Senate may delegate to it.

Note: See the University of Sydney (Delegations of Authority – Academic Functions) Rule 2016 for details of the Academic Board’s delegated powers.

See the University of Sydney (Policies Development and Review) Rule 2011 for details of the requirements for developing and registering policies and procedures.

(2) The Academic Board will consider and, if appropriate, approve new academic award courses and amendments to existing courses, provided that the approved new or amended course:
   (a) is tabled and considered at the next appropriate Senate meeting; and
   (b) may not commence until after it has been endorsed by Senate.

(3) The Academic Board will provide advice to Senate, the Vice-Chancellor and the University Executive about academic matters, including but not limited to:
(a) teaching, research and educational programs;
(b) academic priorities;
(c) academic aspects of current and proposed University strategic plans;
(d) academic aspects of policies and procedures, including but not limited to those relating to the appointment, promotion and conditions of employment of academic staff;
(e) establishing and maintaining academic standards; and
(f) any academic matter it considers to be of strategic importance.

(4) Jointly with the University Executive, the Academic Board will initiate and oversee a formal program of reviews of the academic activities of the University and its academic organisational units.

(5) The Academic Board may receive, and may direct provision of, reports from faculties and other organisational units in relation to academic matters.

2.3 Reporting

(1) The Academic Board must report to Senate:
(a) after each meeting of the Academic Board, on its activities; and
(b) annually, on its activities and its assessment of its own performance.

(2) The Academic Board will consider, and report on, all matters referred to it by the Senate or the Vice-Chancellor.

PART 3 MEMBERSHIP

3.1 Membership of Academic Board

The Academic Board will consist of:

(a) the Chair;
(b) the Vice-Chancellor;
(c) the ex officio members;
(d) the elected staff members;
(e) the student members; and
(f) appointed or co-opted members.

3.2 Ex officio members

The ex-officio members will be:

(a) the Vice-Chancellor;
(b) the Deputy Vice-Chancellors;
(c) the Pro Vice-Chancellors;
(d) the Deans;
(e) the Heads of School and Deans of University schools;
(f) the Director, University Libraries;
(g) the Director, Student Administrative Services;
(h) two representatives nominated by the Heads of School Committee;
(i) two representatives nominated by the Faculty General Managers Committee;
(j) the President of the Students’ Representative Council;
(k) two other undergraduate students nominated by the executive of the Students’ Representative Council;
(l) the President of the Sydney University Postgraduate Representative Association;
(m) two other postgraduate students nominated by the executive of the Sydney University Postgraduate Representative Association; and
(n) appointed or co-opted members, as provided in section 3.5.

3.3 Elected staff members

(1) The elected staff members must be academic staff members who do not already hold office in another capacity, elected or appointed consistently with this Rule.

(2) Academic staff members of faculties and University schools will be entitled to elect staff members of the Academic Board from among themselves, on the following basis:

(a) Category A – four members each;
(b) Category B – eight members each;
(c) Category C – 12 members each;
(d) Category D – 16 members each.

(3) One of each faculty or University school’s member entitlement will be allocated for each school (other than a clinical school) within the faculty or University school.

(4) In addition, the following quotas will apply to the elected members for each faculty or University school:

(a) at least 25% must be from Levels A-C; and
(b) at least 25% must be from Levels D and E, with at least one from Level E.

(5) Election results will be determined in the manner set out in the procedures, in the following sequence:

(a) allocated places;
(b) places subject to any remaining quota requirements; then
(c) any remaining places.

(6) If there are insufficient nominees to fill available places (whether allocated places or quota requirements or otherwise):

(a) the nominees will be declared elected unopposed; and
(b) the Faculty Board may nominate staff members to fill the vacant positions.
(7) When nominating staff members to fill vacant positions, the Faculty Board must take into account the need to achieve an appropriate and equitable representation of the faculty’s diversity.

3.4 Student members

(1) Subject to subsection 3.4 (3), the student members of each faculty and University school board will elect student members of the Academic Board from among themselves, on the following basis:

(a) Category A – two members each;
(b) Category B – two members each;
(c) Category C – four members each;
(d) Category D – four members each.

