



The University of Sydney
Australia

The College, Sydney
From Vision to Reality....



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Aim

1. Inform you of progress following

- Launch of website

http://www.usyd.edu.au/thecollege/index_real.shtml

- earlier briefing in July 2007

2. Receive your feedback



Presentation Outline

1. Rationale
2. Goals: 3 key goals (includes accreditation framework)
3. Project update
4. Pathway structures:
 - curriculum proposal
 - CPD
5. Governance and quality assurance
6. Staff strategy
7. Business case
8. Measures of success



1. The College, Sydney: Rationale

- Designed for secondary school students, school leavers, adult entry participants, especially employees and others who:
 - have *not* been admitted for direct entry into the University of Sydney (due to quotas)
 - want a course that articulates into a university degree programs
 - need to bridge the gap between previous study and university
 - want to participate in senior secondary pathways with options for accelerated learning
 - have the capacity and motivation to complete a degree program
 - want to upgrade professional skills, qualifications and engage in life long learning
 - active retirement learning.



1. The College, Sydney: Rationale

- Best practice approach, curriculum and qualifications
- Link individual need to best potential pathway (pre-tertiary, tertiary, university) and to extend them as necessary by:
 - master English and other generic attributes (critical, quantitative and verbal reasoning) to equip them to perform well
 - providing limited choice access (science, engineering, humanities and social sciences, business) to the University of Sydney based on agreed performance standards
 - *No automatic or guaranteed entry – must be performance based*
 - help University of Sydney to select the best candidates for entry
 - assuring high quality educational delivery and outcomes to students
 - ensuring the best standards of learning and teaching, and
 - building the capacity and confidence of students to complete a degree program.



2. College Goals: Educate

1. Educate, support, prepare fully and guide students through

- (a) senior high pathway and
- (b) tertiary pathways through to university access or employment as required, and

2. Deliver

- (a) continuing professional learning and development as well as continuing education
- (b) workforce training, development and education (including award options) for employers.



