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1 Intent

The University of Tasmania (the University) acknowledges the importance of attracting and retaining high-achieving students.

2 Objective

This policy provides the framework to attract and retain high achieving students at the University by:

- extending their learning opportunities via a coordinated suite of programs and pathways both to and through UTAS; and
- recognising their achievements and contributions to UTAS and the wider community.

3 Scope

This policy applies to all organisational units that have responsibility for provision of general programs designed to attract and retain high-achieving students.

The policy does not address how high-achieving students are attracted to and retained within award courses which remains the responsibility of Faculties and Institutes.

4 Policy Provisions

4.1 General Principles

Programs and pathways designed to attract and retain high-achieving students should:

- recognise high-achieving students and celebrate excellence;
- engage and extend high-achieving students to achieve their potential;
- be accessible to high-achieving students irrespective of their location and background;

Procedures and guidelines should take into account measures of academic high achievement and non-academic high achievement that allow for consistent application across all Faculties and Institutes.

Overall responsibility for strategic development and monitoring of programs under the scope of the High Achiever Policy lies with the Pro Vice-Chancellor (Academic Quality and Schools Engagement).

4.2 Equity and Access
The University will ensure that these provisions are accessible to high-achieving students irrespective of their background, socio-economic status, or home region.

Students from disadvantaged groups, who are traditionally under-represented in high-achieving student programs, should be actively encouraged and additional opportunities for these students to engage with the University should be pursued.

The High Achiever Policy (and guidelines where applicable) will not exclude international students from participation.

4.3 **Links with other education providers, industry, government and community organisations**

The University will work in partnership with other education providers, industry, government and community organisations to develop and deliver programs to attract and retain high-achieving students.

4.4 **Program Co-ordination and Student Support**

From time to time the University may require Colleges to develop and deliver programs to attract and retain high-achieving students.

4.5 **Reporting**

The Pro Vice-Chancellor (Academic Quality and Schools Engagement) will prepare an annual report for the Vice-Chancellor and Academic Senate on each year’s achievements.

The report may include quantitative and qualitative measures of program participation and outcomes.

4.6 **Responsibility**

Overall responsibility for oversight and implementation of the High Achievers Policy lies with the Pro Vice-Chancellor (Academic Quality and School Engagement). The Pro Vice-Chancellor (Academic Quality and School Engagement) will work closely with Executive Deans, the Principal, University College and Heads of Academic Units where appropriate when implementing the High Achiever Policy.

4 **Definitions and Acronyms**

| **High Achieving** | High-achieving students excel not only in their academic field, but also in their aptitude, and special skills at university and beyond. |
| **Organisational Unit** | College, Faculty, School, Centre, University Institute, other University Entity, Division, Section or University Business Enterprise. |
5 Supporting Documentation

- Open to Talent: UTAS Strategic Plan 2102 Onwards
- Academic Senate Rule 2 – Academic Assessment
- Academic Senate Rule 3 – Admission and Student Progress
- University of Tasmania Code of Conduct for Teaching and Learning
- Student Reservist Policy

6 Versioning

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<td>Current Version</td>
<td>Version 2 – High Achiever Policy (current document); approved March 2014, amended in December 2017 to reflect College structures and nomenclature.</td>
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