LEARNING AND TEACHING POLICY 2019

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

Dated: 4 June 2019, commencing 1 July 2019

Amended: 5 November 2019, commencing 1 January 2020

                    9 April 2020 (administrative amendments)

                    11 May 2020 (COVID-19 amendment)

                    9 June 2020 (commencing 6 May 2020)

                    17 November 2020 (commencing 18 November 2020)

                    10 June 2021 (administrative amendments)

                    16 November 2021 (commencing 22 November 2021)

                    15 November 2022 (commencing 1 January 2023)

                    3 May 2023 (administrative amendments)

                    21 November 2023 (commencing 5 December 2023)

                    5 April 2024 (administrative amendments)

Signature:

Position: Chair, Academic Board

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Contents

PART 1   PRELIMINARY

1   Name of policy

This is the Learning and Teaching Policy 2019.

2   Commencement

This policy commences on 1 January 2020.

3   Policy is binding

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

4 Statement of intent

This policy:

    (a)   describes the nature of education at the University;

    (b)   sets out the manner in which curricula are structured;

    (c)   provides for the effective management of learning and teaching; and

    (d)   establishes quality assurance processes for learning and teaching.

5 Application

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

6 Definitions

(1)   In this policy:

academic unit	means a faculty, board of studies, school, centre or interdisciplinary committee of the University.
assessment	means the process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study.
Associate Dean – Education	means: • the Associate Dean of a faculty or University school with responsibility for education at the relevant level; or • the deputy chairperson of a board of studies; or • a person appointed by the Dean to have responsibility within the faculty for education at the relevant level. This position may have any of a number of different titles, including Associate Dean -Education, Associate Dean - Teaching or Learning, Associate Dean -Undergraduate Students, Associate Dean - Postgraduate Coursework or equivalent. The responsibilities of the Associate Dean-Education specified in this policy may be shared between more than one Associate Dean position.
Australian Qualifications Framework (AQF)	means the national framework for recognition and endorsement of education qualifications.

award course	means a course approved by the Academic Board and endorsed by the Senate, on the recommendation of the Academic Board, that leads to the conferral of a degree or the award of a diploma or certificate, including a Sydney Professional Certificate.
	Note: See clause 21.
award course resolutions	means the resolutions setting out the requirements for the award approved by the Academic Board and tabled at a meeting of the Senate.
	Note: See clause 2.3 of the *Coursework Rule.*
Bachelor degree	has the meaning given the *Coursework Policy,* which at the date of this policy is:
	an undergraduate degree that:
	• achieves at least the outcome specified for level seven of the AQF;
	• is a program of liberal, professional or specialist learning and education; and
	• builds on prior secondary or tertiary study.
	The University offers two types of Bachelor degrees.
	• Liberal Studies Bachelor degrees; and
	• Professional or Specialist Bachelor degrees
	Note: See clause 100 of the *Coursework Policy*
Bachelor of Advanced Studies	has the meaning given in the *Coursework Policy,* which at the date of this policy is:
	the Bachelor degree available as a combined degree with all Liberal Studies Bachelor degrees and specified Specialist or Professional Bachelor degrees, as set out in the applicable award course resolutions. The Bachelor of Advanced Studies is a Liberal Studies Bachelor Degree.
capstone experience	has the meaning given in the *Coursework Policy,* which at the date of this policy is:
	a unit of study that provides students with an opportunity to draw together the learning that has taken place during the course, synthesise it with their own learning and experience, and draw conclusions that form the basis for further investigation and intellectual and professional growth.
	Note See clause 21.

combined degree course	means a combination of two degree programs structured to enable students to count a specified number of units of study towards the requirements for both award courses, resulting in a lower volume of learning than if the two degrees were taken separately. See also double degree course. **Note**: See clause 21.
core	means a set of units of study that develops required knowledge and skills for an award course.
course	means a planned and structured sequence of learning and teaching primarily aimed at the acquisition of knowledge, skills and understanding.
coursework award course	means a course approved by the Academic Board and endorsed by the Senate that leads to a degree, diploma or certificate and is undertaken predominantly by coursework. While the program of study in a coursework award course may include a component of original, supervised research, other forms of instruction and learning normally will be dominant. All undergraduate award courses, Sydney Professional Certificates, graduate certificates, graduate diplomas and those Masters degrees that comprise less than 66% research are coursework award courses.
curriculum	means the flexible and coherent presentation of the academic content in a unit or program in a series of learning experiences and assessments. **Note**: See clauses 15 - 17.
Dean	means: • in relation to a faculty, the Dean of the relevant faculty. • in relation to a University school, the Head of School and Dean of the relevant University school. See: *University of Sydney (Governance of Faculties and University Schools) Rule*
double degree course	means a course in which a student completes two AQF qualifications under one set of award course resolutions with no cross-crediting of units of study between the qualifications.
faculty	means a faculty, University school or appropriate board of studies and in this policy refers to the faculty, faculties or University schools responsible for the relevant award course. See: *University of Sydney (Governance of Faculties and University Schools) Rule*
faculty office	means the professional staff led by a faculty manager or faculty general manager that support learning and teaching within a faculty.

graduate qualities	means the qualities demonstrated by all graduates of award courses on completion of the requirements of the award course. Part 2 of this policy details the qualities of graduates of undergraduate award courses.
graduation statement	means a statement issued on graduation that provides information about the qualification and student attainment in addition to, or incorporating the student transcript.
Group of Eight (Go8)	means the coalition of eight research-intensive Universities, comprising The University of Melbourne, The Australian National University, The University of Sydney, The University of Queensland, The University of Western Australia, The University of Adelaide, Monash University and UNSW Australia.
	Note: See https://go8.edu.au/
Head of School	means the head of a school within a faculty with responsibility for approving arrangements for teaching and appointment of casual staff within the school. This role may be fulfilled by a position with another title (e.g. Head of Discipline or the chair of a board of studies or interdisciplinary committee.)
honours units	means advanced units of study at 4000-level specified as requirements to qualify for an award with honours as set out in clause 95 of the *Coursework Policy*.
industry and community project unit (ICPU)	has the meaning given in the *Coursework Policy*. At the date of this policy this is:
	means a unit of study in which students complete a project managed by the Pro-Vice Chancellor (Education – Enterprise and Engagement).
LMS	means learning management system, which is the online learning system used by the University to host unit of study websites.
learning outcomes	means statements of what students know, understand and are able to do on completion of a unit of study, a major, program, award course, or other curriculum component.
Liberal Studies Bachelor degree	has the meaning given in the *Coursework Policy,* which at the date of this policy is:
	a program of study at Bachelor level of three years duration (or part-time equivalent) that provides students with a broad multi-disciplinary education that develops disciplinary expertise and graduate qualities.
major	means a defined sequence of units of study taken by a student, which develops depth of expertise in a field of study.
	Note: See clause 21.

minor	means a defined sequence of units of study taken by a student, which develops expertise in a field of study.
	Note: See clause 21.
mode of delivery	means the manner by which courses and units of study are presented to students.
	Note: The characteristics of and requirements for each mode of delivery are described in Schedule Two.
open learning environment	has the meaning given in the *Coursework Policy*, which at the date of this policy is:
	a shared pool of units of study which are:
	• of zero, two or six credit points value;
	• approved by the relevant delegate; and
	• available to all students according to the award course resolutions applicable to the award course in which they are enrolled.
postgraduate award course	means an award course leading to the award of a Sydney Professional Certificate, Graduate Certificate, Graduate Diploma, Masters degree or a Doctorate. Normally a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.
program	means a combination of units of study that develops expertise in a multi-disciplinary domain or professional or specialist field and includes at least one recognised major.
	Note: See clause 21.
Program Director	means the person responsible, at a program, major or degree level, for managing the curriculum and providing co-ordination and advice to staff and students.
Professional or Specialist Bachelor degree	has the meaning given in the *Coursework Policy,* which at the date of this policy is:
	a degree that develops disciplinary or professional expertise for a specific profession or career specialisation and graduate qualities.
Research Pathway Masters degree	has the meaning given in the *Coursework Policy* which at the date of this policy is:
	a Masters degree that develops advanced knowledge and research skills in a discipline to prepare a student to undertake a Doctor of Philosophy
semester	means the main block of teaching in a teaching period as provided in Part 3.