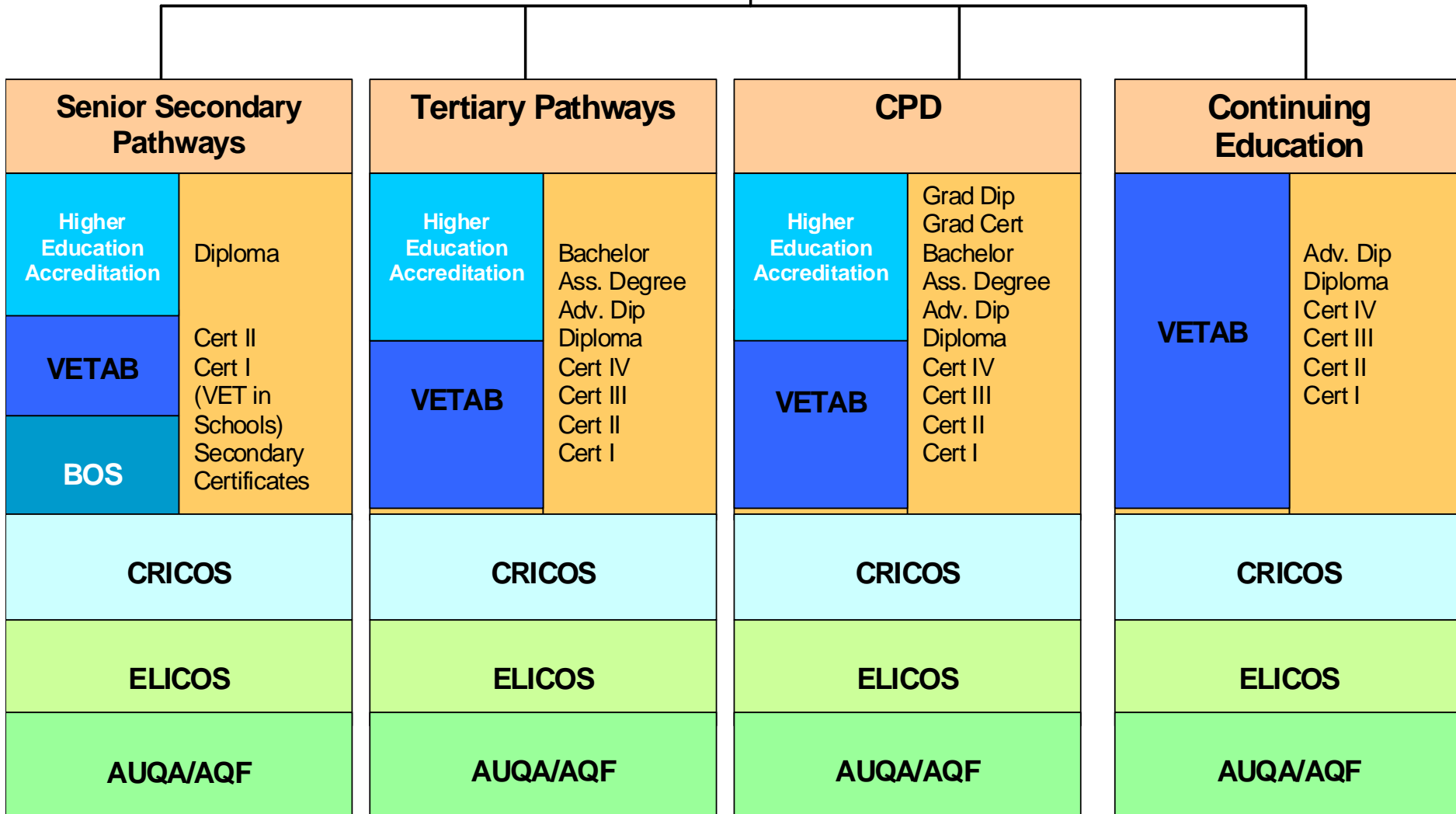
2. College Goals: Quality

The College would be a significant strategy to drive quality upwards, achieved through the:

- attainment of high academic standards for learning and teaching in the College
- provision a personalised learning approach for students
- establishment of a senior secondary pathways with a focus on science, mathematics, humanities
- provision of opportunities for attaining global citizenship and work-readiness.



Accreditation Framework





2. Goals: Equity and Diversity

“A second chance”

To offer a “second chance” to those who have missed out on a first opportunity or are in career-transition:

- A huge reserve of young people is available for post-School pathways
- In the workforce, there is a gap between the supply and demand of people who are university-trained
- Plenty of scope to offer young adults higher and further education.



2. Goals: Equity and Diversity

Equity

- % College revenue to establish scholarships which will increase in number as revenue increases
[Scholarship provided to student as HECs equivalent (student uses fee-help to fund) & College funds the gap through cross-subsidy]
- Employer scholarships based on fee + allowance
(student does work placement + intern opportunity)

Diversity

- Access to tertiary study for groups of students from a variety of social backgrounds such as **mature aged students, indigenous students, students from socially disadvantaged backgrounds** etc.
- “False starters” in their Year 12 exam performance for a variety of reasons have an opportunity to enter the tertiary environment through a College pathway + possible access to the University
- Students on humanitarian permanent visas



3. Project update – Dev'ts approved by Senate

1. a non-self accrediting higher education institution legal entity separate from the University of Sydney,
 2. apply for registration of the entity
 3. to develop a sub-degree program by utilising a joint working party with the Academic Board and investigate the long-term possibility of a degree program
 4. to investigate the pros and cons of seeking a partner to offer diploma and sub-degree programs, at least during a transition phase, including identification of possible partners
 5. to undertake market research to understand employer views on future needs
 6. to investigate the impact on the University reputationally, financially, strategically and operationally
- Application under way
 - Application under way
 - Academic Board approved in May 2007; (informal meetings prior to this) College Academic Planning C'tee established. Meetings held: 14th May; 25th June; 16th July 13th August; 27th August; 8th October.
 - Identification and investigation of partners completed; recommendation included in current report
 - Market research completed including that on any potential impairment to brand
 - KPMG hired to conduct due diligence process – completed. Next stage due diligence required on once preferred partner is selected