(2) For each faculty or University school:

(a) at least one elected student member of the Academic Board must be an undergraduate student and one a postgraduate student; and
(b) the elected student members must be enrolled students who do not already hold office on the Academic Board in another capacity.

(3) In faculties subject to Part 6 of the University of Sydney (Governance of Faculties and University Schools) Rule 2016, the student members of the faculty will elect student members of the Academic Board from among themselves, on the basis specified in subclause 3.4(1) of this Rule.

Note: Part 6 of the University of Sydney (Governance of Faculties and University Schools) Rule 2016 applies to the faculties of Dentistry, Medicine, Nursing and Pharmacy.

3.5 Appointed or co-opted members

(1) The Academic Board may appoint up to four members who do not already hold office in another capacity:

(a) on the recommendation of the Chair; and
(b) by resolution at an ordinary meeting.

(2) Co-opted members are intended to be short term appointees appointed to assist the Academic Board with a particular issue or project.

(3) Co-opted members must be appointed:

(a) by resolution at an ordinary meeting; and
(b) for a specified term of office which reflects the time span of the relevant issue or project.

3.6 Terms of office

(1) Elected staff members hold office for a term of two years commencing on 1 January in the year following their election.

(2) Ex officio members hold office during the period in which they hold the position on which their membership depends.
(3) Student members hold office for a term of one year commencing on 1 January in the year following their nomination.

(4) Appointed and co-opted members hold office for the term, and on the conditions, specified in the resolution by which their membership is approved.

(5) A person filling a casual vacancy holds office from the time that person is elected or appointed to do so, until the expiry of the term of the person's predecessor.

3.7 Re-election or re-nomination in the same category

(1) Elected members of the Academic Board are eligible to be re-elected in the same category provided that:
   (a) they meet the eligibility criteria for that category at the time of their nomination; and
   (b) they may not serve more than three, full, consecutive terms in the same category.

(2) Student members of the Academic Board are eligible to be re-nominated in the same category provided that:
   (a) they meet the eligibility criteria for that category at the time of their nomination; and
   (b) they may not serve more than three, full consecutive terms in the same category.

3.8 Cessation of membership

A person will cease to be a member of the Academic Board if they:
   (a) resign from the Academic Board;
   (b) cease to hold the position on which their ex officio membership depends;
   (c) as appropriate, cease to be an academic staff member or an enrolled student; or
   (d) die.

PART 4 OFFICE BEARERS

4.1 Chair

(1) The Chair of the Academic Board is responsible for:
   (a) managing and supervising the functions and business of the Academic Board;
   (b) facilitating communications between the academic community of the University, the University Executive and Senate;
   (c) subject to delegations of authority by Senate and resolutions of the Academic Board, apportioning authority for carrying out the Academic Board’s functions to other members of the Academic Board;
(d) reporting to Senate on behalf of the Academic Board, as required by this Rule or any request of Senate.

(2) The Chair must be an academic staff member appointed at Level D or Level E.

(3) Elections for the position of Chair must be held and finalised before the final meeting of the Academic Board for the year preceding the commencement of a new Chair’s term of office.

(4) The electorate for election of the Chair will consist of:
   (a) all incoming elected staff members;
   (b) all incoming student members; and
   (c) all ex officio members.

(5) The term of office for the Chair is:
   (a) if elected immediately after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or
   (b) if elected at any other time, from the date of their election until 31 December immediately following the next elections for staff members of the Academic Board.

(6) A Chair is eligible for re-election, provided that no person may serve as Chair for more than three, full, consecutive terms.

(7) A person may not serve as Chair while they are:
   (a) the Vice-Chancellor;
   (b) a Deputy Vice-Chancellor;
   (c) a Pro Vice-Chancellor;
   (d) a Dean; or
   (e) a Head of School and Dean of a University school.

   Note: The Vice-Chancellor may preside at any Academic Board meeting: see section 47(3)(b) of the University of Sydney By-Law 1999 (as amended).

(8) The office of Chair will become vacant if the occupant:
   (a) resigns, either as Chair or from the University;
   (b) assumes any of the positions referred to in subsection 4.1(7); or
   (c) dies.

(9) If the office of Chair becomes vacant on or after the last six months of the Chair’s term, the vacancy must be filled by the Deputy Chair.

