



Faculty of Education and Social Work

The University of Sydney

Postgraduate Coursework Review

November 2005

Faculty of Education and Social Work

Postgraduate Coursework Review

Review Team Members

Position	Education	Social Work *
Associate Dean (PG Coursework)	A/Prof Brian Paltridge	A/Prof Brian Paltridge
PG Coursework Coordinator	Dr Lesley Harbon	Dr Lesley Harbon
At least one teaching staff member involved in the course	Dr Kevin Laws	Dr Sue Goodwin Dr Fran Waugh
Staff member external to the School/Department/Discipline but within the same Faculty	Dr Fran Waugh <i>Social Work</i>	A/Prof David Evans <i>Education</i>
Staff member external to the Faculty but within the University	A/Prof Jill Gordon <i>Medical Humanities</i>	Dr Andrew McLachlan <i>Pharmacy</i>
An expert in the field external to the University	Dr Michele de Courcy <i>University of Melbourne</i>	Prof Robert Bland <i>University of Tasmania</i>
Manager, Division of Graduate Studies	Ms Maria-Grace Guerreiro	Ms Maria-Grace Guerreiro
Other member nominated by the Dean of Faculty	Dr Richard Light	Prof Barbara Fawcett <i>Head of School</i>

*Date of this review: 2005 *Due to Social Work joining the Faculty during the review of Education Courses, a separate team was formed to review Social Work courses. Future reviews of Postgraduate Coursework will be conducted jointly.*

Please attach relevant documentation (if applicable)

1. Background	
1.1 Course name	<p><i>Education:</i></p> <p>Master of Education (MEd) Graduate Diploma in Educational Studies (GradDipEdStud) Graduate Certificate in Educational Studies (GradCertEdStud) Graduate Diploma in the Teaching of English as a Foreign Language (GradDipTEFL) Graduate Certificate in the Teaching of English as a Foreign Language (GradCertTEFL) Graduate Diploma in International Education (GradDipIntEd) Graduate Certificate in International Education (GradCertIntEd)</p>

	<p><i>Social Work:</i></p> <p>Master of Social Work (MSW) Master of Social Work (International) (MSW) Master of Policy Studies (MPS) Graduate Diploma in Policy Studies (GradDipPS) Graduate Certificate in Policy Studies (GradCertPS) Graduate Diploma in Social Work (GradDipSW) Graduate Certificate in Social Work (Death, Dying and Palliative Care) (GradCertSW) Graduate Certificate in Social Work (Professional Practice Supervision) (GradCertSW)</p>
1.2 Course code	<p><i>Education:</i></p> <p>XC030 (MEd) XF005 (GradDipEdStud) XG000 (GradCertEdStud) XF001 (GradDipTEFL) XG003 (GradCertTEFL) Graduate Diploma in International Education (GradDipIntEd) <i>NB: No students have enrolled in this course yet and hence it does not have a course code.</i> XG001 (GradCertIntEd)</p> <p><i>Social Work:</i></p> <p>ZC031 (MSW) ZC032 (MSW) (International) ZF001 (GradDipSW) ZG002 (GradCertSW) (Death, Dying and Palliative Care) ZG000 (GradCertSW) (Professional Practice Supervision)</p>
1.3 Course aims/description	<p>Enable Education and Social Work practitioners to:</p> <ul style="list-style-type: none"> • examine and develop their practice; • further their professional learning in one or more specific areas; • apply new knowledge and create new knowledge for practice and social provision; • study and appraise alternative practices and theories; • become familiar with practice research; • assess their workplace and citizen needs in new ways. <p>The aim of postgraduate coursework in the Faculty of Education and Social Work is to critically evaluate existing practice and provision, and to offer opportunities for the analysis and investigation of theories and initiatives in education and social work. Our coursework programs also offer students the opportunity to track into a research higher degree pathway.</p>
1.4 Briefly state the history of the course	<p>The Master of Education degree program has been in existence since 1957, offered through the Department of Education in the Faculty of Arts. The degree award then became one of the award offerings of the Faculty</p>

	<p>of Education when it came into existence in 1986.</p> <p>The Master of Social Work degree program has been in existence since 1970 when it was known as the Masters of Social Studies until its current name change in 1985. It was offered through the Department of Social Work, Social Policy and Sociology in the Faculty of Arts until 2003, when Social Work joined the Faculty of Education to become the Faculty of Education and Social Work. The Master of Social Work (International), the Graduate Certificate in Death, Dying and Palliative Care and the Graduate Certificate in Professional Practice Supervision commenced in 2001.</p>
1.5 Teaching delivery mode	Graduate coursework can be undertaken in a variety of ways, including attending evening seminars, attending a series of weekend sessions, attending vacation schools, completing portfolios based on workplace learning, distance learning and through on-line mode.
1.6 Method of assessment	The method of assessment varies from unit of study to unit of study, but complies with Academic Board guidelines. These include: projects, essays, research papers, critical literature reviews and research tasks or oral presentations with a written component.
1.7 What changes, if any, have been made to the course since the last review (if applicable)? Briefly describe (eg: changes in the mode of delivery, assessment etc).	There were 12 recommendations from the 2001 Master of Education course review (see Appendix 1a for details) and recommendations were also made for Social Work courses (see Appendix 1b). Many of these recommendations have been implemented.
1.8 Enrolments over the last three years (EFTSU)? (Or since commencement of course, if sooner).	Please see Appendix 2 for details
1.9 Completions over the last three years (EFTSU)? (Or since commencement of course, if sooner.)	Please see Appendix 3 for details
1.10 Academic load and other resources devoted to the course (full-time staff equivalent).	Please see Appendix 4 for details
1.11 Student feedback on teaching and course outcomes	The Faculty's Coursework offerings clearly indicate a high level of course satisfaction. Appendix 5 contains data made available through the Institute for Teaching and Learning, including SCEQ results.

