

LEARNING AND TEACHING POLICY 2024

The Academic Standards and Policy Committee of the Academic Board, as delegate of the Senate of the University of Sydney, adopts the following policy.

Dated: 8 October 2024 (commencing 11 November 2024)

Amended: 8 January 2025 (administrative amendments)

22 April 2025 (administrative amendments)

Signature:

Position: Chair, Academic Standards and Policy Committee

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PART 1 PRELIMINARY

1 Name of policy

This is the Learning and Teaching Policy 2024.

2 Commencement

This policy commences on 11 November 2024.

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, as appropriate, a faculty, board of studies, school, centre or interdisciplinary committee.
approved learning technologies	means web-based and mobile applications used to support learning, teaching or assessment.
assessment	<ul style="list-style-type: none"> means the process of measuring the performance of students to determine the learning outcomes achieved. This process lets students monitor their progress and contributes to their academic results. Examples include examinations and assignments.
Associate Dean – Education	<p>means:</p> <ul style="list-style-type: none"> the Associate Dean of a faculty or University school with responsibility for education at the relevant level; 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. <p>The responsibilities of the Associate Dean- Education specified in this policy may be shared between more than one Associate Dean position.</p>
Australian Qualifications Framework (AQF)	means the national framework for recognition and endorsement of education qualifications.
award course	<p>means a course approved by the relevant delegate and endorsed by the Senate. It leads to a degree, diploma or certificate, including a Sydney Professional Certificate.</p> <p>Note: See clause 21.</p>
award course resolutions	<p>means the resolutions setting out the requirements for an award. They are approved by the relevant delegate and tabled at a meeting of the Senate.</p> <p>Note: See clause 2.3 of the Coursework Rule.</p>

Bachelor degree	<p>has the meaning given in the Coursework Policy. That is:</p> <p>an undergraduate degree that:</p> <ul style="list-style-type: none">• 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. <p>The University offers two types of Bachelor degrees:</p> <ul style="list-style-type: none">• Liberal Studies Bachelor degrees; and• Professional or Specialist Bachelor degrees <p>Note: See clause 100 of the Coursework Policy</p>
Bachelor of Advanced Studies	<p>has the meaning given in the Coursework Policy. That is:</p> <p>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.</p>
capstone experience	<p>has the meaning given in the Coursework Policy. That is:</p> <p>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.</p> <p>Note See clause 21.</p>
certificate of graduate status	<p>means a statement issued on graduation that provides information about the qualification and student attainment in addition to, or incorporating the student transcript.</p>
combined degree course	<p>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.</p> <p>Note: See clause 21.</p>
compulsory study period	<p>means a period during which a student must be enrolled in their award course and be available to attend compulsory learning activities and assessments. These are set out in the offer of admission.</p> <p>Note: See the National Code of Practice for Providers of Education and Training to Overseas Students 2018.</p>



core	means a unit of study that is compulsory to meet the requirements of a particular award or curriculum component as described in the award course resolutions.
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 relevant delegate and endorsed by the Senate that leads to a degree, diploma or certificate. It is undertaken predominantly by coursework. 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, as appropriate: <ul style="list-style-type: none">• the Executive Dean or Dean of a faculty; or• the Head of School and Dean of a University school.
Digital Education Subcommittee	is a sub-committee of the University Executive Education Committee. It provides governance around the use and management of learning, teaching, and assessment technologies.
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.
elective	means a unit of study that is part of a broad set of choices that contribute to meeting the requirements for a particular award course or curriculum component as described in the award course resolutions.
faculty	means a faculty or University school. In this policy it refers to the faculty or University school responsible for the relevant award course. See: University of Sydney (Governance of Faculties and University Schools) Rule
faculty course calendar	means a schedule of a faculty's teaching activities outside Semesters 1 and 2, including compulsory study periods. It is approved by the Academic Standards and Policy Committee.
faculty office	means the professional staff led by a faculty manager or faculty general manager.



graduate qualities	means the qualities demonstrated by all graduates of award courses on completion of the award course. Part 2 of this policy details graduate qualities for undergraduate award courses.
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 have another title e.g. Head of Discipline or the chair of an interdisciplinary committee.
honours units	means advanced units of study at 4000-level specified as requirements to qualify for an award with honours (AQF level 8). Note: See clause 95 of the Coursework Policy .
industry and community project unit (ICPU)	has the meaning given in the Coursework Policy : a unit of study in which students complete a project managed by the Pro-Vice Chancellor (Education – Enterprise and Engagement).
latest start date	means the latest date in which teaching must commence for units offered in intensive mode within a teaching block.
LMS	means learning management system. This is the online learning system used to host unit of study websites.
learning outcomes	means statements of what students know, understand and are able to do after completing a curriculum component or award course. .
Liberal Studies Bachelor degree	has the meaning given in the Coursework Policy . That 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, to develop 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, to develop expertise in a field of study. Note: See clause 21.
mode of delivery	means the way in which courses and units of study are presented to students. Note: See details in Schedule One.