(10) If the office of Chair becomes vacant before the last six months of the Chair’s term, a new Chair must be elected as soon as possible, by the electorate specified in subsection 4.1(4).

4.2 Deputy Chair

(1) The Deputy Chair of the Academic Board is responsible for:
   (a) assisting the Chair in the performance of their functions, as determined by the Chair from time to time;
   (b) acting as Chair when:
(i) the Chair is on leave;
(ii) the Chair is otherwise unavailable to attend meetings; or
(iii) the office of Chair is vacant.

(2) The Deputy Chair must be an academic staff member.

(3) The Deputy Chair must be appointed by the Academic Board on the recommendation of the Chair:
   (a) from among the Committee Chairs;
   (b) by ordinary resolution;
   (c) at, or as soon as possible after, the meeting at which Committee Chairs are appointed.

(4) If the Deputy Chair is required to act as Chair but is unavailable or unable to do so, the Academic Board may appoint an interim Acting Chair for a specified period.
   (a) Such an appointment may be made by ordinary resolution, at a meeting or by circular resolution.

(5) The term of office of the Deputy Chair is:
   (a) if appointed after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or
   (b) if appointed at any other time, from the date of their appointment until 31 December immediately following the next elections for staff members of the Academic Board.

(6) A Deputy Chair is eligible for re-election, provided that no person may serve as Deputy Chair for more than three, full, consecutive terms.

(7) A person may not serve as Deputy Chair while they are:
   (a) the Vice-Chancellor;
   (b) a Deputy Vice-Chancellor;
   (c) a Pro Vice-Chancellor;
   (d) a Dean; or
   (e) a Head of School and Dean of a University school.

(8) The office of Deputy Chair will become vacant if the occupant:
   (a) resigns, either as Deputy Chair or from the University;
   (b) assumes any of the positions referred to in subsection 4.2 (7); or
   (c) dies.

(9) If the office of Deputy Chair becomes vacant the Academic Board must appoint a new Deputy Chair, as provided in subsection 4.2(3).
   (a) A person elected under this subsection will hold office for the remainder of their predecessor’s term of office.

4.3 Committee Chairs

(1) Committee Chairs will be appointed by the Academic Board as soon as possible after:
   (a) the Chair of the Academic Board takes office; or
(b) establishment of the committee.

(2) If necessary, the Academic Board may appoint a Committee Chair by circular resolution.

(3) The term of office of a Committee Chair is:
   (a) if appointed after elections for staff members of the Academic Board, two years from 1 January immediately following the election; or
   (b) if appointed at any other time, from the date of their appointment until 31 December immediately following the next elections for staff members of the Academic Board.

(4) A Committee Chair is eligible for re-appointment, provided that no person may serve as Chair of the same committee for more than three, full, consecutive terms.

(5) A person may not serve as a Committee Chair while they are:
   (a) the Vice-Chancellor;
   (b) a Deputy Vice-Chancellor;
   (c) a Pro Vice-Chancellor;
   (d) a Dean; or
   (e) a Head of School and Dean of a University school.

(6) The office of Committee Chair will become vacant if the occupant:
   (a) resigns, either as Committee Chair or from the University;
   (b) assumes any of the positions referred to in subsection 4.3 (5); or
   (c) dies.

(7) If the office of Committee Chair becomes vacant the Chair of the Academic Board must appoint a new Committee Chair, as soon as practicable.

   (a) A person appointed under this subclause will hold office for the remainder of their predecessor's term of office.

PART 5 ELECTIONS

(1) Elections for staff members of the Academic Board will be held:
   (a) in the second semester of every alternate year, commencing in the second semester of 2017; and
   (b) in the manner specified in the procedures.

(2) The University Secretariat will conduct the elections.

(3) The Returning Officer’s decision in relation to any matter affecting the conduct of an election will be final including, but not limited to, eligibility of candidates or results of elections.

PART 6 COMMITTEES AND WORKING PARTIES

(1) The Academic Board will have such committees and sub-committees as it determines to be appropriate from time to time.
(2) The Academic Board may establish committees and sub-committees by ordinary resolution.