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

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

stream	means a version of a degree that can be conceptualised as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules. **Note**: See clause 21.
student	means a person who is currently admitted to candidature in an award course of the University or, where relevant, an exchange student or non-award student.
Sydney Professional Certificate	means an award, outside the Australian Qualifications Framework, obtained upon completion of an advanced course of postgraduate study approved by the Academic Board under section 1.3(1)(h) of the *University of Sydney (Coursework) Rule.*
Sydney Research Seminars	means units of study involving a cross-disciplinary group of students and staff in exploration of an interdisciplinary issue, challenge or problem.
supervisor	means the member of the academic staff who is appointed to supervise a dissertation, treatise or long essay component of a coursework award program or an undergraduate honours program.
teacher	means a member of the academic staff involved in any of teaching, unit of study coordination or assessment.
teaching block	means a defined span within a teaching period which is available for scheduling the learning and assessment activities of a unit of study.
teaching period	means one of two periods each year, each of six months duration and including a semester, during which teaching is delivered in coursework courses. **Note:** See clause 13.
third party learning technologies	means web-based and mobile applications which are not managed through a contract between the University and technology suppliers.

undergraduate award course	means a coursework award course leading to the award of an Associate Diploma, Diploma, Advanced Diploma, Bachelor degree or Bachelor (Honours) degree.
undergraduate degree	means an undergraduate award course at Bachelor level that achieves at a minimum the learning outcome specified for Level seven of the AQF.
unit of study	means the smallest stand-alone component of an award course that is recordable on a student's transcript. Units of study have an integer credit point value, normally six credit points except where approved by the Academic Board.
	Note: See clause 21.
unit of study co-ordinator	means the academic staff member with overall responsibility for the planning and delivery of a unit of study.
unit of study outline	means an outline of curriculum information for a unit of study, published on the University website via the University's enterprise curriculum system as prescribed by the Deputy Vice-Chancellor, Education.
	Note: See clause 10 of the *Learning and Teaching Procedures*.

PART 2   THE NATURE OF EDUCATION AT THE UNIVERSITY

7   Graduate qualities and learning outcomes

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

(2)   Graduate qualities consist of:

   (a)   depth of disciplinary expertise;

   (b)   broader skills:

      (i)   critical thinking and problem solving;

      (ii)   oral and written communication;

      (iii)   information and digital literacy; and

      (iv)   inventiveness;

   (c)   cultural competence;

   (d)   interdisciplinary effectiveness;

   (e)   an integrated professional, ethical and personal identity; and

   (f)   influence.

(3)   These qualities should be embedded in the curriculum in a way that enables students to:

   (a)   excel at applying and continuing to develop disciplinary expertise;

   (b)   learn and respond effectively and creatively to novel problems;

   (c)   work productively, collaboratively and openly in diverse groups and across cultural boundaries;

   (d)   work effectively in interdisciplinary (including inter-professional) settings;

   (e)   build broader perspectives, innovative vision, and more contextualised and systemic forms of understanding;

   (f)   build integrity, confidence and personal resilience, and the capacities to manage challenges and uncertainty; and

   (g)   be effective in exercising professional and social responsibility and making a positive contribution to society.

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

Table 1

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

8   Educational excellence

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

(2)   Educational programs and the management of learning and teaching must be designed and managed to ensure excellence in:

    (a)   educational outcomes: at the conclusion of their educational experience, students will demonstrate the graduate qualities to a high standard;

    (b)   educational experience, as shown through:

        (i)   the impact of teachers and their capacity to engage students productively in the teaching and learning process; and

        (ii)   students' mastery of the meta-cognitive skills that form the basis for self-directed learning;

    and

    (c)   educational environment, consisting of the physical learning spaces, virtual learning environment, and support, which:

        (i)   facilitates excellent outcomes and experience;

        (ii)   fosters innovation; and

        (iii)   seeks continuous improvement through systematic monitoring.

(3)   To ensure excellent outcomes, faculties must design processes in which:

    (a)   curricula provide continuous and well-co-ordinated sequences of learning experiences leading to well defined learning outcomes, involving expert guidance through well designed learning activities;

    (b)   students:

        (i)   are actively engaged in learning;

        (ii)   are challenged, guided and supported to reach a high standard of learning; and

        (iii)   become increasingly aware of, and responsible for, their learning;

    and

    (c)   students and staff demonstrate a commitment to working together to achieve excellence in educational experience and outcomes.

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

9   Engaged enquiry

(1)   Learning programs must be designed to:

    (a)   enable students to acquire and apply knowledge and skills through engaged enquiry;

    (b)   challenge students with novel problems; and

    (c)   enable students to demonstrate increasing awareness of, and responsibility for, their learning.

(2)   Engaged enquiry is a design principle which is used to develop curricula, create learning experiences, and review courses and units of study.

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

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

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

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

10   Academic integrity

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

(2)   Policy and procedures relating to academic honesty in coursework are set out in the *Academic Integrity Policy* and the *Academic Integrity Procedures*.

11   Collegial governance

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

(a)   continuous improvement and innovation;

(b)   an effective framework to achieve educational excellence; and

(c)   the achievement of graduate qualities and learning outcomes to a high standard by each student.

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

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

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

(a)   representatives of the academic disciplines responsible for teaching;

(b)   representatives of students enrolled in the award course program; and

(c)   the relevant Associate Dean - Education.

(4)   Committees responsible for award courses may:

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

(i)   learning outcomes;

(ii)   curricula;

(iii)   units of study;

(iv)   assessment;

(v)   educational excellence;

(vi)   academic integrity; and

(vii)   program review;

and

(b)   take such decisions on these and other matters related to learning and teaching within award courses as delegated by the faculty, **provided that** the faculty retains oversight and responsibility for the outcomes, quality and review of award courses.

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

(a)   representatives of teachers within the program; and

(b)   students enrolled in the program.

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

(7)   Award course review committees must include:

(a)   representatives of the academic disciplines responsible for teaching in the award course;

(b)   students enrolled in, or recently graduated from the award course; and

(c)   relevant stakeholders from professions or industry, as determined by the committee responsible for oversight of the award course.

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

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

(a)   be evidence based (using academic expertise, research, benchmarking, and, where appropriate, market appraisal); and

(b)   build on consultation with stakeholders listed in subclause 11(7).

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

12   Equality of opportunity

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

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

Note: See *Coursework Policy*

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

(c)   accessible examination and assessment arrangements, supported by the Disability Services unit;

(d)   special consideration and special arrangements for examinations;

Note: See *Coursework Policy* and *Assessment Procedures*

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

(f)   counselling and psychological services.

PART 3 – TEACHING PERIODS AND MODES

13   Teaching periods

(1)   There will be two teaching periods for coursework award courses each year:

(a)   Teaching Period 1; and

(b)   Teaching Period 2.

(2)   Each teaching period will consist of:

(a)   a semester period (called Semester 1 or Semester 2); and

(b)   other teaching blocks, such as where units are delivered in intensive mode.

(3)   Teaching Period 1 will commence on 1 January and end on 30 June.

Note: See *University of Sydney (Delegations of Authority) Rule* for delegate.

(4)   Teaching Period 2 will commence on 1 July and end on 31 December.

Note: See *University of Sydney (Delegations of Authority) Rule* for delegate.