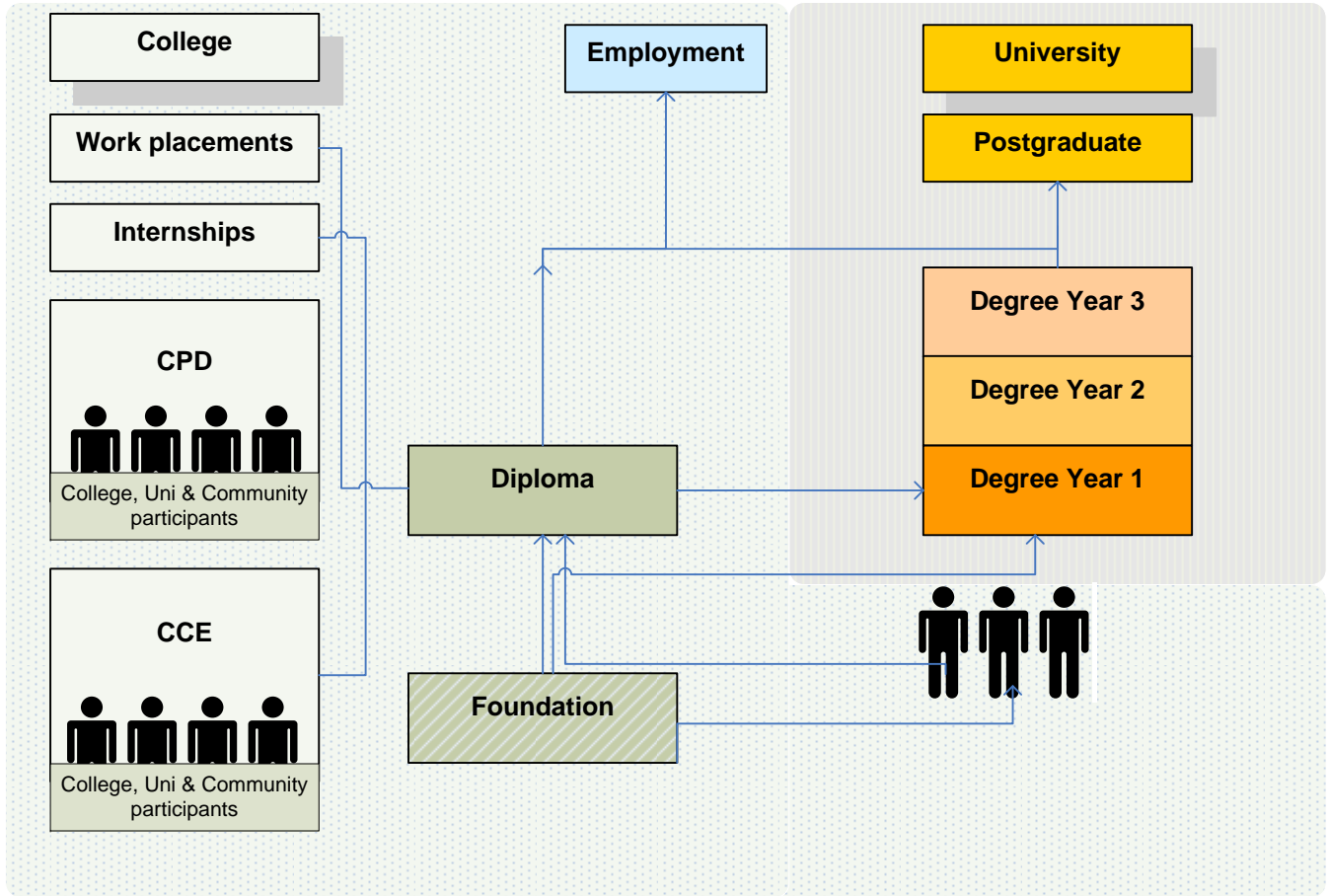
4. Pathway Structures

Diploma as a “UG degree transfer” program

1. A three semester program (completed in 12 months) includes bridging component plus two semesters of first year material (or similar)
 - extra learning support, small classes and high levels of access to teachers and tutors.
2. similar to the Foundation program currently offered through the University of Sydney Foundation Program Pty. Ltd. for international students which is currently *not* open to local students
 - Diploma with potential articulation pathways into the University would provide an alternative to the Foundation program for Australian students who are seeking a second chance.
3. Curriculum and the fields of specialisation: science, engineering, humanities (including SCA), health sciences and areas of business not covered by the Faculties at undergraduate level.



