
UNDERGRADUATE STUDIES COMMITTEE
10:00AM-12:00PM TUESDAY 23 OCTOBER 2018

Chair: Dr Melissa Hardie

Committee Officer: Dr Glenys Eddy

University Secretariat | Office of the Vice-Chancellor

Room 524, F23

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<http://sydney.edu.au/secretariat/academic-board-committees/undergraduate-studies-committee.shtml#>

NOTICE OF MEETING

The Special Meeting of the **Undergraduate Studies Committee** (Meeting 2018/7), devoted to the Review and Endorsement of Learning Outcomes, will be held at **10 am** on **Tuesday 23 October** in the **Level 5 Function Room, Administration Building F23**. The agenda for the meeting is attached.

Dr Glenys Eddy
Committee Officer

AGENDA

	Presenter	Paper
1 WELCOME AND APOLOGIES	Chair	
2 PROCEDURAL MATTERS		
2.1 Minutes of Meeting 2018/6 (4 September 2018)	Chair	<i>attached</i>
2.2 Actions Arising	Members	<i>verbal update</i>
3 STANDING ITEMS		
3.1 Report of the Chair	Chair	<i>verbal update</i>
4 ITEMS FOR APPROVAL		

Undergraduate Curriculum Learning Outcome submissions

Submissions available for download from:

<http://sydney.edu.au/secretariat/academic-board-committees/undergraduate-learning-outcomes.shtml>

Reading Assigned to:

- | | | | |
|-----|--------------------------------|---|---------------|
| 4.1 | Sydney Law School | <i>Deren Bozdag
Catherine Hardy
Stephen Carter</i> | <i>online</i> |
| 4.2 | Sydney Conservatorium of Music | <i>Imogen Grant
Anthony Dracopoulos
Toby Raeburn</i> | <i>online</i> |
| 4.3 | Faculty of Health Sciences | <i>Tina Hinton
Fernanda Penaloza
Kevin Walton</i> | <i>online</i> |
| 4.4 | Faculty of Medicine and Health | <i>James Humberstone
Tim Wilkinson
Kate Edwards</i> | <i>online</i> |
| 4.5 | Sydney Business School | <i>Nial Wheate
Marjorie Valix
Kimberly Matthieu Coulton
Ross Anderson</i> | <i>online</i> |

5 ITEMS FOR NOTING

- | | | | |
|-----|--|--------------------|--------------------------------|
| 5.1 | <u>Board of Interdisciplinary Studies:</u>
Graduate Qualities of a Dalyell Scholar | <i>All members</i> | <i>attached and
online</i> |
|-----|--|--------------------|--------------------------------|

6 OTHER BUSINESS

- 6.1 **Any other business**

Next meeting:

Tuesday, 30 October 2018, 10.00am to 12.00pm

**Level 5 Function Room, Administration Building
F23**

TERMS OF REFERENCE

PURPOSE

The Undergraduate Studies Committee assists the Academic Board in ensuring the maintenance of the highest standards and quality in teaching, learning and scholarship at the University of Sydney. It advises the Academic Board about resolutions, policy and procedures relating to undergraduate study at the University and determines undergraduate matters, including the approval of new and amended courses, in accordance with the [University of Sydney \(Delegations of Authority – Academic Functions\) Rule 2016](#).