(5)   Teaching and learning must take place within a semester or other approved teaching block, or as set out in a calendar determined by a faculty and approved by the Academic Board.

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

(7)   Except as provided for in this clause Semester 1 and Semester 2 will be compulsory study periods.

(8)   If a faculty wishes to designate compulsory study periods other than Semester 1 and Semester 2 it must:

(i)   obtain the approval of the Academic Board for the relevant variations; and

(ii)   clearly specify the compulsory study periods for each course in a faculty calendar.

(9)   All award courses should be scheduled so that a student may complete the requirements for the course by attending only during compulsory study periods.

(10)   Units offered outside the compulsory study period for a course may include:

(a)   repeated compulsory components;

(b)   special electives; or

(c)   optional units and experiences.

(11)   Dates for teaching periods, semester periods, other teaching blocks and faculty calendars must be approved by the Academic Board.

14 Teaching modes

(1) Coursework teaching may be delivered in one of two modes:

    (a) standard mode teaching, which:

        (i) follows a weekly pattern of learning and assessment activities spread over a semester for six credit point courses or a shorter period for courses of less than six credit points; and

        (ii) usually requires 1.5 to 2 hours of student effort per credit point per week.

    (b) intensive mode teaching, which:

        (i) compresses learning and assessment activities into a shorter teaching block and

        (ii) requires a higher commitment of student effort per credit point per week than is required for standard mode;

(2) Intensive mode teaching may take place in either teaching period, and can occur at the same time as a semester.

(3) The teaching in a unit offered in intensive mode must take place within the published allocated teaching availability.

14A Modes of delivery

(1) Different modes of delivery are available for:

    (a) units of study; and

    (b) courses.

(2) The mode of delivery for a unit of study may be offered as:

    (a) face-to-face;

    (b) online;

    (c) supervision;

    (d) professional practice; or

    (e) multi-modal.

    Note: See Schedule Two for the description for each unit mode of delivery.

(3) The Faculty or University School Board is responsible for:

    (a) determining the mode of delivery for a unit of study;

    (b) approving changes to the mode of delivery for a unit of study;

    (c) reporting changes or additions to modes of delivery for units of study to the Academic Board during the annual unit of study collection process.

(4) Where a change to, or addition of, a unit of study's mode of delivery requires a change to the course mode of delivery, the faculty must obtain approval of the Academic Board.

(5) The mode of delivery for a course may be offered as:

    (a) face-to-face;

    (b) face-to-face or online (by student choice);

     (c)   online;

     (d)   multi-modal; or

     (e)   offshore.

     Note: See Schedule Two for the description and student for each course mode of delivery.

(6)   The University Executive Strategic Course Portfolio Committee, is responsible for:

     (a)   reviewing and endorsing changes or additions to online modes of delivery for courses; and

     (b)   making recommendations to the Academic Board about whether it should approve changes or additions to online modes of delivery.

(7)   The Academic Board is responsible for reviewing and, if appropriate, approving changes or additions to course modes of delivery.

PART 4 – CURRICULUM STRUCTURE

15   Statement of intent

This part:

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

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

16   Learning outcomes

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

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

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

17   Award courses

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

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

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

    (a)   the qualification type; and

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

    (b)   the discipline.

(4)   The title of an award course may include one or more optional components, such as a stream.

(5)   Award courses must follow an orderly and flexible program of learning experiences in a curriculum designed and approved consistently with this policy.

(6)   Award courses must have defined outcomes which:

    (a)   specify the relevant graduate qualities;

    (b)   specify the learning outcomes that must be achieved to demonstrate those graduate qualities for a particular discipline; and

    (c)   demonstrate achievement, at a minimum, of the learning outcomes specified for the qualifications type and level in the AQF.

(7)   Award courses must follow a curriculum which:

    (a)   takes a student-centred approach to the achievement and assessment of learning outcomes in a coherent fashion;

    (b)   is regularly reviewed (at least every seven years) by faculties consistently with this policy, in the light of student outcomes and the student experience, the growth of knowledge, changes in the learning environment and stakeholder input; and

> **Note**   See clause 11.

    (c)   incorporates the components of the curriculum framework set out in clauses 15 - 20.

18   Curricula generally

(1)   Curricula must enable students to achieve the graduate qualities and learning outcomes of an award course or component of an award course. A curriculum sets out, in a progressive and cumulative manner:

    (a)   specified knowledge and skills, expressed as learning outcomes;

    (b)   the learning experiences and inquiry processes by which they are acquired;

    (c)   how they are applied; and

    (d)   an orderly and methodical assessment process through which they are demonstrated to a high standard.

(2)   Curricula should be designed to enable a combination of disciplinary depth and breadth of learning appropriate to the aims of the award course.

    (a)   Disciplinary depth enables students to achieve command and understanding of a discipline area and can be achieved through focussed study in a program, major, through the completion of components, or through the completion of a stream.

    (b)   Disciplinary breadth enables students to contextualise their learning in the context of related studies and other disciplines, apply it to new contexts and

augment it according to their learning needs and interests. Disciplinary breadth is achieved through electives, minors, additional majors, studies in other disciplines, interdisciplinary projects and the open learning environment.

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

19   Curriculum framework for undergraduate education

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

   (a)   a program, major, stream or specialisation in at least one field of study;

   (b)   a structured approach to the development of knowledge and skills;

   (c)   collaborative and group-based learning activities and assessments;

   (d)   interdisciplinary and inter-professional learning experiences;

   (e)   authentic problems and assessments;

   (f)   an open learning environment for the extension of knowledge and skills; and

   (g)   project-based learning.

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

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

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

Table 2

Component	Graduate qualities
A major or specialisation in at least one field of study	• Depth of disciplinary expertise
A structured approach to the development of knowledge and skills	• Depth of disciplinary expertise • Broader skills • Cultural competence • Integrated identity
Collaborative and group-based learning activities and assessments	• Broader skills • Cultural competence • Integrated identity • Influence

Component	Graduate qualities
Interdisciplinary and inter-professional learning experiences	• Broader skills • Interdisciplinary effectiveness • Influence
Authentic problems and assessments	• Depth of disciplinary expertise • Broader skills • Interdisciplinary effectiveness • Integrated identity • Influence
An open learning environment for extension of knowledge and skills	• Broader skills • Interdisciplinary effectiveness • Integrated identity • Influence
Project-based learning	• Depth of disciplinary expertise • Broader skills • Integrated identity • Influence

20 Curriculum framework for postgraduate coursework education other than the Sydney Professional Certificate

(1) This clause applies to graduate certificates, graduate diplomas, Masters degrees and Doctoral degrees at level 9 of the AQF. It does not apply to the Sydney Professional Certificate.

> **Note:** The Sydney Professional Certificate is an award outside the AQF. See clause 110 of the *Coursework Policy*.

(2) The curriculum framework for postgraduate coursework awards must include:

(a) advanced specialisation in a field of knowledge;

(b) research skills;

(c) a structured approach to the development of knowledge and skills;

(d) a capstone experience in research, scholarship or professional project.

(3) The curriculum framework for postgraduate coursework units may include one or more of the following:

(a) a major;

(b) a minor;

(c) interdisciplinary study;

(d) exchange and work based projects;

(e) professional or industry experience;

(f)   authentic problems and assessments;

(g)   elective units; and

(h)   project-based learning.

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

Table 3

Component	Graduate qualities
Specialisation in a discipline area A capstone experience A major	• Depth of disciplinary expertise
Interdisciplinary study	• Depth of disciplinary expertise • Broader skills • Cultural competence • Integrated identity
Exchange and work based projects	• Broader skills • Cultural competence
Interdisciplinary and inter-professional learning experiences	• Broader skills • Interdisciplinary effectiveness • Influence
Professional or industry experience	• Broader skills • Cultural competence
Authentic problems and assessments	• Depth of disciplinary expertise • Broader skills • Interdisciplinary effectiveness • Integrated identity • Influence
Research	• Broader skills
Project-based learning	• Depth of disciplinary expertise • Broader skills • Integrated identity • Influence

Note: See Part 17 of the *Coursework Policy* for the requirements for different postgraduate award types.