2. Analysis of the course	
2.1 Strengths (eg: graduate outcomes, industry recognition etc)	<ul style="list-style-type: none"> • The positive results evidenced by the Faculty’s SCEQ and CEQ data • The calibre of the students who choose to study in the Faculty as evidenced in the varied and diverse backgrounds of postgraduate students • The comprehensive nature of the Faculty’s courses and their standing in the education profession, nationally and internationally • The comprehensive expertise of the Faculty’s staff across various fields of teaching and learning recognised in part through a number of University Teaching Excellence Awards as well as published research • Staff teaching and researching within postgraduate coursework programs are experts in their fields • Our programs are held in high regard in the national and international field, with a particular emphasis on research reputations • Its response to changing demands and market forces, for example, the targeting of market demand in the Masters course leading to maintenance of numbers, in contrast to other Faculties of Education
2.2 Weaknesses	<ul style="list-style-type: none"> • Low enrolments in some Education units and in Social Work units • Some weaknesses in the marketing of new courses due to unclear strategies for marketing • A yet unclear idea of what is the targeted clientele • The need for up-to-date technology in teaching and learning experiences • A need to continue streamlining some aspects of the Faculty’s degree and course structure to optimise staff resources deployed in teaching • The small number of graduates (compared with Faculties of Education or Social Work in other universities) who engage in full-time study after graduating
2.3 Opportunities	<p>There are many opportunities for specialist areas to deliver high-quality, renowned programs:</p> <ul style="list-style-type: none"> • Opportunities for attracting international students to the Faculty are particularly good • Offering flexible delivery in some units of study • Exploration of new markets • New opportunities to consult with industry • Intention to officially set up Social Work Advisory Group – members would be senior practitioners from the community • New opportunities to examine existing models of award course

	offerings in other institutions nationally and internationally.
2.4 Threats/potential problems	Comments were made on the need for easier data collection to take place in order to plan for potential problems. Resources and staffing are a particular concern.
2.5 Comments on the adequacy of resources devoted to the course	Further attention to staffing resources is necessary. Other areas of concern for resources are in the provision of library texts and ICT resources.

3. Future directions	
3.1 Future of the course	The Review Committee agreed that there is a future for the award courses: these award courses were considered to be of very high quality. However, the future of the courses cannot be certain if enrolment targets are not met.
3.2 Projected enrolments	15-25 EFTSU per year
3.3 Plans for improvements	The Committee believed that these improvements would help in achieving increased enrolments: <ul style="list-style-type: none"> • Market research to find the needs of the professional community • Active advertising and promotion of these award courses • Improve clarity of promotional quality of flyers for the course • Include program details in the postgraduate handbook • Create a dedicated Master of Social Work website with detailed information on course content, program structure, teaching staff and units of study.
3.4 Timeline for implementation of improvements	See Appendix 6

4. Recommendations – See appendix 7

4.1 Is the course meeting its stated objectives as indicated in Section 1.3? Yes. See Appendix 7

4.2 Should the course continue to be offered? Yes. See Appendix 7

4.3 Additional comments

See Appendix 7

Signature
(Chair of the Review Board)

Date

Signature
(Dean of Faculty)

Date

Appendices

- Appendix 1a: Recommendations from 2001 Education PG Course Review
(Section 1.7)
- Appendix 1b: Recommendations from 2001 Social Work PG Course Review
(Section 1.7)
- Appendix 2: Enrolments over the last three years
(Section 1.8)
- Appendix 3: Completions over the last three years
(Section 1.9)
- Appendix 4: Academic load and other resources
(Section 1.10)
- Appendix 5: Student feedback on teaching and course outcomes
(Section 1.11)
- Appendix 6: Timeline
(Section 3.4)
- Appendix 7: Recommendations
(Section 4)

Appendix 1a - Recommendations from the 2001 Review

Recommendations from the 2001 Review were that:

- there be alignment of Faculty and University policy on the number of credit points required for completion of Graduate Certificates, Graduate Diplomas and Masters of Education degrees
- the Associate Dean Graduate Studies review the current Graduate Diploma in TEFL, with a view to making it more flexible for students to transfer with credit directly, without needing additional admission permission into the MEd (TESOL), provided that their English language proficiency meets the current standards
- convenors of each of the designated areas be asked to show cause to the Faculty's Graduate Studies Committee why units of study which have attracted fewer than five students in the past two years should not be removed from the list of units to be offered in 2002
- if, as a result of the removal of unviable units, a particular designated degree is offering less than six units of study, including cross-listed units, it should be requested by the Graduate Studies Committee to justify its continuation. If it can make a case, on educational or professional grounds, for continuing to be included in the designated degree program, then it should propose new units to the Graduate Studies Committee
- no more than six units of study be offered in a given designated degree in any one year, unless the designated area makes a case to the Graduate Studies Committee of the necessity for more units
- there be only two types of units of study: "core" and "optional" units
- all units of study offered in any one semester should be reviewed by the course convenors and their colleagues in all designated programs and they should submit all unit outlines to the Graduate Studies Committee
- all units of study should conform to the University policy which stipulates that a six-credit point unit should be assessed by assignments totalling approximately 6,000 words, or equivalent
- student evaluations of all units of study should be collected anonymously, sent to the Institute for Teaching and Learning (ITL) for analysis, and then detailed results discussed by lecturers with their Head of School
- resources be spent on updating and making more interactive the current Faculty website on postgraduate programs, as well as on other ways of marketing programs, including contacting international alumni
- graduate convenors be asked to suggest possible journals and content of advertisements for attracting more applicants to programs, and
- each designated program should examine its current offerings with a view to offering at least two current units of study by flexible delivery.

Appendix 1b : - Social Work Review 2004

2004 Review of Graduate Certificate in Social Work: Dying, Death and Palliative Care Recommendations:

- Increase access to a wider range of health and human services professionals to the Graduate Certificates by changing the entry requirements. Entry is currently restricted to students with a Bachelor of Social Work
- Changing the name of the Graduate Certificate (see following dot points).

The School Board suggests that the following text be adopted (proposed changes marked in bold):

Graduate Certificate in Dying, Death and Palliative Care. The course is designed to meet the demands of **health and human services professionals** in the field of life threatening illness, dying, death, hospice and palliative care; to strengthen the capacity of health and human services to provide holistic care by providing an educational program underpinned by a strong foundation in the humanities and social sciences; and to encourage sociological, **educational**, social policy and professional practice in these fields.

- **Entry Requirements:** A Bachelor of **Social Work or related degree in Humanities, Social Sciences or Health Sciences** and at least one year's full-time employment in a related field.
- **Graduate Certificate Professional Practice Supervision** The course is designed to allow practitioners to examine and critique different approaches to professional supervision in the human services and identify the strategies and skills required in the application of both staff and student supervision.
 - **Entry Requirements:** A Bachelor of **Social Work or related degree in Humanities, Social Sciences or Health Sciences** and at least one year's full-time employment in a related field.

The School Board suggests that the following name changes to these Graduate Certificates be considered:

Current name	Proposed name
Graduate Certificate in Social Work: Dying, Death and Palliative Care	Graduate Certificate in Dying, Death and Palliative Care
Graduate Certificate in Social Work: Professional Practice Supervision	Graduate Certificate Professional Practice Supervision

Appendix 2 - Enrolments 2001-2003

Total enrolments by **Education postgraduate** coursework degrees & awards 2001, 2002, 2003

Degree/Award	2001			2002			2003		
	F	P	Tot	F	P	Tot	F	P	Tot
MEd	70	86	156	108	92	200	165	123	288
GradDipTE FL	30		30	8		8		1	1
GradDipEd Stud	2	15	17		11	11	2	9	11
GradCert TEFL							19		19
GradCert EdStud		112	112	69	34	103	49	43	92
GradCert IntEd					1	1		1	1

These data above have been sourced by the Administration Officer in the Faculty office. There are number of problems associated with getting accurate data from FlexSIS and the Planning and Statistics Office. This is due to FlexSIS being in the development stage and the need to decommission the previous student database, SRS, which had accurate data but poor functionality.

The data above regarding total student enrolments is based on end of year data from SRS 451 reports. Note that it represents numbers of students in programs and that EFTUS's cannot be derived from these. Therefore the total number of students is not aggregated.

Enrolments 2003-2005

Total enrolments by **Social Work postgraduate** coursework degrees and awards 2003-2005:

Degree/Award	2003			2004			2005		
	F	P	Tot	F	P	Tot	F	P	Tot
MSW	2	8	10	2	8	10	2	4	6
MSW (International)								2	2
GradDip SocWk		1	1		1	1		1	1
GradCert SocWk: D, D and PC		2	2					4	4
GradCert SocWk: Prof Pract Sup								1	1

Appendix 3 - Completions 2001-2003

These data have been sourced from Graduation ceremony letters.

Number of graduations per semester by degree/award level and 'Designated field of study'

Semester 1

Degree/Award	2001	2002	2003
Master of Education			
General	15	9	10
Ed Psych	3	3	3
English, Lit, Drama	3	4	3
Health Ed	3	3	4
Higher Ed		1	
Information Tech	8	11	6
Management, HRD	14	9	23
Research Methods			1
Special Ed	20	22	30
Teach, Curr	4	3	3
TEFL	8		
TESOL	37	31	54
Vocational Ed	1	1	1
Total	116	97	138

Semester 2

Degree/Award	2001	2002	2003
Grad Dip Ed Stud		11	2
Ed Psych		3	
English, Lit,Drama		1	
Health Ed	1		1
Higher Ed	1		
Human Move		2	
Information Tech	2		1
Management, HRD		2	
Special Ed	4	2	
Teach, Curr		4	
TEFL	44	30	8
TESOL	2		
Total	56	55	12