open learning environment	has the meaning given in the Coursework Policy . That is: a shared pool of units of study which are: <ul style="list-style-type: none">• of 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: <ul style="list-style-type: none">• Sydney Professional Certificate;• Graduate Certificate (AQF level 8);• Graduate Diploma (AQF level 8);• Masters degree (AQF level 9); or• a Doctorate (AQF level 10). Normally a postgraduate award course requires the prior completion of a relevant undergraduate qualification.
program	means a combination of units of study that develops expertise in a multi-disciplinary domain or professional or specialist field. It includes at least one 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 . That 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 . That is: a Masters degree that develops advanced knowledge and research skills in a discipline to prepare a student to undertake a Doctor of Philosophy
relevant delegate	means the holder of delegated authority for a particular decision. Delegations are set out in the University of Sydney (Delegations of Authority) Rule .
selective	means a unit of study that is part of a limited set of choices necessary to meet the requirements for a particular award course or curriculum component as described in the award course resolutions.
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 that are available to students enrolled in all Liberal Studies Bachelor degrees.
specialisation	means: <ul style="list-style-type: none">• 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, as appropriate: <ul style="list-style-type: none">• a person who is currently admitted to candidature in an award course of the University; or• an exchange student or non-award student.
Sydney Professional Certificate	means an award, obtained by completing an advanced course of postgraduate study approved by the Academic Board under section 1.3(1)(h) of the Coursework Rule . This is an award outside the AQF.
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. A teaching block may also be a compulsory study period.
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.

undergraduate award course	means a coursework award course leading to the award of: <ul style="list-style-type: none">• an Associate Diploma;• a Diploma;• an Advanced Diploma;• a Bachelor degree; or• a Bachelor (Honours) degree.
undergraduate degree	means an undergraduate award course at Bachelor level that achieves at least 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 relevant delegate. 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 through the enterprise curriculum system 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 acquisition of the graduate qualities.
- (2) The graduate qualities for undergraduates, and their purposes, are set out in Table 1.

Table 1

Graduate qualities	Purpose
Depth of disciplinary expertise.	To excel at applying and continuing to develop disciplinary expertise.
Broader skills: <ul style="list-style-type: none"> • 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 to support excellence in outcomes, experience and environment.
- (2) Learning and teaching must be designed and managed to ensure excellence in:
 - (a) educational outcomes: so that graduates demonstrate the graduate qualities to a high standard;
 - (b) educational experience, as shown through:
 - (i) teachers' impact and ability to engage students productively in the teaching and learning process; and
 - (ii) students' mastery of skills for self-directed learning;

and
 - (c) educational environment: consisting of physical learning spaces, virtual learning spaces, 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 that:
 - (i) lead to well defined learning outcomes; and
 - (ii) involve 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:
 - (a) be accessible to students with disabilities;
 - (b) allow appropriate flexibility; and
 - (c) 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 integrity by staff and students is an underlying ethos of all education.
- (2) Policy and procedures relating to academic integrity in coursework are set out in the [Academic Integrity Policy](#) and the [Academic Integrity Procedures](#).

11 Collegial governance

- (1) Collegial governance supports:
 - (a) continuous improvement and innovation;
 - (b) an effective framework to achieve educational excellence; and
 - (c) each student achieving graduate qualities and learning outcomes to a high standard.
- (2) Learning programs must be developed and managed through a collegial process. This 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 26 for specific authorities, roles and responsibilities for the management of learning and teaching.

- (3) All award course programs must be overseen by a faculty course committee or standing committee.

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.
- (4) All committees overseeing award course programs must include:
 - (a) representatives of the academic disciplines responsible for teaching;
 - (b) representatives of students enrolled in the award course; and
 - (c) the relevant Associate Dean - Education.

- (5) These committees 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) make decisions on matters related to learning and teaching that are assigned to them by the faculty.
- (6) The faculty retains responsibility for the outcomes, quality and review of courses.