Potential Pathways: The College, Sydney





Curriculum Proposal

	Health Science	Science	Arts	Business
Proposed Core and Optional Units of Study	<ul style="list-style-type: none"> •English Language and Communication 1 •Critical Thinking and Reasoning 1 •Foundations of Health Science •Health Science and Research •Health Determinants and Research •Health Care Resources and Systems •Business Management •Psychology A •Concepts in Biology •Units from Applied Science or Arts 	<ul style="list-style-type: none"> •English Language and Communication 1 •Critical Thinking and Reasoning 1 •Mathematics •Biology •Physics •Chemistry •Information Systems •Software Development •Geology •Geoscience •Microbiology 	<ul style="list-style-type: none"> •English Language and Communication 1 •Critical Thinking and Reasoning 1 •Structure of English •American history •Society knowledge and reason •Introduction to sociology •20th Century Politics and Culture •Reality Ethics and Beauty •Language, Texts and Time •Languages other than English 	<ul style="list-style-type: none"> •English Language and Communication 1 •Critical Thinking and Reasoning 1 •Business Communications •Business Analysis •Management Principles and Practices •Introduction to Financial Management •Introduction to Marketing •Introduction to Business Law and Corporate Social Responsibility •Client Focus
End of year 1 options	<ol style="list-style-type: none"> 1. Articulate into or apply through UAC for Year 2 of relevant degree at the University of Sydney. 2. Articulate into another University or College 3. Exit point as below. 			
Exit Award	Diploma of Applied Health Science	Diploma of Applied Science	Diploma of Applied Arts	Diploma of Applied Business Management

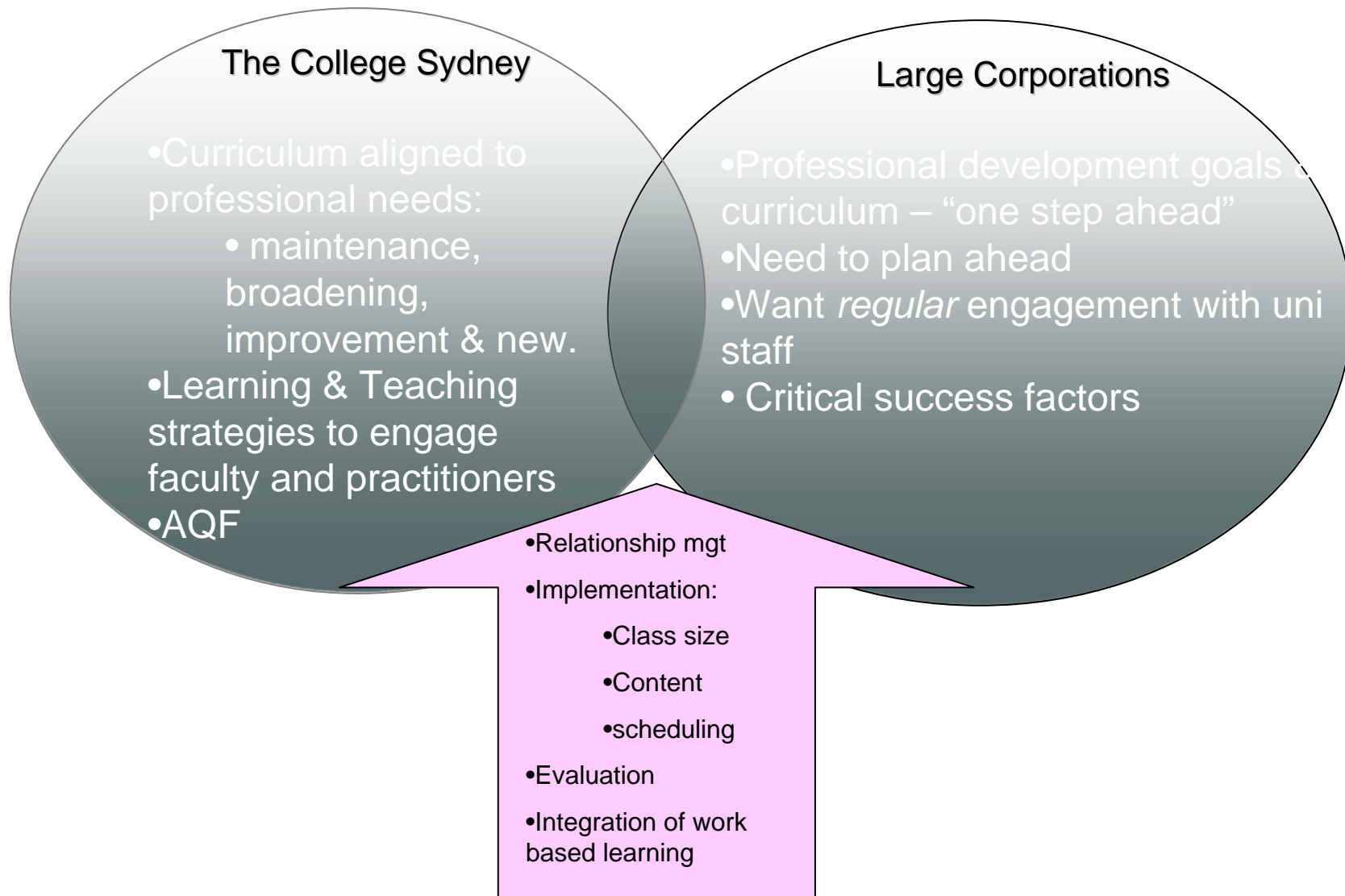


Continuing Professional Development (CPD)

the development of knowledge and of technical, personal and professional skills and competencies throughout a person's working life.