Appendix 3 - Completions 2001-2003 (continued)

Degree/Award	2001	2002	2003
Grad Cert Ed Stud	60	167	66
Health Ed		1	
Higher Ed	16	20	26
Special Ed	1		
TEFL			18
Total	77	188	110

Completions 2001-2004 Social Work

Number of graduations per year by degree/award level:

Degree/Award	2001	2002	2003	2004
MSW	4	1	4	5
GradCert SocWk: D, D and PC		3		1

Appendix 4 – Academic Load

Associate Dean and Head of the Division of Graduate Studies

Associate Professor Brian Paltridge

Postgraduate Coursework Coordinator (Education) *Dr Lesley Harbon*

Graduate Course Convenors (Education) :

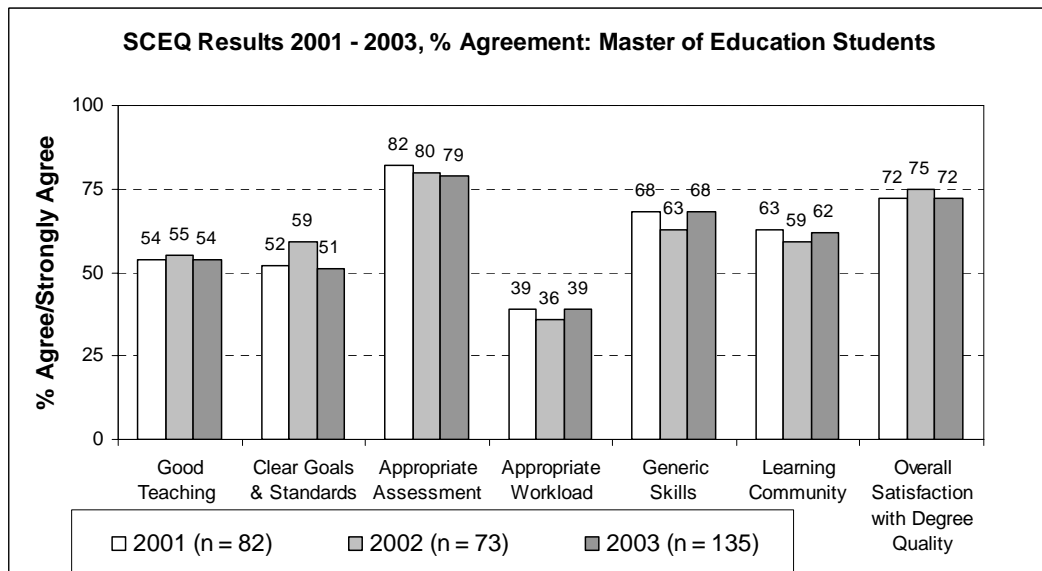
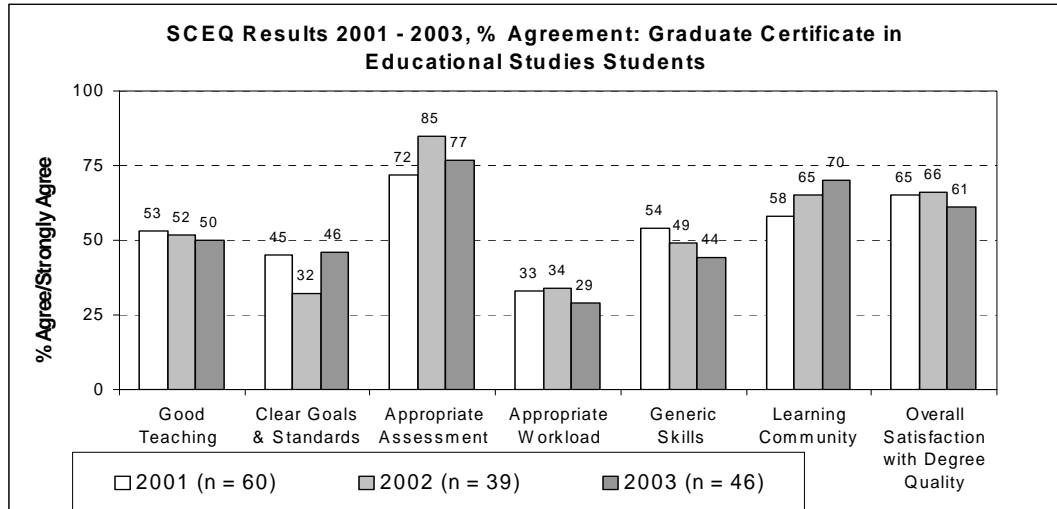
General MEd Degree	-	<i>Dr Lesley Harbon</i>
Aboriginal Studies	-	<i>Dr Nigel Bagnall</i>
Coach Education	-	<i>Dr Donna O'Connor</i>
Information Technology in Education-		<i>Mr Nigel Goodwin</i>
Educational Psychology	-	<i>Dr Richard Walker</i>
English and Literacies in Education	-	<i>Dr Angela Thomas</i>
Health Education	-	<i>Ms Jan Milton</i>
Higher Education (Grad Cert)	-	<i>Dr Simon Barrie</i>
Higher Education (Grad Dip & MEd)	-	<i>Associate Professor Angela Brew</i>
Human Movement	-	<i>Dr Richard Light</i>
Educational Management & Leadership-		<i>Dr George Odhiambo</i>
Research Methodology	-	<i>Dr Rachel Wilson</i>
Special Education	-	<i>Associate Professor David Evans</i>
Teaching & Curriculum Studies	-	<i>Ms Carmel Young</i>
TESOL/Languages	-	<i>Associate Professor Brian Paltridge</i>
TEFL	-	<i>Dr Hui Shen</i>
Professional Learning Portfolios	-	<i>Dr Sandra Nicholls</i>
MPhil/PhD	-	<i>Associate Professor Brian Paltridge</i>
EdD	-	<i>Dr Alyson Simpson</i>

