

## TERMS OF REFERENCE

COMMITTEE	AB GRADUATE STUDIES COMMITTEE
PURPOSE	The Graduate Studies Committee assists the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, learning, research training and scholarship at the University of Sydney. It advises the Academic Board about resolutions, policy and procedures relating to postgraduate study at the University. It determines postgraduate matters, including the approval of new and amended courses, in accordance with the <a href="#">University of Sydney (Delegations of Authority) Rule 2020</a> .
TERMS OF REFERENCE	<p>The purpose of AB Graduate Studies Committee is:</p> <ol style="list-style-type: none"> <li>To advise the Academic Board on resolutions, policy and procedures relating to postgraduate studies in the University.</li> <li>To: <ol style="list-style-type: none"> <li>approve proposals to introduce new postgraduate award courses and amendments to existing postgraduate award courses; and</li> <li>set requirements to be satisfied by candidates for the award of a degree, diploma or certificate.</li> </ol> </li> <li>To provide academic oversight in relation to domains 1.4.1; 1.4.2; 1.4.5, 1.4.6, 1.4.7, 1.5.2; 3.1.1, 3.1.2, 3.1.3; 3.1.4; 3.1.5; 4.2.1(a) – (e) inclusive, 5.1.2; 5.1.3, 5.4.2 and 6.3.2(c) of the <i>Higher Education Standards Framework (Threshold Standards) 2021</i>.</li> <li>To ensure graduate education is compliant with appropriate rules, policies and procedures, including, but not limited to the: <ul style="list-style-type: none"> <li><a href="#">University of Sydney (Coursework) Rule 2014</a></li> <li><a href="#">Coursework Policy 2021</a></li> <li><a href="#">Assessment Procedures 2011</a></li> <li><a href="#">Learning and Teaching Policy 2019</a></li> <li><a href="#">Learning and Teaching Procedures 2016</a></li> <li><a href="#">Academic Integrity Policy 2022</a></li> <li><a href="#">Academic Integrity Procedures 2022</a></li> <li><a href="#">University of Sydney (Higher Degree by Research) Rule 2011</a></li> <li><a href="#">Higher Degree by Research Degree Supervision Policy 2020</a></li> <li><a href="#">Higher Degree by Research Supervision Procedures 2020</a></li> <li><a href="#">Thesis and Examination of Higher Degree by Research Policy 2015</a></li> <li><a href="#">Thesis and Examination of Higher Degree by Research Procedures 2020</a></li> <li><a href="#">Thesis and Examination of Higher Degrees by Research Guidelines for Examiners 2020</a>.</li> </ul> </li> <li>To act for the Academic Board in: <ol style="list-style-type: none"> <li>admitting candidates, on the advice of the Faculty or University School concerned, for higher doctorates; and</li> <li>determining, on the recommendation of the Faculty or University School concerned, whether or not a higher doctorate be awarded.</li> </ol> </li> <li>To contribute to the development of the University's strategic objectives in relation to postgraduate study and research training, and to develop, recommend to the Academic Board, and regularly review resolutions, policy and procedures supporting those strategic objectives.</li> <li>To provide academic oversight of the University's program of coursework for higher degree by research students, including: <ol style="list-style-type: none"> <li>Approving the inclusion, removal or amendment of units of study in Table R</li> <li>Approving restrictions on enrolment in units of study within Table R.</li> </ol> </li> </ol>

	<p>8. To receive reports from, and provide advice to, the Deputy Vice-Chancellor (Education), and, where appropriate the Deputy Vice-Chancellor (Research), the Registrar and Academic Director (Education), and the Pro-Vice-Chancellor (Global and Research Engagement) on matters relating to postgraduate study and research training at the University.</p> <p>9. To recommend to the Academic Board effective policy and procedures for Higher Degree by Research students.</p> <p>10. To obtain information or reports from any Faculty or University School, school or department, the Library or other academic unit on academic matters relating to postgraduate studies.</p> <p>11. To ensure proper communication channels are established with other committees of the Academic Board and University Executive to promote cross-referencing and discussion of matters concerning postgraduate students.</p> <p>12. To determine the terms and conditions of awards, postgraduate scholarships and prizes established within the University.</p> <p>13. To provide regular reports on its activities under its terms of reference to the Academic Board.</p> <p>14. To consider and report on any matter referred to it by the Academic Board or its committees, the University Executive or the Vice-Chancellor.</p> <p><b>Note:</b> The Chair of the Graduate Studies Committee has in some circumstances, delegated authority under the <a href="#">University of Sydney (Delegations of Authority) Rule 2020</a>, including to vary the requirements for a particular candidate for a higher doctorate or Doctor of Philosophy in exceptional circumstances.</p>
CHAIR	Associate Professor Michael Kertesz
MEMBERSHIP	<p><i>Ex Officio Members</i></p> <p>the Chair of the Committee</p> <p>the Chair of the Academic Board, or nominee</p> <p>the Deputy Vice-Chancellor (Education), or nominee</p> <p>Pro-Vice Chancellor (Researcher Training), or nominee</p> <p>Chief Faculty Experience Officer, or nominee</p> <p>the President of the Sydney University Postgraduate Representative Association, or nominee</p> <p>the Director, Admissions</p> <p>the Associate Vice-President, Sydney Future Students, or nominee</p> <p><i>Appointed members</i></p> <p>The Academic Board shall appoint to the committee, on nomination by members of the Board:</p> <ul style="list-style-type: none"> <li>• one member from each faculty and University School;</li> <li>• one postgraduate coursework student; and</li> <li>• one postgraduate research student.</li> </ul> <p>The Academic Board shall, on the recommendation of the Chair of the Academic Board, appoint as its representatives three elected staff members of the Academic Board. On the recommendation of any two of these members, an item before the Committee will be referred to the Academic Board as a starred item for consideration.</p> <p><i>Deputy Chair</i></p>