CPD Planning Framework



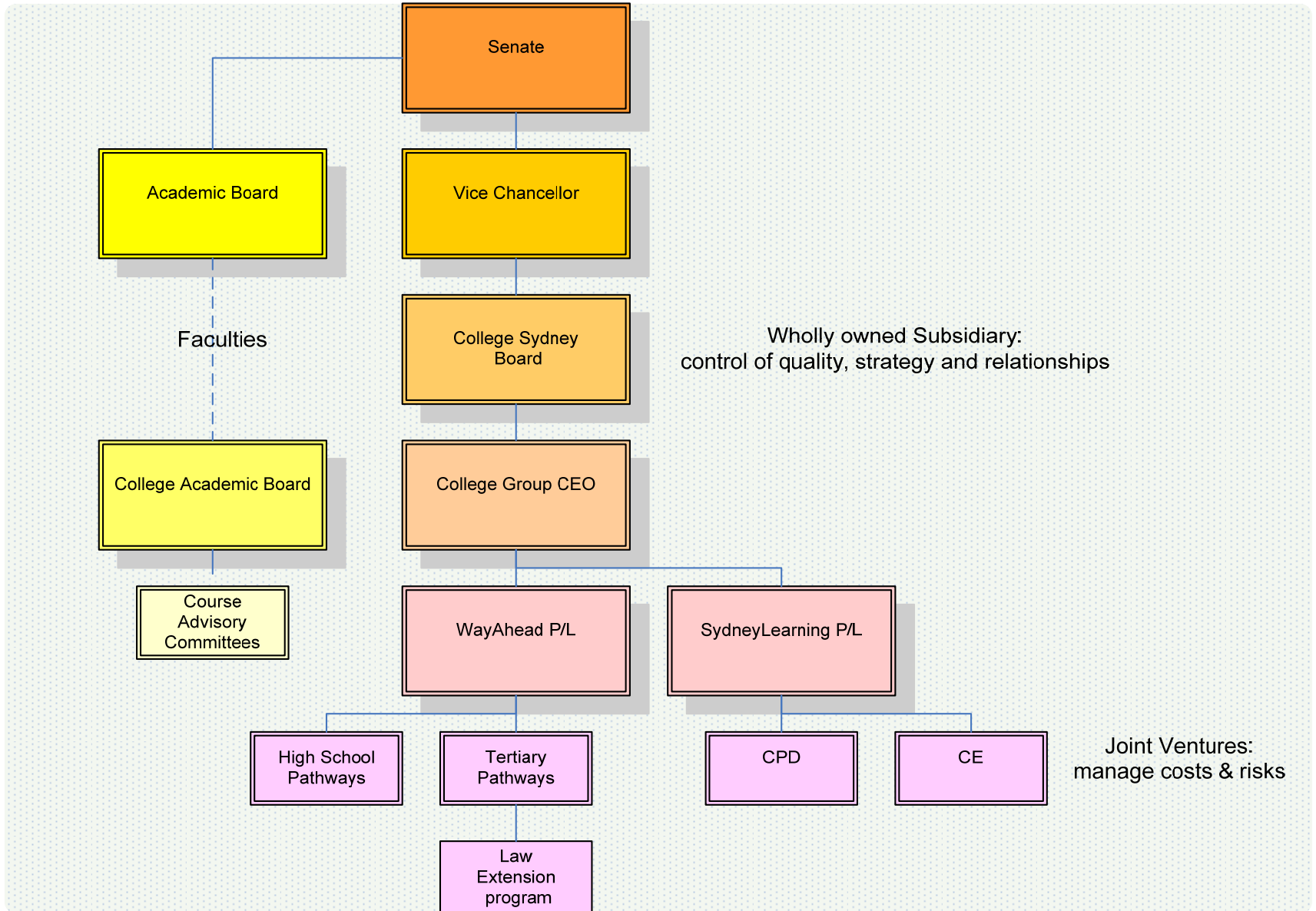


CPD Planning Framework

- Offer courses on demand, rather than to rigid and pre-determined schedule
- Ascertain
 - desired competency level at completion
 - experience, education, current and future work roles of participants
 - employer expectations concerning form and content of the education
- Value: investment of employee's time and \$ for learning
- Necessity to maintain highest quality of educational practices and outcomes
- Access to technology, learning support etc.