Graduate Course Convenors (Social Work) :

Postgraduate Coursework Coordinator	-	<i>Dr Fran Waugh</i>
Research Coordinator	-	<i>Dr Sue Goodwin</i>

Appendix 5

Below are data made available through the Institute of Teaching and Learning showing data collected through the Student Course Evaluation Questionnaire;



Appendix 5 (continued)

Aggregated Degree Course: Master of Social Work
2003 Postgraduate Coursework Students

N = 5
response = 42%

	Degree Average	Broad Agreement	Agreement	Disagreement
Good Teaching Scale	+51.7	93%	87%	7%
Clear Goals and Standards Scale	+20.0	70%	55%	30%
Appropriate Assessment Scale	+56.7	100%	93%	0%
Appropriate Workload Scale	+15.0	85%	40%	15%
Generic Skills Scale	+48.3	90%	80%	10%
Learning Community Scale	+30.0	76%	56%	24%
Overall Satisfaction Item (Q36)	+70.0	100%	80%	0%
Q59 Faculty / Departmental Student Administration N=4	+62.5	100%	100%	0%
Q61 Faculty / Departmental Computer Centres N=0	-	-	-	-
Q66 Overall, I was satisfied with the quality of the student support and N=5 administration services.	+50.0	100%	80%	0%

Appendix 6
Timeline for Implementation of Improvements

The following timeline and schedule, including personnel (position) to guide the action) was not discussed with the Review Committee Team meeting on 27th August, and has subsequently drawn up for presentation in the Final Review Report.

Date for action to commence	Steps of action	Action to be taken by (personnel)
Nov 05 to Apr 06	Discussions on how to best facilitate: <ul style="list-style-type: none"> • changes to organising and packaging units of study (vis-à-vis low enrolment designations) • easier collection of more meaningful data about coursework • a more comprehensive and accurate coursework website • a more comprehensive and accurate Handbook for 2006 • resourcing, especially staffing 	Associate Dean Graduate Division; Postgraduate Coursework Coordinator; Faculty Manager; Dean of Faculty; webmaster
Mar 06 to Dec 06	Working party set up for: <ul style="list-style-type: none"> • setting new goals and purposes statement • marketing the designations and potential new specialist Master of Education degrees • website design and maintenance 	Facilitated through Associate Dean Graduate Division and Postgraduate Coursework Convenor, in conjunction with Course Convenors, Manager Student Recruitment
Jan 07 to Jun 07	Maintenance of new innovations Collection of data in preparation for June 07 Review	Facilitated through Associate Dean Graduate Division and Postgraduate Coursework Convenor, in conjunction with Course Convenors

Appendix 7

<u>Phase 1 Recommendations</u>	<u>Rationale</u>	<u>Actioned by</u>	<u>Timeline for actioning</u>
<p>1. That the awards of</p> <ul style="list-style-type: none"> • The Graduate Certificate in Educational Studies, • The Graduate Diploma in Educational Studies, • The Graduate Certificate in T.E.F.L., • The Graduate Diploma in T.E.F.L., • The Graduate Certificate in International Education, • The Graduate Diploma in International Education, and • The Master of Education, <p>are meeting their stated objectives, with the following related recommendations:</p>	<p>No data were presented to either the Phase 1 or Phase 2 Review Committees that cast doubt on the ability of the award courses to meet their stated objectives.</p> <p>However, as continued excellence in educational provision is high on the agenda of the Faculty of Education and Social Work, questions of quality assurance brought about by regular systematic reviews, will be a priority.</p>	<p>Postgraduate Coursework Coordinator and Associate Dean Graduate Studies, in their reports to Acting Dean of Faculty, 14 September 2004, and new Dean of Faculty, date to be provided.</p>	<p>n/a</p>
<p>2. That the Master of Education (TESOL/Languages), Master of Education (Special Education), Master of Education (IT in Education), and Master of Education (Educational Leadership and Management) become distinct entities due to strong enrolment</p>	<p>New advice to the Phase 2 Review Committee on 1 March 2005 suggests that this recommendation be kept “on hold” until 2006 due to the new “stream coding” procedures possible through the FlexSis database, where all coursework designations are given separate codes.</p>	<p>New “stream coding” procedures were actioned by Student Administration.</p>	<p>Stream coding has been made possible by 1 March 2005.</p>