20A Curriculum framework for the Sydney Professional Certificate

(1) This clause applies to courses offered within the Sydney Professional Certificate

(2) The curriculum framework for courses within the Sydney Professional Certificate must include:

   (a) advanced specialisation in a field of knowledge;

   (b) a structured approach to the development of knowledge and skills to achieve the learning outcomes for the course.

(3) The curriculum framework for courses within the Sydney Professional Certificate may include one or more of the following:

   (a) interdisciplinary study;

   (b) authentic problems and assessments;

   (c) core and elective units; and

   (d) project-based learning.

21 Components of award courses

(1) Only faculties may offer award courses, streams, programs, majors, minors and units of study, which must be approved consistently with this policy.

(2) **Streams:**

   (a) can be conceptualised as separate pathways within an award course;

   (b) are versions of a degree that are separated for admission purposes but are linked to other streams of the degree through shared nomenclature, shared course components and shared rules;

   (c) consist of a combination of related units of study which are structured to provide the student with a depth of specialist knowledge of a discipline or field;

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

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

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

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

(3) **Programs:**

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

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

   (c) in undergraduate degrees, comprise:

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

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

<blockquote>

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

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

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

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

(v) an embedded major;

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

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

</blockquote>

(4) **Majors:**

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

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

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

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

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

(ii) a minimum of 12 and a maximum of 18 credit points at 2000-level; and

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

(e) in Professional or Specialist Bachelor degrees of 192 credit points or more, must include:

(i) a minimum of 12 credit points at 1000- or 2000-level;

(ii) a minimum of 18 credit points and a maximum of 36 credit points at or above 3000-level;

(f) in undergraduate degrees, must include at the 3000-level (or, for 192 credit point Professional or Specialist degrees, at the 3000 level or higher):

(i) 1 x 6 credit point unit involving completion of a project requiring the integration and application of disciplinary knowledge and skills; and

(ii) 1 x 6 credit point unit requiring the application of disciplinary skills and knowledge in an interdisciplinary context; and

(g) are recorded on the student transcript.

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

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

(5) **Minors:**

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

    (b)   in undergraduate degrees, comprise units to the value of exactly 36 credit points including:

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

        (ii)   a minimum of 12 and a maximum of 18 credit points at 2000-level;

        (iii)   a minimum of 6 and a maximum of 12 credit points at 3000-level;

    and

    (c)   are recorded on the student's transcript.

(6) **A degree core**:

    (a)   is a set of units of study that develops required knowledge and skills for the degree and which is required to be completed by all students within an award course or a stream or specialisation within an award course;

    (b)   in Liberal Studies Bachelor degrees, comprises no more than 24 credit points at 1000- or 2000-level.

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

    Note: See *Coursework Policy*

(8) **Combined degrees and double degrees** must meet the learning outcomes of both component award courses.

    (a)   All Liberal Studies, and specified Specialist or Professional, Bachelor degrees may be combined with the Bachelor of Advanced Studies as set out in the applicable award course resolutions.

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

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

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

(10) **Units of study**

    (a)   Units of study:

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

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

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

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

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

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

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

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

(h) 2000-level units of study have learning outcomes which assume prior foundational or introductory study and are designed for students who have completed the first year of a bachelor degree.

(i) 3000-level units of study have learning outcomes designed for students in the third year of a bachelor degree. In 144 credit point bachelor degrees, such units should enable students to demonstrate learning outcomes at a level expected for those completing a bachelor degree at AQF level 7.

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

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

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

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

(b) The full time credit point load for undergraduate and postgraduate coursework award courses is 48 credit points per calendar year.

    (i) This will normally consist of 24 credit points during each semester period, and may include a maximum of 32 credit points per teaching period or a maximum of 38 credit points with the approval of the Associate Dean.

    (ii) A full time load of 48 credit points per year equates to a student workload of 1350 -1800 hours per year including class time, private study, assessment and assessment preparation.

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

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

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

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

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

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

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

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

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

(i)   Faculties introducing new units of study (other than an Open Learning Environment unit) with a credit point value other than six must obtain approval from the Undergraduate Studies Committee or Graduate Studies Committee, explaining the rationale for deviating from the standard and addressing issues of compatibility.

22   Assessment framework

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

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

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

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

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

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

22A Assessment plans

(1)   Assessment plans:

   (a)   articulate the pedagogical approach to assessment for a curriculum;

   (b)   map curriculum learning outcomes and graduate qualities against units and assessment tasks; and

   (c)   provide a whole-of-curriculum overview of the assessment framework.

(2)   For liberal studies degrees, assessment plans apply to:

   (a)   majors;

   (b)   streams

   (c)   programs; and

   (d)   degrees.

(3)   For professional and specialist degrees, assessment plans apply to:

   (a)   streams;

   (b)   degrees; and

   (c)   optionally, majors.

(4)   Where appropriate, an assessment plan for a degree or a component of a degree may also serve as the assessment plan for other embedded components or for the entire degree, provided that there must be a clear plan which demonstrates where the learning outcomes and graduate qualities are assessed for each part.

(5)   Assessment plans must be approved by the Academic Board when the major, program, stream or degree is initially approved.

(6)   Changes to assessment plans must be:

   (a)   approved by the relevant faculty board; and

   (b)   reported to the next meeting of the Academic Board.

23   Academic integrity in the design of curricula

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

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

(2)   The assessment framework of award courses and the assessment matrix within each unit of study must be designed and reviewed each time the unit is offered to ensure academic integrity.

(3)   Faculties must manage the risk to academic integrity within the assessment framework for each unit of study consistently with the *Academic Integrity Policy* and associated procedures.

   Note: See clause 22 of the *Academic Integrity Policy.*

24 Third party learning technologies

(1) All use of third party learning technologies must be consistent with relevant University policies, including in particular:

    (a) *Acceptable Use of ICT Resources Policy*;

    (b) *Privacy Policy*; and

    (c) *Recordkeeping Policy*.

(2) Staff members and academic units:

    (a) are responsible for identifying and managing any risks associated with third party learning technologies which they introduce and use in association with their teaching; and

    (b) must register the use of such technologies with the office of the Deputy Vice-Chancellor (Education).

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

(4) Where a third party learning technology is introduced by the University, the University must:

    (a) develop and communicate an appropriate strategy for support of the technology; and

    (b) establish and implement appropriate mechanisms for:

        (i) retrieving and storing records of student activity generated by the technology; and

        (ii) trialling and evaluating the use of the technology.

(5) Where a third party learning technology is introduced by a staff member or academic unit, the person or unit introducing it must:

    (a) develop and communicate an appropriate strategy for support of the technology; and

    (b) establish and implement appropriate mechanisms for:

        (i) retrieving and storing records of student activity generated by the technology; and

        (ii) trialling and evaluating the use of the technology.