(3) The Chair of the Academic Board may preside at any meeting of any Academic Board Committee or sub-committee.

(4) When establishing a committee, the Academic Board will:
   (a) after consultation with the University Executive, determine the Terms of Reference; and
   (b) appoint an initial Chair.

(5) Committee membership must:
   (a) provide appropriate discipline representation and expertise;
   (b) as far as possible, reflect the diversity of the University community;
   (c) include:
      (i) academic staff members who are not members of the Academic Board;
      (ii) non-academic staff members with relevant expertise or experience; and
      (iii) at least one enrolled student, but preferably one undergraduate and one postgraduate enrolled student.

(6) The Chair of each committee must report:
   (a) to each meeting of the Academic Board, on the committee’s activities; and
   (b) annually, on the committee’s activities and its assessment of its own performance.

(7) The Academic Board, or the Chair of the Academic Board, may establish such working parties, with such terms of reference, as they consider necessary to assist or advise the Academic Board or the Chair in performance of their functions.

PART 7 MEETINGS

7.1 Meetings of the Academic Board

(1) The Chair is responsible for convening meetings of the Academic Board, in the manner specified in the procedures.
   (a) The Chair must convene at least six meetings in each calendar year.
   (b) The Chair may also convene a meeting at any time on their own motion.
   (c) The Chair must convene a meeting if requested to do so by any of:
      (i) Senate;
      (ii) the Vice-Chancellor; or
      (iii) at least 50% of all members.

(2) A meeting held or a resolution passed at a meeting is not invalid because:
   (a) a person entitled to receive notice of the meeting did not receive it; or
   (b) less than the prescribed time of notice was given.
(3) A person who is acting in the position of an *ex officio* member may attend meetings and may exercise the voting rights of that position.

(4) An *ex officio* member, elected staff member or student member may nominate a standing alternate to attend meetings on their behalf.

(a) The member must inform the Secretary to the Academic Board in writing of the following at least two days before the next meeting:
   (i) the fact of the appointment of the alternate;
   (ii) the alternate’s name;
   (iii) the alternate’s contact details; and
   (iv) the alternate’s position.

(b) The alternate must meet the membership criteria applicable to the member.

(5) Quorum for Academic Board meetings is 30 members.

(a) If no quorum is present within 30 minutes of the notified starting time of a meeting, the meeting may consider only procedural matters and must not transact any other business.

(6) The Secretary to the Academic Board must arrange for minutes of each meeting to be taken and recorded.

**Note:** See [University Recordkeeping Policy](#) and [Recordkeeping Manual](#).

(a) Minutes must record all motions put to a meeting, and their outcomes.

(b) Copies of draft minutes must be provided to each member no later than the date when notice of the next meeting is given.

(c) Minutes, once approved, must be signed by the Chair as a true and correct record.

(7) Any resolution which is to be put to a vote by members must be duly proposed and seconded.

(8) Each member present at a meeting has one deliberative vote.

(a) Voting will be conducted by show of hands, unless a secret ballot is required.

(b) A secret ballot must be conducted if:
   (i) demanded by any two members present at the meeting and entitled to vote; or
   (ii) directed by the Chair.

(9) Except in relation to motions of dissent under subsection 7.1(13), the Chair has one casting vote, in addition to a deliberative vote, if there is a tied vote.

(a) No casting vote is available in relation to a motion of dissent under subsection 7.1(13).

(10) Ordinary resolutions will be carried by a majority of those present at the meeting and eligible to vote.

(11) A special resolution will be carried by at least 75% of those present at the meeting and eligible to vote.

(a) A special resolution is required to amend any Rule made by the Academic Board.
(12) Except for a motion of dissent in the Chair, only the Chair may put a motion without notice to a meeting of the Academic Board.

(13) A member of the Academic Board may move a motion of dissent from a ruling by the Chair without notice.

(a) A motion of dissent will be carried by at least 75% of those present at the meeting and eligible to vote.

(b) A successful motion of dissent will:
   (i) overrule the relevant ruling of the Chair; and
   (ii) substitute a new ruling for that ruling.

(c) The Chair must not preside when a dissent motion is put and resolved. The Deputy Chair will preside in such circumstances, and if they are not present, the Academic Board must elect another member to preside.