<p>numbers. There would be many advantages in presenting these as courses (M TESOL; M Special Ed; M It in Ed; MEd Leadership & Management) as the University of Melbourne does. This would make it easy to keep track of student numbers and changes in enrolment patterns as well as let us contain units of study more within what are now specialist designations. An additional benefit for the future would be the ongoing marketing of these programs.</p>			
<p>3. That a number of other specialist designations are questionable as separate designations due to lower designation enrolments, those being Master of Education (International Education), Master of Education (Teaching & Curriculum), Master of Education (English, Languages & Literacies), Master of Education (Health Education), Master of Education (Educational Psychology), Master of Education (Research Methods), and their embedded certificates and diplomas, and the Committee expresses its reservations about the</p>	<p>New advice to the Phase 2 Review Committee on 1 March 2005 suggests that this recommendation be kept “on hold” until 2006 due to the new “stream coding” procedures possible through the FlexSis database, where all coursework designations are given separate codes.</p>	<p>New “stream coding” procedures were actioned by Student Administration.</p>	<p>Stream coding has been made possible by 1 March 2005.</p>

<p>viability of these designations. They still could, however, remain as 'study areas' in the General Master of Education degree, and be coordinated by the General MEd Convenor. The removal of a designation (eg. Research Methods) does not necessarily mean the removal of units of study in a particular area for which there clearly is a demand (e.g. Research Methods).</p>			
<p>4. That although the Review Committee genuinely believe in the continuation of these award courses, there is room for improvement re some aspects of course offerings.</p>	<p>The Faculty of Education & Social Work is committed to continual educational enhancement in its award offerings, and strategies that will allow quality assurance (such as formal student evaluations of teaching and learning, Faculty self-review will variously show where there is room for improvement.</p>	<p>Dean of the Faculty of Education and Social Work and nominated academic and general staff.</p>	<p>Continuing evaluation strategies.</p>
<p>5. Pending the Review Committee's reservations expressed in 3 and 4 above, the Committee believe the courses should continue to be offered. Additional resources are required to ensure strength in that continued offering, such as:</p> <ul style="list-style-type: none"> • ease of access to relevant data about courses (enrolments, completions) 	<p>The Review Committee Phase 1 believe that additional resources allocated to postgraduate coursework would allow continued excellence in educational offerings, particularly through:</p> <ul style="list-style-type: none"> • database access to meaningful data about enrolments in specialist designations, now made possible through stream coding • data made available to the specialist designations about 	<ul style="list-style-type: none"> • “stream coding” already made possible 	<p>Postgraduate Coursework Coordinator and Associate Dean Graduate Studies to seek information about these Faculty policies.</p>

<p>and that this is a PRIORITY</p> <ul style="list-style-type: none"> • succession planning for teaching staff (imminent retirements) • increased staffing for growing designations • extra staff appointed for increased need to manage an active and informative Coursework website • extra staff appointed to create a comprehensive marketing plan across designations 	<p>Faculty staffing</p> <ul style="list-style-type: none"> • consideration of the issue of increased workloads if staff are required to create and maintain websites • consideration as to how academic and general staff are involved in the Faculty's Marketing Plan 	<ul style="list-style-type: none"> • Dependent upon new data available upon completion of Dean's Review of Staffing • Dependent also upon the guidelines set by the Teaching and Learning Committee of the Faculty concerning staff training in creating and maintaining websites • Dependent also on the 2005/6 Faculty Marketing Plan (Faculty Manager and Faculty Marketing Officer) 	
<p>6. Regarding the recommendation above of the viability of low enrolment designations, that those designations be asked to show strategic plans for future restructuring and repackaging of designations or combined</p>	<p>New advice to the Phase 2 Review Committee on 1 March 2005 suggests that this recommendation be kept "on hold" until 2006 due to the new "stream coding" procedures possible through the FlexSis database, where all coursework designations are given separate codes. By early 2006, we will have evidence about</p>	<p>New "stream coding" procedures were actioned by Student Administration. Convenors of the various coursework designations to report data to the Coursework Sub-</p>	<p>Designation enrolment figures reports to Postgraduate Coursework Coordinator by March 2006.</p>

designations (if suitable).	actual enrolments.	committee by March 2006.	
7. That administrative management of Coursework Education award courses be allowed easier access to more meaningful data. This would include ways the Faculty might predict projected enrolments.	New advice to the Phase 2 Review Committee on 1 March 2005 suggests that this recommendation be kept “on hold” until 2006 due to the new “stream coding” procedures possible through the FlexSis database, where all coursework designations are given separate codes. By early 2006, we will have evidence about actual enrolments.	Convenors of the various coursework designations to report data to the Coursework Sub-committee by March 2006.	Enrolment figures reports to Postgraduate Coursework Coordinator by March 2006.
8. That a Working Party be formed to review the goals and purpose of the award Master of Education and its embedded awards (certificates and diplomas). This new goals and purposes statement should reflect the University’s Graduate Attributes information, the Faculty of Education’s Strategic Goals 2004-2007, also keeping in mind the career-defining outcomes of such professional learning.	The Review Committee Phase 1 found it difficult to evaluate the award courses against the statement of purposes, as no such overarching statement exists.	Postgraduate Coursework Coordinator has called a meeting for Designated Course Convenors to help write and define the purposes of the Faculty’s postgraduate coursework, reflecting the University’s Graduate Attributes information, the Faculty of Education’s Strategic Goals 2004-2007.	Working Party meeting scheduled 1pm, Thursday 17 th March 2005.
9. That the Graduate Coursework Handbook includes accurate details, and also includes details of further information for units of study including mode of delivery, and if mode is flexible delivery, this needs	It is agreed that accurate information through the Coursework Handbook is vital for attracting and maintaining enrolment numbers.	Postgraduate Coursework Coordinator will liaise throughout the year with the Manager Division of Graduate Studies, in order to set deadlines for	Regular informal meetings between Postgraduate Coursework Coordinator and the Manager Division of