4. Governance and Quality Assurance





5. Staff Strategy



Teaching Staff Strategy

Vision statement:

The College will promote academic excellence and rigour through caring and qualified staff whose goal is to understand & support students so that their needs are met.



Teaching Staff Strategy

The College will be

- a flagship for ensuring that staff “teach their very best” to assure a high quality of learning experiences available to all students
- employ staff demonstrating excellence and innovation in learning and teaching and qualifications specified by the Academic Planning Committee of the College, particularly in high need areas, such as Science, Maths and English.
- Staff will be paid market commensurate rates and teaching hours are also conversant with market standards



Teaching Staff Strategy

Teaching will be based on an approach to learning that

- requires teachers to specify and investigate the assumptions about learning which underpin their criteria for 'good' teaching
- requires educators to be reflective about their practice, &
- encourages staff to go beyond the need to meet a set of minimum benchmarks.
- All teaching staff will be supported through continuing professional learning and development and engage with faculties wherever possible.



Teaching Staff Strategy

The College will have core teaching staff employed within it as well as adjunct staff drawn from

- open recruitment
- joint appointments
- invitation to early and mid-career staff to join the College *with Faculty approval*
- retired and emeritus faculty *with Faculty recommendation*:
 - continued association with *productive* scientists, scholars and artists who have retired from their faculty positions but not from their disciplines, and who have developed over a career lifetime a loyalty to the University and to its academic values which can be invested in the College with considerable benefit on both sides
 - mentoring of early career staff, an important aspect of retention, enhanced by the participation of experienced and active retired faculty;
 - engaged in student mentoring
 - participation in special roles within the College partnerships with schools and other community institutions
 - teaching resources for “filling in” created by unanticipated absence.



Administrative Staff

- will be an integral and essential part of the College in every facet of its task.
- Their role will be, amongst other things, to ensure that:
 - administration of programs is well organised and structured for successful delivery,
 - recruitment and enrolment of students is achieving the desired outcomes,
 - professional services are delivered to students to address their needs, and
 - communication is in place for understanding and feedback.

Staff exchanges with international colleges (associated with Oxford, Cambridge, and the Ivy League US universities) are a real possibility - currently being discussed.



6. Business Case: Overview



The International Context @ a glance

Tertiary Pathways

High ranking Unis with own College/extra mural where award is given with full credit include:

- Oxford University
- Cambridge University
- University of London (Birbeck)
- Warwick
- Manchester University, UCL, Nottingham
- Exeter, Newcastle, East Anglia
- Harvard, Stanford and many others have a similar program to Oxford
- Hong Kong Uni + all unis in HK have private colleges
- Melbourne, QU, UWA provide “top up” (=U/G Year 3) degree facilities for a number of university students especially in H.K. private colleges

Senior Secondary Pathways

- Aust Science & Maths School @ Flinders championed by Ian Chubb (then VC) & John Rice (then Dean/Science)
- University of Tasmania has set up a secondary pathway.
- UK universities exploring with schools in their districts to set up academic/specialist schools
- Q.U., Griffith & many others in QLD & elsewhere have accelerated learning options for a number of programs for secondary students allowing them to complement or by-pass the need for the Year 12 exam.



An example of two international counterparts to the College

Oxford

- **Undergraduate courses:**
- Foundation Certificate
- Undergraduate Certificate
- Undergraduate Diploma
- Undergraduate Advanced Diploma
- **Postgraduate courses:**
- Postgraduate Certificate
- Postgraduate Diploma
- MSc
- MSt
- DPhil

Cambridge

- **Undergraduate courses:**
- Certificate of Continuing Education
- Certificate of Higher Education
- Diploma of Higher Education
- Diploma of Higher Education
- Advanced Diploma
- **Postgraduate courses**
- Postgraduate Certificate
- Postgraduate Diploma
- Master of Studies Degree



Oxford- Cambridge subject comparison (cont.)