7.2 Meetings of Committees

(1) Committee Chairs are responsible for convening committee meetings, and will determine the schedule of meetings in consultation with the Chair of the Academic Board.

(2) A member of a committee may nominate an alternate to attend a meeting on their behalf, by giving written notice to the relevant Chair at least two days before any meeting the alternate is to attend.

(3) Meeting and quorum requirements for committees will be as specified in their Terms of Reference.

(4) The Secretary to the Academic Board will arrange for minutes of each committee meeting to be taken and recorded.

Note: See University Recordkeeping Policy and Recordkeeping Manual.

PART 8 ADMINISTRATIVE MATTERS

8.1 Procedures

(1) The Returning Officer may determine procedures for the conduct of elections under this Rule.

(2) The Returning Officer may determine conduct rules regulating the behaviour of candidates for, and other participants in, elections under this Rule.

(a) A breach of any such conduct rules may constitute, as appropriate, a breach of the Code of Conduct for Students or Code of Conduct - Staff and Affiliates.

(3) The Chair of the Academic Board may determine any other procedures as they consider necessary for the implementation of this Rule.
8.2 Transitional provisions

(1) On a future date, to be determined by the Vice-Chancellor, the University will consolidate the following faculties:
   (a) the faculty of Dentistry
   (b) the faculty of Medicine
   (c) the faculty of Nursing and Midwifery; and
   (d) the faculty of Pharmacy.

(2) Members of the Academic Board elected under this Rule and in office at the date of effect of any such consolidation (whether undertaken in one or more stages) will remain members until the expiration of the term for which they were elected.

(3) The entitlement of consolidated faculties to elect members of the Academic Board will commence at the first election held after the date of any consolidation, and will be calculated consistently with the requirements of section 3.3 of this Rule.

8.3 Rescissions and replacements

This document replaces the University of Sydney (Academic Governance) Rule 2009 (as amended) which is rescinded as from the date of commencement of this Rule.

NOTES

University of Sydney (Academic Board) Rule 2017

Date adopted: 23 August 2017
Date commenced: 1 September 2017
Rescinded documents: University of Sydney (Academic Governance) Rule 2009 (as amended).
Related documents:

- University of Sydney Act 1989 (NSW)
- University of Sydney By-Law 1999 (NSW)
- University of Sydney (Delegations of Authority – Academic Functions) Rule 2016
- University of Sydney (Governance of Faculties and University Schools) Rule 2016
- Code of Conduct for Students
- Code of Conduct – Staff and Affiliates
- University Recordkeeping Policy
- Recordkeeping Manual
### AMENDMENT HISTORY

<table>
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<tr>
<th>Provision</th>
<th>Amendment</th>
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<td>3.4(3)</td>
<td>Deleted</td>
<td>1 July 2018</td>
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# SCHEDULE 1 - CATEGORISATION OF FACULTIES AND UNIVERSITY SCHOOLS

| Category A | • The University of Sydney School of Architecture, Design and Planning  
• The University of Sydney Law School  
• Sydney Conservatorium of Music  
• Faculty of Dentistry  
• Faculty of Pharmacy  
• The University of Sydney Nursing School |
| --- | --- |
| Category B | • The University of Sydney Business School  
• Faculty of Engineering and Information Technologies  
• Faculty of Health Sciences |
| Category C | • Faculty of Arts and Social Sciences  
• Faculty of Science  
• Faculty of Medicine |
| Category D | nil |

**Note:** As at the date of commencement of this Rule, the University is undergoing a period of organisational redesign and transition. This schedule sets out the position as at the date of this Rule, and will be amended as the redesign process progresses.
Respect is a core value of the Academic Board
Further to Senate’s adoption (in 1987) of a 13/14 week semester system, with effect from the 1989 Academic Year, Senate in 1995 resolved as follows relating to semester and vacation dates:

1. The academic year shall contain such periods of instruction, commencing and concluding on such dates as the Academic Board may determine.

2. Any faculty or academic college which wishes to operate according to dates which are different from those prescribed by the Board may apply to the Board for such permission. Any such application must be made by no later than the November Board meeting of the year preceding that in which the faculty or college wishes to vary the prescribed dates.