PART 5   MANAGEMENT OF LEARNING AND TEACHING

25   Statement of intent

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

26   Roles and responsibilities in managing learning and teaching

(1)   Delegations of authority for the management of learning and teaching are set out in the *University of Sydney (Delegations of Authority) Rule.*

(2)   **The Academic Board**

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

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

   (i)   determining the type of degree;

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

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

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

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

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

   (c)   approves units of study that are not approved by a faculty;

   (d)   approves faculty resolutions;

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

   (f)   approves, on the recommendation of the relevant faculty:

   (i)   addition and deletion of award courses, streams, programs, majors, minors; and

   (ii)   changes to the degree core;

   (g)   approves the list of majors, minors and units of study available in the shared pool for Liberal Studies degrees and the Bachelor of Advanced Studies;

   (h)   approves courses and units of study for Sydney Professional Certificates, on the recommendation of the Graduate Studies Committee;

   (i)   approves changes to the teaching mode or mode of delivery of a course;

   (j)   determines deadlines for submitting proposals for new, amended and discontinued award courses;

(k)   determines teaching periods and their component parts, commencement and conclusion dates of the academic year and, if appropriate, variations requested by faculties;

(l)   is responsible for:

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

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

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

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

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

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

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

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

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

(b)   develops and maintains quality and educational excellence as set out in Part 6; and

(c)   endorses proposals for new, amended and discontinued courses for forwarding to the Academic Board.

(4)   **The Vice-President, (External Engagement)** is responsible for developing and maintaining:

(a)   institutional strategy to achieve excellence and innovation throughout the University; and

(b)   institutional systems and strategy in order to achieve excellence in administration processes.

(5)   **The Vice-President (Operations):**

(a)   is responsible for the institutional systems and processes that support educational excellence; and

(b)   develops and maintains institutional systems and strategy in order to achieve excellence in administration processes.

(6)   **The University Executive Strategic Course Portfolio Committee** reviews and, where appropriate, makes recommendations to the University Executive about course concepts and associated business cases.

    Note: See clause 4 of the *Learning and Teaching Procedures*.

(7) **Faculties**

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

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

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

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

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

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

(vi) approve changes to teaching modes and modes of delivery for units of study;

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

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

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

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

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

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

> **Note**: Course proposal and amendment requirements can be found on the Academic Board website.

(xiii) ratify assessment results;

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

> **Note**: See the *Coursework Policy*, the *Assessment Procedures* and the *Academic Integrity Policy*

(xv) review and act on educational quality data each semester as set out in Part 5;

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

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

(xviii) report breaches of academic integrity to the Academic Board as required by the *Academic Integrity Policy;* and

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

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

(8) **Deans**

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

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

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

(iii) make appropriate arrangements for quality assurance of teaching and learning within the faculty as set out in Part 5 and Part 6;

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

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

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

(vii) appoint an Educational Integrity Co-ordinator and, if appropriate, additional nominated academics to act as decision makers in relation to alleged breaches of academic integrity in line with the Academic Integrity Policy 2022 and

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

(9) **Associate Deans – Education**

(a) Associate Deans – Education lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty and, on behalf of the Dean, monitor the effectiveness of processes for achieving graduate outcomes through engaged enquiry. Associate Deans – Education:

(i) co-ordinate teaching across the faculty to deliver excellent educational outcomes and experience;

(ii) review and act on data on educational quality;

(iii) monitor and direct alignment of educational standards and quality in the faculty with University policy and strategy;

(iv) implement collegial governance in the creation and review of educational programs within the faculty; and

> **Note**: See clause 11.

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

(10) Supervisors

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

    (i)   support the student in the research project, including providing timely feedback and advice;

    (ii)   monitor progress within the context of the overall research project;

    (iii)   develop in the student the necessary skills to complete the project; and

    (iv)   educate students about the University's policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.

(11) Heads of School

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

    (i)   assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school as specified in clause 24A;

    (ii)   review reports and data on educational quality in consultation with unit of study co-ordinators and program committees;

    (iii)   act in relation to staff performance and effective allocation of quality resources; and

    (iv)   if requested to do so by the Dean, consider and, if appropriate, approve requests by unit of study co-ordinators to opt out of the recording of lectures in University-managed lecture theatres.

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

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

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

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

(12) Unit of study co-ordinators

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

(b)   Subject to clause 26 (7) the Unit of study co-ordinator:

    (i)   is appointed for the whole of a teaching period during which a unit of study is being provided;

    (ii)   should inform the relevant Head of School of any intended or foreseeable absence, at least four weeks in advance;

(iii) develops, implements and monitors unit of study curricula, learning activities and assessment, subject to approval by the faculty;

(iv) aligns learning outcomes between a unit of study and an award course, and implements, at the unit study level, strategies and policies for educational excellence;

(v) reviews unit of study curriculum design, including learning outcomes, teaching and learning activities and assessment, and, where appropriate, aligns with program learning goals and graduate qualities;

(vi) documents and communicates the unit of study curriculum as a unit of study outline using the template and system prescribed by the Deputy Vice-Chancellor (Education), and makes a unit description, including pre-requisites, co-requisites and assessment, available for inclusion in the faculty handbook;

(vii) reviews assessment tasks and standards in relation to policy and reports to the faculty and the program committee;

(viii) reviews the academic integrity of each assessment task and the assessment matrix of the unit of study each time it is offered to eliminate or minimise the risk of breaches of academic integrity;

(ix) designs the assessment framework for the unit of study to ensure the academic integrity of each assessment in the unit as set out in the *Academic Integrity Policy*;

(x) reports incidents of potential academic dishonesty or plagiarism in line with university policy;

(xi) gathers, reviews and acts on data on educational quality, in consultation with the unit of study team and the Head of School;

(xii) administers surveys of educational experience and provides reports to students and the faculty on the quality of the student experience as set out in Part 5;

(xiii) makes recommendations to the faculty, or a relevant committee of the faculty, about changes to learning outcomes, curriculum, or assessment for a unit of study; and

(xiv) manages access to lecture recordings and, where necessary, submits applications to opt out of recordings in University-managed lecture spaces to the Dean or Dean's nominee.

(13) **Individual teachers**

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

(i) support and lead student learning of the curriculum, as specified and to the agreed standards;

(ii) prepare the educational content of units of study;

(iii) design and prepare assessment tasks as specified in the curriculum, and consistently with relevant policy;

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

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

(14) **Students**

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

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

        (ii)   satisfy attendance and assessment requirements.

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

26A Industry and Community Project units

(1)   The Pro Vice-Chancellor (Education – Enterprise and Engagement), is responsible for managing learning and teaching in ICPUs. This includes:

    (a)   subject to approval by the relevant faculty, developing, implementing and monitoring curricula, learning activities and assessment;;

    (b)   subject to approval by the relevant faculty, overseeing the inclusion of the following conditions in ICPUs:

        (i)   attendance requirements;

        (ii)   requirements for submitting assignments;

        (iii)   appeals procedures;

        (iv)   academic penalties; and

        (v)   other matters set out in the applicable unit of study outline;

    (c)   consulting with faculties, degree coordinators and component coordinators to coordinate and align assessment, standards, management and delivery of IICPUs with curricula in which they are offered.

    (d)   implementing, at the unit study level, strategies and policies for educational excellence;

    (e)   reviewing unit of study curriculum design, including:

        (i)   learning outcomes;

        (ii)   teaching and learning activities; and

        (iii)   assessment;

    (f)   documenting and communicating the unit of study curriculum in a generic unit of study outline applying to all shell units used to enrol students in ICPUs, and making a link to that unit of study outline available in the LMS;

    (g)   reviewing assessment tasks and standards for consistency with University policy;

    (h)   reviewing the academic integrity of each assessment task and the assessment matrix in ICPUs each time they are offered, to minimise the risk of breaches of academic integrity;

(i)   designing the assessment framework for ICPUs to promote academic integrity in each assessment, consistently with the *Academic Integrity Policy*;

(j)   responding to minor breaches and reporting incidents of potential academic integrity breaches, consistently with university policy;

(k)   gathering, reviewing and acting on data on educational quality; and

(l)   evaluating ICPUs, including administering surveys of educational experience and providing reports to participating faculties on the quality of the student experience as specified in Part 5.

(2)   Unit of study coordinators for shell units enrolling students in ICPUs are not responsible for these matters.

27   Documentation and communication

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

(a)   communicating with students and staff;

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

(c)   institutional record keeping.