to be clearly indicated in the Handbook. Concern was expressed for international students' needs not being met when they opt for flexible delivery units of study.		accurate course information to be provided for the timely production of each year's Handbook.	Graduate Studies.
10. That the Faculty conduct some research and determine the feasibility of offering a small number of offerings in summer school.	A further recommendation of the Phase 2 committee is that Recommendation 10 concerning summer school be linked closely to Recommendation 17 concerning the Faculty's "flexible delivery" options. With both committees' beliefs in continued excellence in educational provision, a decision to continue to explore possibilities about flexible offerings is taken on pedagogical grounds and also in realisation of the changing nature of students' lives and workplace/home demands.	Postgraduate Coursework Coordinator to call a committee to be formed to work on establishing guidelines of exploring possibilities with staff of working in a flexible mode.	Committee to have met at least once in Semester 1 and once in Semester 2, 2005, presenting findings in a Teaching & Learning Forum at the end of 2005.
11. That a Working Party work closely with staff in the Institute for Teaching and Learning to clarify how units of study in Higher Education designation can be graded rather than be awarded according to students "satisfying requirements".	At present, students are not awarded marks and grades for units of study offered through the Institute for Teaching and Learning (focus on Higher Education). It is now a requirement that we offer a grading system to students, consequently this ITL practice will need to change.	Postgraduate Coursework Coordinator and Designation Convenor for Higher Education (ITL staff member) to convene working party to work on changing this practice.	Results and recommendations of working party due for report to Coursework Sub-Committee and Division of Graduate Studies by end of Semester 1, 2005
12. That the 2001 Review	Recommendation 3 from the 2001 Review stated that units of study that had	Postgraduate Coursework Coordinator advises the	This actioning

<p>recommendation 3 continue to be actioned.</p>	<p>not attracted less than 5 students in the past two years be asked to present reasons for their continued offering. Staff workload issues are at the fore here. Exemptions from this rule are: The units in the Research Methods and Higher Education designations (each year) and for the EdD, Human Movement, and Policy Studies from 2005 to 2007 inclusive, as these are new designations/awards</p>	<p>Designation Convenors at the beginning of each semester whether the unit currently has 5 or more students enrolled based on information provided by the Faculty Office from FlexSis. Lecturers are asked to advise enrolled students if the unit must be cancelled.</p>	<p>continues each semester.</p> <p>The “show cause” for continuation of unit offering will be dealt with on a case-by-case basis upon evidence produced that the unit is not attracting sufficient enrolments.</p>
<p>13. That the 2001 Review recommendation 5, that has not yet been actioned, this actioning is to continue.</p>	<p>The 2001 Recommendation 5 stated that no more than six units of study be offered in a given designated area in any one year unless the area makes a case to the contrary. Advice during Phase 1 was that this had not been actioned since 2001, however new advice and information during Phase 2 shows that this practice has been actioned, with Educational Psychology, Health Education, Teaching and Curriculum all cutting the number of offerings since that time.</p>	<p>Postgraduate Coursework Coordinator to monitor the enrolment numbers and unit offerings each semester.</p>	<p>Beginning each semester.</p>
<p>14. That the term “optional unit of study” be replaced with “elective unit of study” in line with wider University practice.</p>	<p>This is a university-wide practice of calling these non-mandatory units “elective units of study”.</p>	<p>Postgraduate Coursework Coordinator requested that change be made for the 2005 Coursework Handbook.</p>	<p>Actioned and published as “electives” in new 2005 Handbook.</p>
<p>15. That Faculty look into an earlier</p>	<p>Although each semester begins in a somewhat chaotic manner as Coursework</p>	<p>Postgraduate Coursework</p>	<p>Beginning each</p>

<p>“cut-off” date for enrolment into a unit of study, such as “end of the second week of semester”.</p>	<p>students take 2 or 3 weeks to make final changes to their unit enrolments, Review Phase 2 has been advised that as the “cut off Census Date” is an externally imposed deadline (DETYA, Canberra?), there is no point in us imposing wrong deadlines for students.</p>	<p>Coordinator to email this advice to Convenors.</p>	<p>semester.</p>
<p>16. That unit of study coordinators undertake formal ITL Unit of Study evaluations every three years, along with informal mid- and end-semester evaluation in order to ensure quality of unit offerings.</p>	<p>In its efforts to pursue and assure quality, the Faculty promotes the use of ITL’s formal Unit of Study Evaluations as just one strategy, alongside the informal mid and end-semester evaluations of units by students.</p>	<p>Postgraduate Coursework Convenor to collect data from Convenors at the beginning of each semester as to their plans to formally and informally evaluate. This will be impacted upon too, by the requirements of the Faculty’s Teaching & Learning Committee.</p>	<p>Beginning each semester.</p>
<p>17. That the practice of moving some units in a designation to “flexible delivery” continue to be encouraged in all designations.</p>	<p>A further recommendation of the Phase 2 committee is that Recommendation 10 concerning summer school be linked closely to Recommendation 17 concerning the Faculty’s “flexible delivery” options. With both committees’ beliefs in continued excellence in educational provision, a decision to continue to explore possibilities about flexible offerings is taken on pedagogical grounds and also in realisation of the changing</p>	<p>Postgraduate Coursework Coordinator to call a committee to be formed to work on establishing guidelines of exploring possibilities with staff of working in a flexible mode.</p>	<p>Committee to have met at least once in Semester 1 and once in Semester 2, 2005, presenting findings in a Teaching & Learning Forum at the end of 2005.</p>