- (7) Faculties, or their relevant committees, may also establish other program committees as necessary for ensuring excellence in outcomes, experience and environment. This may include unit of study committees.
- (8) Program committees must include:
 - (a) representatives of teachers within the program; and
 - (b) students enrolled in the program.
- (9) Faculties, or their relevant committees, must ensure that award courses are comprehensively reviewed at least every 7 years. The review must:
 - (a) include external referencing or other benchmarking; and
 - (b) provide a report to the Academic Quality Committee.
- (10) Award course review committees must include:
 - (a) representatives of the academic disciplines responsible for teaching in the course;
 - (b) students enrolled in, or recently graduated from the course; and
 - (c) relevant stakeholders from professions or industry, as determined by the committee responsible for oversight of the course.
- (11) The faculty and award course committees are responsible for obtaining approval of units of study, programs and award courses consistently with Part 4.

12 Equality of opportunity

- (1) The University is committed to equality of opportunity in education. It 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.
- (2) Full details of the University's support services for students are set out in the [Support for Students Policy](#).

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.
- (4) Teaching Period 2 will commence on 1 July and end on 31 December.
- (5) Teaching and learning must take place:
 - (a) within a semester or other approved teaching block; or
 - (b) as set out in a faculty course calendar.

Note: See clause 15 of the *Learning and Teaching Procedures*.

- (6) A semester comprises:
 - (a) 13 weeks of programmed learning;
 - (b) one study week; and
 - (c) one to two weeks for examination and assignment preparation.
- (7) Except as provided 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:
 - (a) obtain the approval of the relevant delegate; and
 - (b) clearly specify compulsory study periods for each course in a faculty course 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) Students are permitted to undertake units of study outside the compulsory study period if they wish. They must not be compelled to do so.
- (11) 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.
- (12) Dates for teaching periods, semester periods, other teaching blocks and faculty course calendars must be approved by the relevant delegate

14 Teaching modes

- (1) Coursework teaching may be delivered in either standard mode or intensive mode.
- (2) Standard mode teaching:
 - (a) follows a weekly pattern of learning and assessment activities:
 - (i) for six credit point courses, spread over a semester; or
 - (ii) for courses of less than six credit points, spread over a shorter period; and
 - (b) usually requires 1.5 to 2 hours of student effort per credit point per week.
- (3) Intensive mode teaching:
 - (a) compresses learning and assessment activities into a shorter teaching block and
 - (b) requires higher student effort per credit point per week than standard mode.
- (4) Intensive mode teaching may take place in either teaching period, and can occur at the same time as a semester.
- (5) The teaching in a unit offered in intensive mode must take place within the published allocated teaching availability, and must commence on or before the approved latest start date.

14A Modes of delivery

- (1) Different modes of delivery are available for:
 - (a) units of study; and
 - (b) courses.
- (2) Units of study may be offered as:
 - (a) face-to-face;
 - (b) online;
 - (c) supervision;
 - (d) professional practice; or
 - (e) multi-modal.

Note: See Schedule One for descriptions of unit modes of delivery.
- (3) The Faculty Board is responsible for:
 - (a) deciding 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 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 relevant delegate.

- (5) Courses 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 One for descriptions of 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 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:
 - (a) align with graduate qualities; and
 - (b) be assessed as part of the curriculum.
- (2) Learning outcomes should be specified for award courses and for each of their components. This includes 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 AQF awards 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 reviewed at least every seven years by faculties consistently with this policy, in the light of:
 - (i) student outcomes;
 - (ii) the student experience;
 - (iii) the growth of knowledge;
 - (iv) changes in the learning environment; and
 - (v) stakeholder input;

Note See clause 11.

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

18 Curricula generally

- (1) 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.
- (3) Disciplinary depth enables students to achieve command and understanding of a discipline area.
- (4) Disciplinary depth can be achieved through:
 - (a) focussed study in a program or major; or
 - (b) completing a stream.
- (5) Disciplinary breadth enables students to:
 - (a) contextualise their learning in the context of related studies and other disciplines;

- (b) apply it to new contexts; and
 - (c) augment it according to their learning needs and interests.
- (6) Disciplinary breadth is achieved through:
- (a) electives;
 - (b) minors;
 - (c) additional majors;
 - (d) studies in other disciplines;
 - (e) interdisciplinary projects; and
 - (f) the open learning environment.
- (7) A curriculum framework is a broad structure for the constituent educational experiences offered by each degree. It comprises:
- (a) components that are essential for every student to reach an agreed standard; and
 - (b) 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:
- (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) 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 program, major, stream or specialisation in at least one field of study	<ul style="list-style-type: none"> • Depth of disciplinary expertise