Oxford

- Archaeology
- Architecture
- Business Studies
- Combined Studies
- Creative Writing
- Education
- English
- Languages
- Health
- History
- Law
- Librarianship
- Literature
- Science
- Mathematics
- Media
- Music
- Philosophy
- Social Science
- Research
- Study Skills
- Technology
- Theology and Religious Studies

Cambridge

- Archaeology
- Education
- History
- History of Art & Architecture
- Interdisciplinary Studies
- Languages
- Legal Studies
- Life Skills
- Literary Studies
- Philosophy & Religion
- Professional & Workplace Development
- Social Science
- Science
- Visual & Performing Arts
- Voluntary, Community & Public Service



Oxford- Cambridge comparison (cont.)

Oxford

Mode: offered primarily

- Part-time; intensive
- A few full-time
- Some on-line programs
- Some integrated

Cambridge

Mode: offered primarily

- Part-time; intensive
- A few full-time
- Some on-line programs
- Some integrated



Perceived Strengths for the University

- Increase capacity of students entering the University
 - Academic performance
 - English language
 - Enculturation into university life pre-articulation
- Risk management device for increasing & diversifying
 - Revenue to the University
 - Student capacity
 - Program development
 - Quality assurance through faculty oversight
- Enabling device for enhancing
 - income to faculties
 - high quality academic support services to faculties
 - infrastructure capacity
- Showcasing faculty research through
 - Community education
 - Employer engagement in college with spin offs for faculties