Note: See *Recordkeeping Policy* and *Records website*

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

(a)   a link to the unit of study outline;

(b)   relevant curriculum resources; and

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

Note: See clause 11 of those procedures.

(3)   Unit of study outlines and the LMS website must be available to students no later than two weeks before the commencement of the semester or teaching block in which the unit is offered.

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

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

Note: See clause 9 of those procedures.

(6)   The Academic Board may make award course resolutions, which must contain at least the minimum information specified in the *Learning and Teaching Procedures*.

Note: See clause 8 of those procedures.

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

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

(a)   a transcript;

(b)   a certificate of graduate status; and

(c)   a testamur.

Note: See clause 12 of those procedures.

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

(a)   the chair of the Academic Board or nominee;

(b)   the Head of the Academic Model Team in the portfolio of the Vice-President (Operations);

(c)   the Head, of the Sydney Student Team in the portfolio of the Vice-President (Operations);

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

(a)   appropriately represents educational achievement;

(b)   can be verified by the University; and

(c)   can be collected in a timely and efficient manner.

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

(a)   the chair of the Academic Board or nominee;

(b)   the Head of the Academic Model Team in the portfolio of the Vice-President Operations;

(c)   the Head, of the Sydney Student Team in the portfolio of the Vice-President (Operations).

28   Qualifications of teachers, co-ordinators and supervisors

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

(a)   up to date knowledge of a relevant field or discipline, which is informed by any of:

(i)   ongoing research

(ii)   scholarship; or

(iii)   contemporary professional practice; and

(b)   relevant skills in learning, teaching and assessment.

(2)   Individuals teaching or supervising units of study in award courses below AQF Level 10 must have:

(a)   a relevant qualification at least one AQF level higher than the course being taught, co-ordinated or supervised;

(b)   equivalent academic attainment;

(c)   equivalent professional experience; or

(d)   appropriate training, as well as guidance and oversight from a supervisor or coordinator who is an academic staff member with the qualifications, experience, knowledge and skills in 28(1) and 28(2) (a) to (c).

(3)   Individuals appointed on the basis of subclauses 28(2)(a) to (c) may also co-ordinate units of study in award courses below AQF Level 10.

(4)   Individuals appointed on the basis of subclauses 28(2)(d) may be appointed to teach specialised components of a course such as demonstrating or tutoring but must not be appointed to co-ordinate units of study or as the sole-teacher.

(5)   Individuals teaching, co-ordinating or supervising units of study in an award course at AQF Level 10 must have:

(a)   a relevant qualification at AQF Level 10;

(b)   equivalent academic attainment;

(c)   equivalent professional experience; or

(d)   appropriate training, as well as guidance and oversight from a supervisor or coordinator who is an academic staff member with the qualifications, experience, knowledge and skills in 28(1) and 28(5) (a)-(c).

(6)   If individuals are appointed on the basis of equivalent academic merit or professional experience under subclauses 28(2) (b) to (d) or 28(5) (b) to (d), the academic attainment or professional experience must be documented and approved in writing by the head of the school;

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

PART 6   QUALITY ASSURANCE

29   Quality assurance processes

(1)   Quality assurance ensures that learning outcomes at the required standards are demonstrated by students in appropriate tasks and assures that, for each learning activity, a quality learning environment exists. Quality assurance processes must be:

(a)   standards driven;

(b)   evidence based; and

(c)   institutionally aligned.

(2)   Quality is measured in terms of excellence in:

(a)   educational outcomes;

(b)   educational experience;

(c)   educational environment.

Note: See Part 2.

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

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

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

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

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

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

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

(6) **At unit of study level**

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

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

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

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

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

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

(i) accepted learning space standards; and

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

(7) **At the curriculum level**

(a) Educational outcomes must:

(i) contribute to student qualifications;

(ii) meet accreditation requirements; and

(iii) be aligned with institutional, industry, professional and community expectations.

(b) Standards and outcomes must be determined by the faculty and managed by the faculty or its relevant committee.

(i) Student survey results must be used to set standards and targets.

    (ii)   Benchmarking and aligning with standards across the faculty, and other comparable institutions, and with professional disciplinary and industry expectations, must be used to measure excellence.

(c)   Educational experience is provided through a thematically coherent program. Evaluation methods include student surveys, benchmarking reports, and reports from accrediting bodies.

    (i)   The Associate Dean – Education must provide annual reports on students' educational experience to the faculty.

    (ii)   Faculties must provide copies of formal benchmarking reports to the Academic Board.

    (iii)   Deans must provide copies of accreditation reports from external organisations to the Academic Board on receipt.

(d)   The quality of the educational environment is measured by the provision of formal and informal learning spaces, where students belong to a community of scholars within discipline and degree programs. Physical learning spaces are measured against:

    (i)   accepted learning space standards; and

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

(8)   At the University level

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

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

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

(d)   The University must evaluate the quality of outcomes, experience and environment using methods which include:

    (i)   using study survey results to set targets and benchmarks at faculty and University level;

    (ii)   accreditation reports;

    (iii)   meeting AQF, Higher Education Standards, and professional regulatory body requirements; and

    (iv)   Academic Board and UE thematic reviews.

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

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

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

30   Rescissions, replacements and transitional provisions

(1)   This document replaces the *Learning and Teaching Policy 2015,* which is
rescinded as from the date of commencement of this document.

SCHEDULE ONE

Roles and responsibilities for curriculum (standards) and operational aspects

Role	Responsibility: Curriculum (standards)	Responsibility: Operational
Students	Be familiar with legislative and other requirements of the course as set out in the faculty handbook, unit of study outline, and other published guidelines. Satisfy attendance and assessment requirements.	Participate in evaluations of their experience, to ensure that educational excellence is achieved. Encouraged to participate in the development and review of courses and units of study.
Individual teachers	Support and lead student learning of the curriculum as specified, and to the agreed standard. Design and prepare assessment tasks as specified in the curriculum and in accordance with the standards in the relevant policy. Monitor and implement academic standards. Educate students on academic integrity and report any breaches of academic integrity.	Participate as part of the unit of study team (if appropriate) to support the roles and responsibilities of the unit of study co-ordinator.

Role	Responsibility: Curriculum (standards)	Responsibility: Operational
Unit of study co-ordinators	Review the design of the curriculum of the unit of study, including learning outcomes, learning and teaching activities, and assessment, to ensure ongoing alignment against program learning goals and graduate qualities. Document and communicate the unit of study curriculum as a unit of study outline using the template and system prescribed by the Deputy Vice-Chancellor (Education), and ensure its availability in the faculty handbook. Review assessment tasks and standards in relation to policy and report to the faculty and program committee. Review the academic integrity of each assessment task and the assessment matrix of the unit to eliminate or minimise the possibility of breaches of academic integrity. Unit of study co-ordinators must ensure that assessment framework in the unit of study is designed to ensure the academic integrity of each assessment in the unit as set out in the *Academic Integrity Policy* Act on breaches of academic integrity within a unit of study, and review the assessment framework each time the unit of study is offered to eliminate or minimise the possibility of such breaches. Recommend student assessment tasks to the faculty and program committee. In consultation with the unit of study team and the Head of School, gather, review and act on data on educational quality.	Lead and co-ordinate the unit of study team to deliver quality teaching and assessment, including reviewing, communicating and acting on data on educational quality in the unit of study.

Role	Responsibility: Curriculum (standards)	Responsibility: Operational
Supervisors	Provide leadership, guidance and mentorship to students undertaking research projects. Provide academic advice to students on the reporting of research findings in a dissertation, treatise or long essay. Educate students on, and monitor the project for compliance with, the University's policies on research integrity, data management, ethical research practice, intellectual property, relevant health and safety procedures and other relevant matters.	Support the student in the research project, including providing timely feedback and advice. Monitor progress within the context of the overall research plan. Provide the student with the necessary skills to complete the project.
Heads of school		Appoint a unit of study co-ordinator for each unit of study within the school. Assign teaching duties, unit of study co-ordinator tasks, and program committee membership to staff in the school. In consultation with unit of study co-ordinators and program committees, review reports and data on educational quality, and act in relation to staff performance and effective allocation of quality resources.