Component	Graduate qualities
A structured approach to the development of knowledge and skills	<ul style="list-style-type: none"> • Depth of disciplinary expertise • Broader skills • Cultural competence • Integrated identity
Collaborative and group-based learning activities and assessments	<ul style="list-style-type: none"> • Broader skills • Cultural competence • Integrated identity • Influence
Interdisciplinary and inter-professional learning experiences	<ul style="list-style-type: none"> • Broader skills • Interdisciplinary effectiveness • Influence
Authentic problems and assessments	<ul style="list-style-type: none"> • Depth of disciplinary expertise • Broader skills • Interdisciplinary effectiveness • Integrated identity • Influence
An open learning environment for extension of knowledge and skills	<ul style="list-style-type: none"> • Broader skills • Interdisciplinary effectiveness • Integrated identity • Influence
Project-based learning	<ul style="list-style-type: none"> • Depth of disciplinary expertise • Broader skills • Integrated identity • Influence

20 Curriculum framework for AQF postgraduate coursework education

- (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:
- advanced specialisation in a field of knowledge;
 - research skills;
 - 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 of study may include one or more of:
- (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) 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	<ul style="list-style-type: none"> • Depth of disciplinary expertise
Interdisciplinary study	<ul style="list-style-type: none"> • Depth of disciplinary expertise • Broader skills • Cultural competence • Integrated identity
Exchange and work-based projects	<ul style="list-style-type: none"> • Broader skills • Cultural competence
Interdisciplinary and inter-professional learning experiences	<ul style="list-style-type: none"> • Broader skills • Interdisciplinary effectiveness • Influence
Professional or industry experience	<ul style="list-style-type: none"> • Broader skills • Cultural competence
Authentic problems and assessments	<ul style="list-style-type: none"> • Depth of disciplinary expertise • Broader skills • Interdisciplinary effectiveness • Integrated identity • Influence
Research	<ul style="list-style-type: none"> • Broader skills

Component	Graduate qualities
Project-based learning	<ul style="list-style-type: none"> • 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 Sydney Professional Certificate courses 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 Sydney Professional Certificate courses may include one or more of:
 - (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:
 - (i) nomenclature;
 - (ii) course components; and
 - (iii) course resolutions;
 - (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;
 - (e) are recorded on the student's transcript;



- (f) include 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. They include a major in a field of study;
 - (b) must have intellectual and educational coherence and specified learning outcomes as required in clause 13; and
 - (c) in undergraduate degrees, comprise:
 - (i) a minimum of 12 and a maximum of 24 credit points at 1000-level;
 - (ii) a minimum of 12 and a maximum of 24 credit points at 2000-level;
 - (iii) a minimum of 18 and a maximum of 24 credit points at 3000-level units of study;
 - Note:** Three-year programs (available in degrees of 144 credit points) must not, when combined with the requirements of the degree core, require more than 84 credit points (72+12).
 - (iv) in degrees and combined degrees requiring 192 credit points, up to 48 credit points at 4000 level;
 - Note:** Four-year programs (available in degrees of 192 credit points) must not, when combined with the requirements of the degree core, require more than 132 credit points (120+12).
 - (v) an embedded major;
 - (vi) at least 12 credit points of the degree core, if a degree core is specified for the degree; and
 - (d) are recorded on the student's transcript.
- (4) **Majors:**
- (a) comprise a defined sequence of units taken by a student that develop depth of expertise in a field of study;
 - (b) must have intellectual and educational coherence and specified learning outcomes as required in clause 13;
 - (c) in all undergraduate degrees, must require exactly 48 credit points; as specified in this sub clause;
 - (d) in Liberal Studies Bachelor degrees and undergraduate degrees of 144 credit points other than intermediate and advanced pathway in language majors, 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); and
 - (iv) for intermediate and advanced pathway in language majors, must include a minimum of 18 credit points at 3000-level.