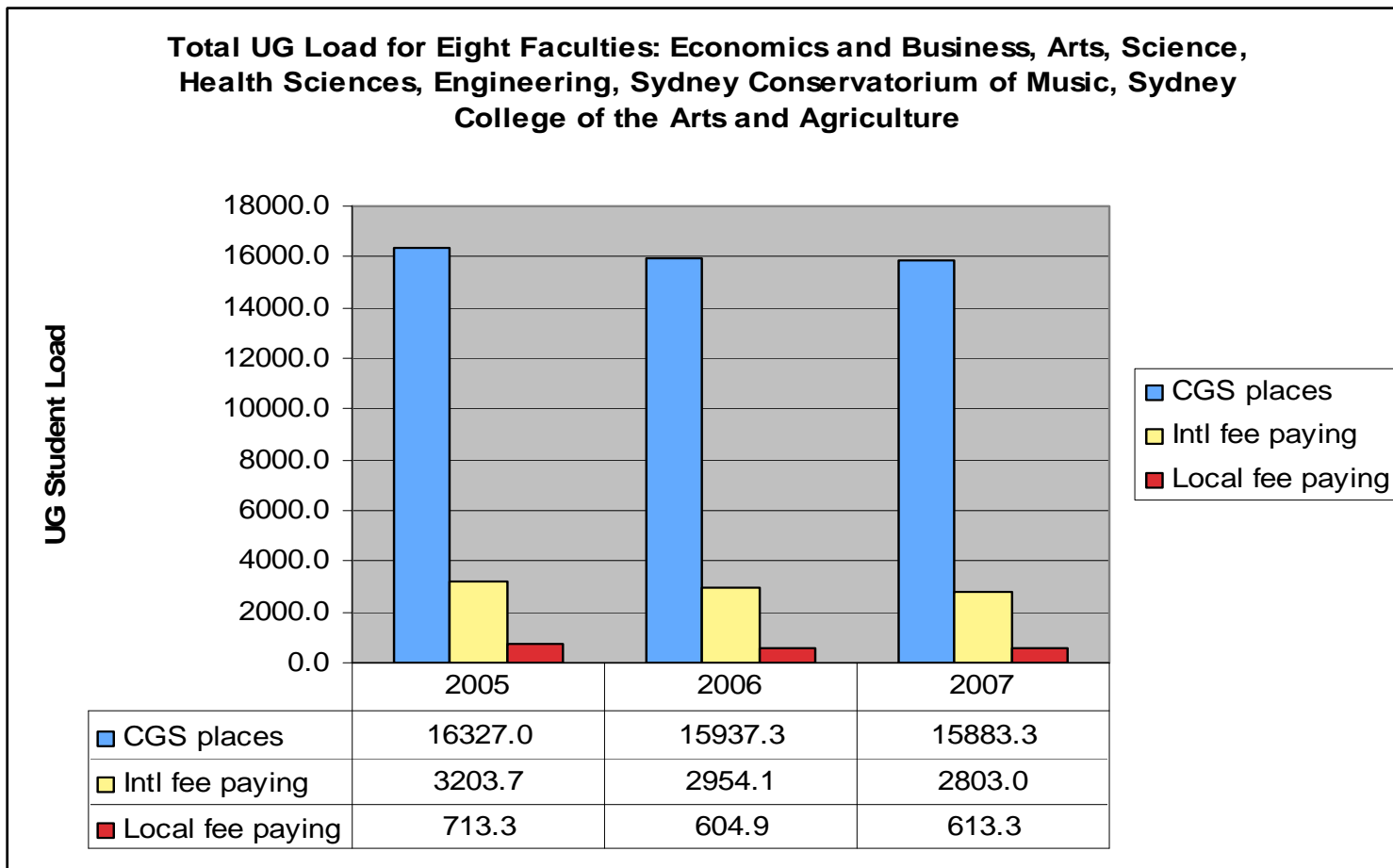


Weaknesses for the University

- Lack of internal management support for the College
- Lack of staff capability to manage the transition and build the college
- Lack of staff motivation for the establishment of the College
- Poor value proposition for College students e.g. fee vs. time vs. qualification
- Escalation of cost of pathway delivery
- No relevant product available for employers who are ready now to sign up



Undergraduate student load





Opportunities for the University

- Aligning to a terrific brand
- Landmark pathway college *not* a copycat HEP
- Partnership with provider bears the risk
- Focus on pathway U/G (non-distance) education with proven level of demand
 - Learner focused to an extent which *cannot* be achieved within any university context
- Community outreach vehicle
- New sources of external revenue
- New infrastructure including ICT + accommodation



Threats for the University

- Student load not realised in the College
- Poor quality partner(s) selected
- Delay in meeting market demand
- Lagging behind our competitors
- Lack of timely infrastructure planning, investment and development
- Branding
 - A hot house for only international students
 - Failure to deliver value proposition
 - Poor quality



Brand Equity

JWT Education was engaged to conduct a survey of people* (n=500), living in Sydney aged between 18-75 years to investigate:

- their general reactions to the proposed College;
- the positive and negative impact, if any, to the University's brand and reputation;
- if parents would encourage their children to attend the college should they miss out on a place at the University;
- if the College would appeal to professionals seeking pathways programs to university education; and
- if the College would appeal to employers supporting staff training and education.

* Participants were screened to ensure they were familiar with the University of Sydney in some way

Additional market research has been conducted with 800 school students and parents in the Sydney region – results reported to Senate in August 2007.



“If the University of Sydney opened a College like this, how does this change, if at all, your opinion of the University?”

Respondents’ perception of effect on brand

	%
Enhances your/my opinion a lot, Enhances your opinion	52
No change	36.5
Diminishes your opinion, diminishes your opinion a lot	8
Don’t Know	3.5
	100

“Should the University of Sydney establish a College, what must they do to ensure that it continues to enhance the University’s reputation?”

Teaching standards, establishing strong links with work and industry and ensuring equal or superior levels of student support, to those offered by the University were the top three suggestions



College Development KPIs

- College Plan is developed and adjusted continuously
- Stakeholder communication is continuing
- Student demand in each segment has been identified
- Six or more potential partners identified
- Financial models developed
- Business cases from JV partners include detailed model of capital funding
- Risk mitigation indicators established
- QA strategy established & is the foundation to the establishment of the College and its proposed programs
- Key College appointments underway e.g. CEO *SydneyLearning*, COO, Marketing Director
- Branding: preliminary discussion with Lipman Hearne
- Due Diligence checklist has appropriate measures to mitigate potential business collapse

8. Measures of Success

Students

- Student recruitment and enrolment achieving specific targets: talented, equity, diversity
- Student retention
- Learning outcomes
- Student progress including:
 - Student achievement scores and awards
 - Successful articulation – from school to University of Sydney, school to College, College to University of Sydney

Students

- Student satisfaction and evaluation of experience
- Student service needs
- Student scholarships
- Student financial support and aid trends

Staff

- Staff recruitment
- Staff retention
- Staff satisfaction and evaluation of experience
- Staff learning and performance

Program evaluation

- Relevance
- Quality
- Innovation



Next Steps

Feedback loop for Q&A – use intranet

Follow up discussion at next Academic Board in December 2007

Reminder - College Project Intranet:

http://www.usyd.edu.au/thecollege/index_real.shtml