Role	Responsibility: Curriculum (standards)	Responsibility: Operational
Associate Dean – Education	Lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty. On behalf of the Dean establish effective processes for achieving graduate outcomes through engaged enquiry. Align educational standards and quality within the faculty with the University policy and strategy.	Co-ordinate teaching across the faculty to deliver excellence in educational outcomes and experience. Review and act on data on educational quality. Establish and implement collegial governance, as set out in Clause 11, in the creation and review of educational programs within the faculty. Support quality of learning and teaching across the faculty as set out in Part 5.
Dean		Have strategic oversight of faculties, the Associate De–n – Education and heads of school and heads of schools to ensure alignment with faculty strategy and operations (resources). Review and act on data relating to educational quality. Consistently with the *Coursework Policy*, set operational parameters for teaching and curriculum (e.g. teaching workloads, staff profile, fees, student numbers.) Make arrangements for quality assurance of teaching and learning within the faculty as set out in Part 5. Include, where appropriate, student representatives on standard governance committees and provide them with same information as other committee members to enable effective participation. Ensure that faculty offices maintain and update all documentation for policy and procedures relating to the faculty's academic programs, including documentation for units of study.

Role	Responsibility: Curriculum (standards)	Responsibility: Operational
Faculties	Plan and implement reviews of degree curriculum design, including degree learning outcomes, degree learning experiences, and degree level assessment. This will establish ongoing internal alignment and mapping coverage in relation to program goals, coherence, relevance and strategic fit. Advise the Academic Board of any changes to degree level curricula. This may include creation, variation or deletion of courses and changes to tables of units of study. Ratify assessment results with degrees and monitor and act to ensure quality of standards and quality of assessment practices. (See the *Coursework Policy* and the *Assessment Procedures)*. Review and act on data on educational quality and ensure educational excellence. Entrench academic integrity within the assessment framework of each award course at each stage of the program. Monitor breaches of academic integrity within the faculty, review the assessment framework to eliminate or minimise the possibility of such breaches, and report breaches of academic integrity each year to the Academic Board as set out in the *Academic Integrity Policy*	Monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs. May devolve their responsibilities for standards and operational matters to degree, major and program committees and to degree co-ordinators.
Deputy Vice-Chancellor Education		Establish and support institutional systems and strategy to deliver the educational mission in order to achieve excellence in outcomes, experience and environment (e.g. infrastructure, IT, curriculum frameworks, student experience). Deliver quality assurance measures as set out in Part 5.

Role	Responsibility: Curriculum (standards)	Responsibility: Operational
Vice-President (External Engagement)		Establish and support institutional strategy to deliver the educational mission in relation to admission, recruitment and administration processes.
Vice-President (Operations)		Establish and support institutional systems to deliver the educational mission in relation to admission, recruitment, and administration processes.
University		Through faculties, the Academic Board and the University Executive (UE) Education Committee, review and act on: • reports of program committees, including curriculum review and assessment standards; • data on educational quality; and • academic integrity.

SCHEDULE TWO

Modes of delivery – units of study

Mode	Description	SITS Mode	Notes
Face-to-face	Units of study have a regular schedule of face-to-face, in-person activities throughout the relevant teaching block. The face-to-face activities may be complemented with additional supporting learning resources accessed through the Learning Management System (LMS).	ND – Normal (lecture / lab / tutorial) day	ND is the primary code for standard semester-long delivery of face-to-face units of study.
		NE – Normal (lecture / lab / tutorial) evening	NE may be used for a standard semester-long delivery of a face-to-face unit of study if the unit offering requires a separate assessment schedule to a concurrent ND offering, and the face-to-face teaching is offered in the evening. (Note: NE implies evening delivery, but in line with existing practice it will remain possible for ND-coded offerings to involve evening teaching).
		BM – Block mode	BM is the primary code for face-to-face units of study delivered in an intensive mode of teaching.
Online	Units of study are delivered online and do not require students to be physically present on campus or at an alternate location at any stage to complete the unit, including its assessment. Units do not have a regular or ad hoc schedule of face-to-face, in person activities throughout the teaching block. The unit is specifically designed for online study with learning materials provided in a dedicated LMS site. The LMS site includes a range of purposely designed asynchronous learning	OL – Online	OL is used for online units of study in both standard and intensive modes of delivery.

Mode	Description	SITS Mode	Notes
	activities that are aligned with assessment activities and unit learning outcomes. Students do not share this LMS site with a face-to-face cohort and do not attend a live-streamed face-to-face class. There may be a schedule of synchronous online activities that students are required attend.		
Multi-modal	Units of study where most learning activities are completed online, but there is a required face-to-face activity that is usually offered intensively on campus or at another location (e.g., practical activity or assessment).	DI – Distance education / campus intensive	
Supervision	Units of study delivered in supervision mode are coordinated between a supervisor and a student, and do not have timetabled classes.	SU – Supervision	
Professional practice	Units of study delivered in professional practice mode have a physical presence requirement at a non-campus location (includes professional practice, fieldwork, clinical experience, placements and internships).	PP – Professional practice	Adding or any changing the length of mandatory work placements must be reflected in a course's CRICOS registration.

Modes of Delivery – Courses

Mode	Description	Internal/External	Notes	Students required on campus
Face-to-face	The course comprises units of study offered in face-to-face mode. Students can complete all course requirements with face-to-face units, though they might be able to take a small number of online electives. Those electives are not required to complete the course's requirements.	Internal	Student visa holders will only be able to choose a restricted number of the online or multi-modal elective units and remain compliant with their visa conditions. Most of the University's courses are delivered in face-to-face mode.	Yes
Face-to-face or online (by student choice)	The course comprises units of study offered in both face-to-face and online mode. Students can complete all course requirements either by taking all face-to-face units or by taking all online units, or a combination of the two.	Internal / External	This mode is separate to 'face-to-face' so student visa holders can clearly see when a course is face-to-face (and therefore appropriate for them) and domestic students and those with study rights can see if the course is face-to-face or online. Students need to select either 'internal' or 'external' at the point of their application to this type of course but will be able to vary their chosen mode of delivery by unit of study at the point of enrolment.	No, not if student chooses the online pathway.
Online	The course comprises units of study offered in online mode. Students can complete course requirements using only online	External	Offshore international students are usually able to enrol in these courses but will not be eligible for a student visa.	No

Mode	Description	Internal/External	Notes	Students required on campus
	units of study, though they might be able to take a small number of electives offered face-to-face or multi-modal. Those electives are not required to complete the course's requirements.			
Multi-modal	The course comprises units of study that are predominantly online or mostly online, with no more than one third of required units of study offered in face-to-face mode. At least one required unit of study requires a student to attend campus or another specified location. The course is not CRICOS registered and is not available to student visa holders.	External	Multi-modal units require students to be physically present on campus (or at another location) at least once during the course. Students enrolled in multi-modal courses will not be eligible for a student visa for the required on-campus activity.	Yes, but the intensity of campus attendance is significantly lower than for face-to-face and the course is not CRICOS registered and not available for student visa holders.
Offshore	The course comprises face-to-face units of study that are delivered at a location outside of Australia.	Offshore	Visa requirements dependent on course location.	