- (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 3000-level (or, for 192 credit point Professional or Specialist degrees, at 3000-level or higher):
 - (i) a 6 credit point unit involving completion of a project requiring the integration and application of disciplinary knowledge and skills; and
 - (ii) a 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 the requirement for (4)(f)(i) or (4)(f)(ii) can be met in both majors, the relevant 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, other than intermediate and advanced pathway in language minors, 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
 - (iv) for intermediate and advanced pathway in language minors, a minimum of 6 credit points at 3000-level are required; and
 - (c) are recorded on the student's transcript.
- (6) **A degree core:**
- (a) is a unit or group of units of study that collectively develops knowledge and skills required for the award course;
 - (b) must be completed by all students within an award course to meet its requirements as specified in the award course requirements; and
 - (c) 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 and components may achieve depth and breadth of learning by specifying core units, selective units and elective units that must be completed to meet their requirements. Requirements are described in award course resolutions.
- (10) **Units of study**
 - (a) Core units
 - (i) Units of study may be specified as core units for a particular award course or component if they are essential to achieve its learning outcomes.
 - (ii) Core units are compulsory. Students must successfully complete all core units to meet the award course or component requirements.
 - (b) Selective units
 - (i) Units of study may be specified as selective units of study for a particular award course or component if they or their equivalent are necessary to achieve its learning outcomes.
 - (ii) Selective units are part of a limited set of choices given to students. Students must complete the required number of selective units to meet the award course or component requirements.
 - (c) Elective units
 - (i) Units of study may be specified as elective units for a particular award course or curriculum component if they broadly contribute to achieving its learning outcomes.
 - (ii) Elective units are part of a broad list of choices given to students. Students must complete the required number of elective units to meet the award course or component requirements.
 - (d) 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 blocks.
 - (e) Learning outcomes for each unit of study must align with learning outcomes for:
 - (i) the award courses in which the unit of study is offered; and
 - (ii) other components of award courses of which it is a part.
 - (f) The Learning outcomes, requirements, assessment frameworks and standards for a unit of study must be the same for all students taking that unit, regardless of the award course in which they are enrolled.
 - (i) This requirement does not apply to 'shell' units used for administrative purposes.
 - (g) 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.



- (h) Units of study must be identified by an eight-character alpha-numeric code. The first four characters must be letters identifying the relevant school, department or discipline and the final four must be integers identifying the unit of study and the level at which it is offered.
 - (i) The integers in the unit of study alpha-numeric code must commence with a number which indicates the level. The generic form is ****1xxx (for 1000-level units), ****2xxx (for 2000-level units) and so on.
 - (j) 1000-level units of study have learning outcomes of a foundational or introductory nature. They are designed for students in the first year of a bachelor degree.
 - (k) 2000-level units of study have learning outcomes which assume prior foundational or introductory study. They are designed for students who have completed the first year of a bachelor degree.
 - (l) 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, these units should enable students to demonstrate learning outcomes at a level expected for those completing a bachelor degree at AQF level 7.
 - (m) 4000-level units of study have learning outcomes which assume prior completion of the third year of a bachelor degree. They are either:
 - (i) designed for students who are completing the final year of a 192 credit point bachelor degree (AQF level 7); or
 - (ii) designed for students who are completing a Bachelor of Advanced Studies (AQF level 7); or
 - (iii) designed for students who have already achieved learning outcomes for a 144 credit point pass-level bachelor degree and are now completing an Honours year (AQF level 8).
 - (n) 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. It 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. This includes 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 relevant delegate.
 - (d) The credit point load for a unit of study in the open learning environment must be 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) 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. This includes units which are:
 - (i) core units in more than one award course;
 - (ii) shared individually in the shared pool; or
 - (iii) shared as part of a major or minor in the shared pool.
- (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.
 - (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) Credit point value may be allocated flexibly between different units if necessary to accommodate tensions between the duration of core learning experiences and their perceived importance in achieving learning outcomes for the award course.
- (i) Except for Open Learning Environment units, faculties introducing new units of study with a credit point value other than six must obtain approval from the relevant delegate. In doing so they must explain the rationale for deviating from the standard and address issues of compatibility.

22 Assessment framework

- (1) Students demonstrate graduate qualities and learning outcomes through assessment.
- (2) Learning outcomes for units of study must be assessed:
 - (a) within the unit of study; or
 - (b) within an assessment framework for the award course or an award course component.
- (3) Assessment frameworks for award courses and units of study must:
 - (a) promote student learning and engaged enquiry;
 - (b) be designed to ensure that key milestones are met to a standard sufficient to allow progression; and
 - (c) ensure that all students who successfully complete the award course demonstrate the graduate qualities and specified learning outcomes.
- (4) Assessment frameworks for units of study must ensure that all students who successfully complete the unit:
 - (a) demonstrate the graduate qualities and learning outcomes; and
 - (b) are assessed to the same standard.
- (5) 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 assessment approach for a curriculum;
 - (b) map 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.
 - (a) There must always be a clear plan demonstrating where the learning outcomes and graduate qualities are assessed for each part.
- (5) Assessment plans must be approved by the relevant delegate 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 relevant delegate as soon as practicable.