	nature of students' lives and workplace/home demands.		
18. That data that are already collected concerning where the applicants heard about our course, be analysed and used to inform marketing strategies.	Both Review Committees believe that new students may be attracted and recruited through certain avenues and strategies. The Faculty employs a Marketing Officer who can work with data already collected on enrolment applications (Where did you hear about our courses?) to track trends and improve marketing, especially to local students. At present, nothing is done with this data.	Postgraduate Coursework Coordinator to advise the Faculty Manager and Faculty Marketing Officer in writing of the existence of this information, and the concern of the Review Committee that nothing is currently being done with that information. Data available from the Manager, Division of Graduate Studies.	Letter to be sent by end April 2005.
19. That specialist designations continue to market pathways into PhD research higher degrees through the Dissertation units, EDPZ6720, EDPZ6721 and EDPZ6722.	With the Faculty's recent attention to designing pathways of study into research higher degrees, the MEd Dissertation has become an important vehicle for students to do this.	Postgraduate Coursework Coordinator to advise Course Convenors of the re-worked Dissertation documents (as of the Working Party Report March 2005), and remind the Convenors of the pathway discussions the Convenors and other teaching staff can have with potential RHD students.	Beginning each semester.
20. That the Associate Dean Graduate Division and Postgraduate	The Faculty strongly believes that changing student needs have produced	Postgraduate Coursework Coordinator convened a	Discussions to continue to refine this

Coursework Coordinator continue to work in collaboration with the staff in the Division of Professional Learning to ensure pathways are available for future coursework candidates to be recruited into award/degree programs with credit from the one-day professional learning activities.	opportunities for articulation of non-award and award courses.	working party in early 2004 to examine what equivalent status would be given to non-award entry. Postgraduate Coursework Coordinator has made this document available to the Staff in the Division of Professional Learning.	process, and to be updated once per semester by a visit to the Postgraduate Coursework Sub-Committee by the DPL staff member.
21. That cross-faculty and cross-college teaching be encouraged, and clear Handbook links made about the possibilities of undertaking such study.	The University of Sydney encourages cross-faculty and cross-college teaching and research.	Postgraduate Coursework Coordinator to add the agenda item “cross-faculty/cross-college issues” to at least one meeting agenda per semester.	One Coursework Sub-Committee meeting per semester.
22. That a note of thanks be forwarded to the staff of Fisher Library for their continued excellent support of our Coursework units of study.	Both Review Committees were in agreement that much of the excellent work done in Coursework units by our students is due to the excellence in Library Resources and personal assistance offered to them during their candidature. This is rightly acknowledged.	Postgraduate Coursework Coordinator to write letter to the Chief Librarian.	By end April 2005, once the complete Education and Social Work Review has been completed.
23. That the Faculty be made aware of the importance of resourcing Coursework activities through the provision of better quality photocopiers on every floor of A35.	Although perhaps considered a trivial matter, it was agreed by both Committees that a very positive learning environment for postgraduate coursework students can be achieved and maintained by the installation and maintenance of high quality photocopiers on every floor of	Acting Dean of Faculty has installed new photocopiers on Floors 4 and 9. Postgraduate Coursework Coordinator to request	Beginning each semester’s School Board meetings.

	A35. Such small aspects of teaching and learning in the Faculty DO impact on the daily/weekly/semester-long reflections by both students and teachers.	that this be constantly reviewed through a School Board meeting.	
24. That Coursework staff be encouraged to familiarise themselves with the Cleverly Report that recommended equity for indigenous students among other issues.	Social justice, equality and inclusion issues are at the fore with the commissioning of this report during 2003/4. The Faculty's coursework offerings must be responsive to such issues.	Postgraduate Coursework Coordinator to seek an update from the Teaching & Learning Committee.	Beginning each semester.
25. That Coursework staff take opportunities that will be made available through Associate Dean International for updating on research and practices in the teaching of international students.	One of the University of Sydney's key issues on the Strategic Plan 2005-2009 is the issue of internationalisation. The Faculty of Education and Social Work has taken this seriously through the continuation of appointment of an Associate Dean, International, who in turn has set out a strategic plan for 2005-2006. This issue relates to our Faculty's offerings catering to the requirements of the list of Graduate Attributes.	Postgraduate Coursework Coordinator to report to Coursework Sub-Committee as regards policies, plans and documents for an international focus made available by the Associate Dean International.	Report each Coursework Sub-Committee meeting.