NOTES

Learning and Teaching Policy 2019

Date approved:	5 November 2019
Date amended:	9 April 2020 (administrative amendments)
	9 June 2020
	17 November 2020
	10 June 2021 (administrative amendments)
	16 November 2021
	15 November 2022
	3 May 2023 (administrative amendments)
	21 November 2023
	5 April 2024 (administrative amendments)
Date commenced:	1 January 2020
	6 May 2020
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	22 November 2021
	1 January 2023
	3 May 2023
	5 December 2023
	5 April 2024
Owner:	Deputy Vice-Chancellor (Education)
Review date:	5 November 2024

Rescinded documents: *Learning and Teaching Policy 2015*

Related documents:

University of Sydney (Coursework) Rule

University of Sydney (Policies Development and Review) Rule

Academic Integrity Policy

Student Charter

Coursework Policy

Research Code of Conduct

Academic Integrity Procedures

Assessment Procedures

Learning and Teaching Procedures

AMENDMENT HISTORY

Provision	Amendment	Commencing
Definitions (6)	Administrative amendments to replace references to clause 18 with clause 21.	9 April 2020
26(3)(c)(i); 26(6)	References to University Executive Course Curriculum Planning Committee replaced by University Executive Strategic Course and Student Profile Committee	9 April 2020
13(6A)	Subclause added	11 May 2020
Definitions (6)	Definition of unit of study outline added.	18 November 2020
26(13)(vi)	'in the LMS' removed and replaced by 'using the template and system prescribed by the Deputy Vice-Chancellor (Education).	18 November 2020
26A(1)(c)	Sub-clause amended. 'as a model' replaced by 'in a generic'. 'Enrol' replaced by 'used to'. 'a link to' inserted between 'making' and 'that unit'.	18 November 2020
27(2) – 27(11)	New sub-clauses inserted.	18 November 2020
Schedule 1	Unit of study co-ordinators, paragraph two 'in the LMS" replaced by 'using the template and system prescribed by the Deputy Vice-Chancellor (Education)	18 November 2020
28(2)d); 28(3); 28(4); 28(5)(d); 28(6)	Administrative amendments to replace references to clause 24(A) with clause 28.	10 June 2020
28(5)(d)	Administrative amendments to replace references to clause 24A(4) with 28(5).	10 June 2020
13(3); 13(4)	Administrative amendments to update references to Delegations of Authority Rule.	22 November 2021
14(1)(a); 14(1)(b)	'teaching' added to sub-clause	22 November 2021

Provision	Amendment	Commencing
14(3)	Addition of new sub-clause	22 November 2021
14A	New clause added.	22 November 2021
21	Note deleted	22 November 2021
26(1)	Administrative amendment to update reference to Delegations of Authority Rule.	22 November 2021
26(2)(h)	'Unit of Study' deleted	22 November 2021
26(8)(v)	New sub-clause inserted and consequential re-numbering	22 November 2021
27	Reference to Recordkeeping Manual removed.	22 November 2021
Schedule 2	New schedule inserted. Modes of Delivery – Units of Study and Modes of Delivery – Courses	22 November 2021
6(1); 12(1)(a) note; 12(1(d) note; 20(1) note; 20 table 3 note; 20(7) note; 22(6); 26(2)(b); 26(7)(xiv); 26(8)(a)(i); Schedule 1	Coursework Policy 2014 replaced with Coursework Policy 2021	1 January 2023
6(1)	In definition for Open Learning Environment, 'Board of Interdisciplinary Studies' replaced with 'relevant delegate'	1 January 2023
6(1)	'Board of Interdisciplinary Studies' deleted from definition for Sydney Research Seminars	1 January 2023
7 Table 1 note	deleted	1 January 2023
14A(5)	Subclause deleted; consequent renumbering	1 January 2023
14A(4)-(6)	Previous subclauses merged; consequent renumbering	1 January 2023
14A(6)	'The University Executive through' deleted; 'Strategic Course and Student Profile Committee' replaced with 'Strategic Course Portfolio Committee'	1 January 2023

Provision	Amendment	Commencing
14A(6)(a)	Replace 'course' with 'online'; add 'for courses after delivery' at end of subclause	1 January 2023
14A(6)(b)	Delete 'such'; add 'to online modes of delivery' at end of subclause	1 January 2023
21(1); 26(2)(f); 26(2)(g)	'Board of Interdisciplinary Studies' deleted	1 January 2023
26(2)(c)	New subclause added; consequent renumbering	1 January 2023
26(2)(h)	'Board of Interdisciplinary Studies' replaced with 'Graduate Studies Committee'	1 January 2023
26(2)9i)	'deleted' replaced with 'discontinued'	1 January 2023
26(3)(c)	'deleted' replaced with 'discontinued'; 'to the Academic Board' added at end of subclause	1 January 2023
26(3)(i) – (ii)	Subclauses deleted	1 January 2023
26(4); Schedule 1	'Vice-Principal (Operations)' replaced with 'Vice-President (Operations)'	1 January 2023
26(6)	'Strategic Course and Student Profile Committee' replaced with 'Strategic Course Portfolio Committee'	1 January 2023
26(6)(a) and (b)	Previous subclauses merged; written as one subclause	1 January 2023
26(7)	Subclause deleted; consequent renumbering	1 January 2023
26A(1)	Rewritten to reflect dissolution of the Board of Interdisciplinary Studies; new subclauses added	1 January 2023
Schedule 1	'Vice-Principal (External Relations)' replaced with 'Vice-President (External Engagement)"	1 January 2023
6(1); 13(3) note; 20(1) note; 21(4)(h); 26(3)(b); 26(8)(a)(iii)	Typographical and internal policy references amended	1 January 2023
10(2); 23(8); 26(7)(a)(xiv); 26(8)(a)(vii); 26(12)(b)(iv); 26A(1)(i); Schedule One; Related documents	Replaced 'Academic Honesty in Coursework Policy 2015' with 'Academic Integrity Policy 2022'	3 May 2023

Provision	Amendment	Commencing
10(2); related documents	Replaced 'Academic Honesty Procedures 2016' with 'Academic Integrity Procedures 2022)	3 May 2023
23(8) note	Replaced 'Academic Honesty in Coursework Policy 2015' with 'Academic Integrity Policy 2022'; revised clause reference	3 May 2023
26A(1)(j)	'responding to minor breaches and' inserted at beginning of subclause; replacing 'academic dishonesty or plagiarism' with 'academic integrity breaches'	3 May 2023
29(8)(d)(iv)	replace 'faculty review' with 'thematic review'	3 May 2023

The following amendments were approved by Academic Board on 21 November 2023 for effect on 5 December 2023. Resolution AB2023/06-16

Provision	Amendment	Commencing
Title section	'Variation due to COVID-19 pandemic emergency: See subclause 13 (6A)' deleted; no longer relevant	5 December 2023
13(6A)	subclause deleted	5 December 2023
21(11)(i)	'Faculties introducing new units of study with a credit point value other than six must inform the Academic Board' replaced with 'Faculties introducing new units of study (other than an Open Learning Environment unit) with a credit point other than six must obtain approval from he Undergraduate Studies Committee or the Graduate Studies Committee'	5 December 2023
21(12)	subclause deleted	5 December 2023
27(9)(b); 27(9)(c); 27(11)(b); 27(11)(c)	'Vice-Principal (Operations) replaced with 'Vice-President (Operations)	5 December 2023
6(1)	Definition of 'Group of Eight (Go8)' deleted.	5 December 2023
29(7)(c)	Inserted 'and' after 'reports from accrediting bodies' and deleted 'and Go8 Standards Verification reports' at end of subclause.	5 December 2023
29(7)(c)(iv)	Subclause deleted.	5 December 2023
29(8)(d)(iii)	'meeting Group of Eight (Go8), AQF, Higher Education Standards, and professional regulatory body requirements' replaced with 'meeting AQF, Higher Education Standards, and professional body regulatory requirements'.	5 December 2023

Provision	Amendment	Commencing
Throughout	Administrative amendments to remove the year in policy references.	5 April 2024