23 Academic integrity in curriculum design

- (1) Learning experiences, programs and curricula must be designed to educate students about academic integrity early in the first year. This includes appropriate acknowledgement, academic honesty and avoiding plagiarism.
 - (a) This education must include an online module endorsed by the Office of Educational Integrity. It should also include tutorials work and scaffolded writing tasks as appropriate.
- (2) The assessment framework of award courses and the assessment matrix for 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 Approved learning technologies

- (1) All use of approved learning technologies must be consistent with relevant University policies. These include:
 - (a) [Acceptable Use of ICT Resources Policy](#);
 - (b) [Privacy Policy](#);
 - (c) *Cyber Security Policy*; and
 - (d) [Recordkeeping Policy](#).
- (2) Staff members and academic units:
 - (a) are responsible for identifying and managing any risks associated with approved learning technologies which they introduce and use; and
 - (b) must register the use of such technologies with the Digital Education Subcommittee.
- (3) Approved learning technologies must not be used for assessment purposes without the approval of the Deputy Vice-Chancellor (Education).
- (4) Where an approved 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 an approved 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) **The Academic Standards and Policy Committee** is responsible for:
 - (a) approving dates for teaching blocks, semesters and research periods and, where appropriate, variations requested by faculties;
 - (b) approving admission requirements and pre-requisites for award courses;
 - (c) monitoring processes within faculties to support the academic integrity of the University's programs and assessment; and
 - (d) monitoring breaches of academic integrity, reviewing processes to minimise or eliminate them and taking appropriate action.
- (2) **The Undergraduate Studies Committee and the Graduate Studies Committee (as appropriate)** are responsible for:
 - (a) approving the addition or discontinuation of award courses, streams or award course components other than units of study (except as specified below);
 - (b) approving variations to award course and course components other than units of study (except as specified below);
 - (c) approving the addition of units of study outside the Open Learning Environment with credit point values other than six;
 - (d) approving courses and units of study for Sydney Professional Certificates;
 - (e) approving units of study that are not approved by a faculty;
 - (f) approving admission requirements and pre-requisites for award courses, including course level variations to English language requirements;
 - (g) approving changes to the teaching mode or mode of delivery of a course;
 - (h) determining deadlines for submitting proposals for new, amended and discontinued award courses;
 - (i) considering and, if appropriate, approving the name and abbreviation used for each award course; and
 - (j) approving academic programs so that all graduates demonstrate graduate qualities set out in Part 2 to a high standard.
- (3) **The Academic Quality Committee** is responsible for
 - (a) monitoring the review of education programs by faculties in a seven-year cycle;
 - (b) monitoring program outcomes and reports of review committees and accrediting bodies to promote educational excellence as set out in Part 2;



- (c) developing and maintaining quality and educational excellence as set out in Part 5.
- (4) **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;
 - (c) endorses proposals for new, amended and discontinued courses for forwarding to the relevant delegate;
 - (d) approves variations to units of study available in:
 - (i) the shared pool for Liberal Studies degrees and the Bachelor of Advanced Studies;
 - (ii) the Open Learning Environment;
 - (iii) the Dalyell Pool; and
 - (iv) the Extended Degree Pool;
 - (e) approves the use of learning technologies for assessments; and
 - (f) approves new learning technologies on the recommendation of the Digital Education Subcommittee and the Chief Information Officer.
- (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 and relevant delegates about course concepts and associated business cases.

Note: See clause 4 of the [Learning and Teaching Procedures](#).
- (7) **The Digital Education Subcommittee** is responsible for:
 - (a) considering applications for new learning, teaching and assessment technologies;
 - (b) making recommendations about new learning, teaching and assessment technologies to the Deputy Vice-Chancellor (Education); and
 - (c) annually reviewing the use and performance of approved learning technologies.
- (8) **The Educational Innovation team** is responsible for:
 - (a) monitoring learning outcomes and student feedback about approved learning technologies to enhance student experience and quality of learning;
 - (b) with the Information and Communications Technology team:
 - (i) monitoring learning technology innovations, enhancements and implementation; and
 - (ii) monitoring ongoing enhancement of approved learning technologies.