	<p>The Committee may, on the nomination of its Chair, appoint one member to act as Deputy Chair.</p> <p><i>Co-opted members</i></p> <p>The Committee may co-opt up to four members. Co-opted members may be selected from the members of the Academic Board or the wider University community or may express interest directly to the Chair of the Committee, but must have an interest or experience in issues considered by the Committee. The term of office of members co-opted by the Committee shall be specified at the time of co-option and such members shall have all rights and privileges of other members.</p> <p><i>Assessors and Reviewers</i></p> <p>The Committee may invite and appoint assessors and reviewers to assist it with its functions including, as appropriate, from outside the University.</p>
ATTENDEES	Students and staff of the University may attend meetings as observers, and are allowed, with the permission of the Chair of the Committee, to address the meeting on issues being considered by the committee.
VOTING RIGHTS	Voting is restricted to ex-officio members, appointed members and co-opted members.
QUORUM	A quorum for a meeting of the Committee shall be seven members.
SECRETARIAT	University Governance Office
MEETINGS	The Committee shall meet at least five times a year.
REPORTING	The AB Graduate Studies Committee reports to the Academic Board
MINUTES	Available on SharePoint: <a href="#">link</a>

## HESF Domains

The [\*Higher Education Standards Framework \(Threshold Standards\) 2021\*](#) domains relevant to this committee include:

### 1 Student Participation and Attainment

#### 1.4 Learning Outcomes and Assessment

1. The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.
2. The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:
  - a. specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved
  - b. generic skills and their application in the context of the field(s) of education or disciplines involved
  - c. knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and
  - d. skills in independent and critical thinking suitable for life-long learning.
5. On completion of research training, students have demonstrated specific and generic learning outcomes related to research, including:
  - a. a detailed understanding of the specific topic of their research, within a broad understanding of the field of research
  - b. capacity to scope, design and conduct research projects independently
  - c. technical research skills and competence in the application of research methods, and
  - d. skills in analysis, critical evaluation and reporting of research, and in presentation, publication and dissemination of their research.
6. Assessment of major assessable research outputs for higher degrees by research, such as theses, dissertations, exegeses, creative works or other major works arising from a candidate's research incorporates assessment by at least two assessors with international standing in the field of research, who are independent of the conduct of the research, competent to undertake the assessment and do not have a conflict of interest, and:
  - a. for doctoral degrees, are external to the higher education provider, and
  - b. for masters degrees by research, at least one of whom is external to the higher education provider.
7. The outputs arising from research training contribute to the development of the field of research, practice or creative field and, in the case of doctoral degrees, demonstrate a significant original contribution.

#### 1.5 Qualifications and Certification

2. Higher doctoral qualifications require significant, sustained original contributions to a field of research over and above the requirements of a doctoral degree and are awarded in accordance with the higher education provider's specific policies and academic governance requirements for the award of Higher Doctoral Degrees.

### **3 Teaching**

#### **3.1 Course Design**

1. The design for each course of study is specified and the specification includes:
  - a. the qualification(s) to be awarded on completion
  - b. structure, duration and modes of delivery
  - c. the units of study (or equivalent) that comprise the course of study
  - d. entry requirements and pathways
  - e. expected learning outcomes, methods of assessment and indicative student workload
  - f. compulsory requirements for completion
  - g. exit pathways, articulation arrangements, pathways to further learning, and
  - h. for a course of study leading to a Bachelor Honours, Masters or Doctoral qualification, includes the proportion and nature of research or research-related study in the course.
2. The content and learning activities of each course of study engage with advanced knowledge and inquiry consistent with the level of study and the expected learning outcomes, including:
  - a. current knowledge and scholarship in relevant academic disciplines
  - b. study of the underlying theoretical and conceptual frameworks of the academic disciplines or fields of education or research represented in the course, and
  - c. emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice.
3. Teaching and learning activities are arranged to foster progressive and coherent achievement of expected learning outcomes throughout each course of study.
4. Each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.
5. Where professional accreditation of a course of study is required for graduates to be eligible to practise, the course of study is accredited and continues to be accredited by the relevant professional body.

### **4 Research and Research Training**

#### **4.2 Research Training**

1. Research training is guided by an institutional research training policy framework that is designed to achieve:
  - a. definition and recognition of the rights and responsibilities of research students and supervisors
  - b. induction and orientation of research students and supervisors to their roles
  - c. monitoring of the progress of research students
  - d. assessment and examination of students' work
  - e. independence of examiners

### **5 Institutional Quality Assurance**

#### **5.1 Course Approval and Accreditation**

2. Course approval and self-accreditation processes are overseen by peak institutional academic governance processes and they are applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.
3. A course of study is approved or accredited, or re-approved or re-accredited, only when:



- a. the course of study meets, and continues to meet, the applicable Standards of the *Higher Education Standards Framework*
- b. the decision to (re-)approve or (re-)accredit a course of study is informed by overarching academic scrutiny of the course of study that is competent to assess the design, delivery and assessment of the course of study independently of the staff directly involved in those aspects of the course, and
- c. the resources required to deliver the course as approved or accredited will be available when needed.

#### **5.4 Delivery with Other Parties**

2. When a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas, the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the *Higher Education Standards Framework* that relate to the specific arrangement.

## **6 Governance and Accountability**

### **6.3 Academic Governance**

2. Academic oversight assures the quality of teaching, learning, research and research training effectively, including by:
  - c. critically scrutinising, approving and, if authority to self-accredit is held, accrediting or advising on approving and accrediting, courses of study and their associated qualifications