- (9) **The Chief Information Officer** is responsible for approving the acquisition of software for new learning technologies, in consultation with the Deputy Vice-Chancellor (Education).
- (10) **The Information and Communications Technology team** is responsible for:
- (a) delivering approved learning technologies to students;
 - (b) maintaining, monitoring and reporting on the performance of approved learning technologies;
 - (c) with the Educational Innovation team:
 - (i) monitoring learning technology innovations, enhancements and implementation; and
 - (ii) ongoing enhancement of approved learning technologies; and
 - (d) reviewing and updating an approved learning, teaching and assessment technologies register.
- (11) **Faculties**
- (a) Faculties, and their committees, are responsible for standards, assessment and quality throughout the faculty. Faculties:
 - (i) establish committees with responsibility for excellence in outcomes and experience in award courses;
 - (ii) approve units of study and, 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 addition or deletion of, or variation to units of study;
 - (v) approve the inclusion or deletion of units of study from award courses and course components;
 - (vi) approve assessment for units of study and other curriculum components as appropriate;
 - (vii) approve pre-requisites and co-requisites for units of study and honours components;
 - (viii) approve changes to teaching modes and modes of delivery for units of study;
 - (ix) determine the curriculum and learning outcomes for streams for recommendation to the relevant delegate;
 - (x) determine integration between units of study to meet the learning outcomes of majors, programs, streams or award courses and to achieve graduate qualities;
 - (xi) approve faculty resolutions relating to award courses of the faculty;
 - (xii) develop and maintain alignment of curricula and the quality of learning and teaching to achieve high standards in award course outcomes;
 - (xiii) where appropriate, monitor alignment with standards set by professional and accrediting bodies;



- (xiv) advise the Undergraduate Studies Committee and the Graduate Studies Committee 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](#).

- (xv) ratify assessment results;
- (xvi) 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](#)

- (xvii) review and act on educational quality data each semester as set out in Part 5;
- (xviii) monitor breaches of academic integrity within the faculty;
- (xix) review the assessment framework of units of study and other curriculum components to eliminate or minimise the possibility of such breaches;
- (xx) report breaches of academic integrity as required by the [Academic Integrity Policy](#); and
- (xxi) 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.

(12) 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;
 - (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 as provided in the [Academic Integrity Policy](#) 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; and
- (ix) approve suspension of award courses or streams.

(13) Associate Deans – Education

(a) Associate Deans – Education lead and co-ordinate strategies for educational excellence, improvement and innovation across the faculty. On behalf of the Dean, they 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 creating and reviewing educational programs within the faculty;

Note: See clause 11.

- (v) support quality teaching and learning across the faculty.

(14) Supervisors

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

- (i) support the student in their research projects, including providing timely feedback and advice;
- (ii) monitor progress 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.

(15) 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;
- (ii) review reports and data on educational quality in consultation with unit of study co-ordinators and program committees;
- (iii) manage 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.

(16) Unit of study co-ordinators

- (a) Each unit of study must have a named unit of study co-ordinator.
- (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);
 - (vii) makes a unit description, including pre-requisites, co-requisites and assessment, available for inclusion in the faculty handbook;
 - (viii) reviews assessment tasks and standards for consistency with policy and reports to the faculty and the program committee;
 - (ix) reviews the academic integrity of each assessment task and the assessment matrix of the unit of study each time it is offered, to minimise the risk of breaches of academic integrity;
 - (x) designs the assessment framework for the unit of study to ensure the academic integrity of each assessment;
 - (xi) reports potential breaches of academic integrity through the [online reporting system](#) and determine minor breaches, if appropriate;
 - (xii) gathers, reviews and acts on data on educational quality, in consultation with the unit of study team and the Head of School;
 - (xiii) administers surveys of educational experience and provides reports to students and the faculty on the quality of the student experience;



- (xiv) makes recommendations to the faculty, or a relevant faculty committee, about changes to learning outcomes, curriculum, or assessment for a unit of study;
- (xv) 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.

(17) Individual teachers

- (a) Educational excellence exists when teachers engage students in their learning. To this end, individual teachers:
 - (i) support and lead student learning, 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 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 their role and responsibilities.

(18) 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 ICPUs 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;
 - (j) responding to minor breaches and reporting incidents of potential academic integrity breaches;
 - (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.
- (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 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 least:
- (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 relevant semester or teaching block.
- (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. These changes 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 relevant delegate 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 approval by the relevant delegate, 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 Academic Model Team in the portfolio of the Vice-President (Operations); and
 - (c) the Sydney Student Team in the portfolio of the Deputy Vice-Chancellor (Education).
- (10) In deciding whether to approve the inclusion of such information the Deputy Vice-Chancellor (Education) must be satisfied that it:
 - (a) appropriately represents educational achievement;
 - (b) can be verified by the University; and
 - (c) can be collected in a timely and efficient manner.
- (11) A certificate of graduate status 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 Academic Model Team in the portfolio of the Vice-President Operations;
 - (c) the Sydney Student Team in the portfolio of the Deputy Vice-Chancellor (Education).

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. This includes:
 - (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 required by subclauses 28(1) and 28(2).
- (3) Individuals appointed under subclause 28(2) may also co-ordinate units of study in award courses below AQF Level 10.
- (4) Individuals appointed under subclause 28(2)(d) must not be appointed to co-ordinate units of study or as the sole teacher. They may be appointed to teach specialised components of a course, such as demonstrating or tutoring.
- (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 required by subclauses 28(1) and 28(5).
- (6) If individuals are appointed under subclauses 28(2) (b)-(d) or 28(5) (b)-(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. It 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.
 - (a) University, national and international surveys should be used to collect formal feedback.
 - (b) Unit of study co-ordinators and Associate Deans – Education must administer surveys of educational experience each time a unit of study is offered.
 - (c) The Deputy Vice-Chancellor (Education) must implement surveys of students' experience of their learning at a University-wide level at least annually.
 - (d) Surveys must also capture information about:
 - (i) student attrition and completion rates; and
 - (ii) the availability and effectiveness of academic help and advice.
- (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 learning and teaching:
 - (i) is obtained through student surveys and peer observation of teaching where appropriate;
 - (ii) includes information about quality of teaching and student engagement; and
 - (iii) must also be collected about teaching delivered through approved learning technologies.
- (c) The unit of study co-ordinator must provide annual reports to students and the faculty about:
 - (i) students' experience in a unit of study; and
 - (ii) feedback from surveys.
- (d) Educational environment is measured in the provision of formal, informal and virtual learning spaces:
- (e) Physical learning spaces are measured against:
 - (i) accepted learning space standards; and
 - (ii) student and teacher evaluations, including the effective use of existing resources.

(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 Quality Committee.
 - (iii) Deans must provide copies of accreditation reports from external organisations to the Academic Quality Committee 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.
 - (i) Physical learning spaces are measured against accepted learning space standards and student and teacher evaluations, including the effective use of existing resources.
 - (e) Educational programs must be reviewed by faculties at least every 7 years.
 - (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 Quality Committee must monitor and approve reviews of academic programs undertaken by faculties at least every 7 years.
 - (h) The Academic Board must provide reports on award course reviews by faculties to the Senate.
- Note:** See subclauses 11(9) and 26(9).
- (9) **For approved learning technologies**
 - (a) At all levels, their quality is measured against:
 - (i) accessibility;
 - (ii) impacts of approved learning technologies on the quality of teaching;
 - (iii) the occurrence of privacy breaches; and



- (iv) the nature and frequency of technological interruptions.
- (b) The Digital Education Subcommittee will:
 - (i) maintain an approved learning, teaching and assessment technologies register;
 - (ii) ensure appropriate channels are leveraged to safeguard governance oversight of privacy, cyber and architecture matters; and
 - (iii) report outcomes to the University Executive Education Committee annually.

30 Rescissions, replacements and transitional provisions

- (1) This document replaces the *Learning and Teaching Policy 2019*, which is rescinded as from the date of commencement of this document.

SCHEDULE ONE

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 teaching block. The face-to-face activities may be complemented with additional supporting learning resources accessed through the 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	OL – Online	OL is used for online units of study in both standard and intensive modes of delivery.

Mode	Description	SITS Mode	Notes
	designed asynchronous learning activities that are aligned with assessment activities and unit learning outcomes. Students do not share this LMS site with a face-to-face cohort. They 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. There is also 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. They 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. Examples include professional practice, fieldwork, clinical experience, placements and internships. Note: Adding or any changing the length of mandatory work placements	PP – Professional practice	.

Mode	Description	SITS Mode	Notes
	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	No, not if student chooses the online pathway.

Mode	Description	Internal/External	Notes	Students required on campus
			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.	
Online	The course comprises units of study offered in online mode. Students can complete course requirements using only online 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.	External	Offshore international students are usually able to enrol in these courses but will not be eligible for a student visa.	No
Multi-modal	The course comprises units of study that are predominantly online or mostly online. No more than one third of required units of study are 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.



Mode	Description	Internal/External	Notes	Students required on campus
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 2024

Date approved:	8 October 2024
Date amended:	8 January 2025 (administrative amendments) 22 April 2025 (administrative amendments)
Date commenced:	11 November 2024
Owner:	Deputy Vice-Chancellor (Education)
Review date:	11 November 2029
Rescinded documents:	<i>Learning and Teaching Policy 2019</i>
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
6(1)	Administrative amendment: deleted 'zero' in the definition of 'open learning environment'.	8 January 2025
21(11)(d)	Administrative amendment: deleted 'zero'.	8 January 2025
6(1)	Administrative amendment: Replaced the term 'eTools Review Committee' and its definition, with the term, 'Digital Education Subcommittee' and its definition.	28 April 2025
24(2)(b), 26(4)(f), 26(7), 29(9)(b)	Administrative amendment: Replaced, 'eTools Review Committee' with 'Digital Education Subcommittee'.	28 April 2025