TERMS OF REFERENCE

1. To advise the Academic Board on resolutions, policy and procedures relating to all undergraduate studies in the University, including the pattern of undergraduate award courses.
2. To make recommendations to the Academic Board about proposals to introduce new undergraduate award courses and amendments to existing undergraduate award courses.
3. To make recommendations to the Academic Board about requirements to be satisfied by candidates for the award of a degree, diploma or certificate.
4. To determine procedures for the consideration, and deadline for submission of proposals for new and amended undergraduate award programs and courses in consultation with the University Executive Curriculum and Course Planning Committee.
5. To provide academic oversight in relation to domains 1.4.1; 1.4.2, 3.1.1, 3.1.2, 3.1.3; 3.1.4; 3.1.5; 5.1.2; 5.1.3, 5.4.2 and 6.3.2(c) of the [Higher Education Standards Framework \(Threshold Standards\) 2015](#).
6. To ensure undergraduate education is compliant with appropriate rules, policies and procedures, including, but not limited to the:
 - [University of Sydney \(Coursework\) Rule 2014](#)
 - [Coursework Policy 2014](#)
 - [Assessment Procedures 2011](#)
 - [Learning and Teaching Policy 2015](#)
 - [Learning and Teaching Procedures 2016](#)
 - [Academic Honesty in Coursework Policy 2015](#)
 - [Academic Honesty Procedures 2016](#).
7. To contribute to the development of the University's strategic objectives in relation to undergraduate study and to formulate, recommend to the Academic Board, and regularly review resolutions, policy and procedures supporting those strategic objectives.
8. To receive reports from, and provide advice to, the Deputy Vice-Chancellor (Education) and, where appropriate the Pro-Vice-Chancellor (Global Engagement) on quality assurance and other matters relating to undergraduate study.
9. To obtain information or reports from any Faculty, University School, Board of Studies, school or department, the Library or other academic unit on academic matters relating to undergraduate studies.
10. To ensure proper communication channels are established with other committees of the Academic Board and the University Executive to promote cross-referencing and discussion of matters concerning undergraduate students.
11. To determine the terms and conditions of undergraduate awards, scholarships and prizes established within the University.
12. To receive annual reports on the awarding of Honours and the University Medal from Faculties, University Schools and Boards of Studies.
13. To provide regular reports on its activities to the Academic Board.
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.



UNDERGRADUATE STUDIES COMMITTEE

10:00am – 12:00pm, Tuesday 4 September 2018

Senate Room

Members Present: Dr Melissa Hardie (Chair); Dr Ross Anderson, Architecture, Design and Planning; Dr Stephen Carter, Pharmacy; Dr Lisa Conlon, Nursing and Midwifery; Dr Anthony Dracopoulos, Arts and Social Sciences; Dr Kate Edwards, Health Sciences; Denzel Florez, Student Representative; Edwina Grose, Deputy Registrar Nominee; A/Prof. Catherine Hardy, Business; Dr James Humberstone, Sydney Conservatorium of Music; A/Prof Tony Masters, Chair of Academic Board; Dr Gary Muscatello, Science; Dr Fernanda Penalosa, Nominee of Academic Board; A/Prof Marjorie Valix, Engineering and Information Technologies; Dr Kevin Walton, Sydney Law School; A/Prof Nial Wheate, Nominee of Academic Board.

Attendees: Dr Matthew Charet, Executive Officer to Academic Board; Dr Glenys Eddy, Committee Officer; Christine Lacey, Engineering and Information Technologies; A/Prof Peter McCallum, Director, Education Strategy, DVC (Education); Dr Wanli Ouyang, Engineering and Information Technologies; Stuart Skene, Sydney Nursing School; Georgina Wheaton, DVC Education Portfolio; and Dr Dong Yuan, Engineering and Information Technologies.

Apologies: Prof Adam Bridgeman, Director, Educational Innovation; Dr Kimberly Mathieu Coulton, Dentistry; A/Prof. Tina Hinton, Sydney Medical School; A/Prof Bronwyn Winter, Nominee of Academic Board.

2018/6

MINUTES

1 WELCOME AND APOLOGIES

The Chair welcomed members and attendees to the meeting, and noted the apologies received.

Resolution UGSC2018/6-1

The Undergraduate Studies Committee resolved to note that apologies have been received from the members above and that they be excused for their absence.

2 PROCEDURAL MATTERS

2.1 Minutes of Previous Meeting 2018/5, 10 July 2018

The Minutes of the meeting held on 10 July 2018 were accepted as a true record of the meeting.

Resolution UGSC2018/6-2

The Undergraduate Studies Committee resolved that the minutes of meeting 2018/5 on 10 July 2018 be confirmed as a true record of that meeting.

2.2 Actions Arising

No comment was offered on the actions arising.

Resolution UGSC2018/6-3

The Undergraduate Studies Committee noted the updates provided on outstanding actions from the previous meeting.

3 STANDING ITEMS

3.1 Report of the Chair

No report was submitted by the Chair.

3.2 Report of the Academic Board

A/Prof. Masters had nothing to add to his reported as submitted.

Resolution UGSC2018/6-4

The Undergraduate Studies Committee noted the report of the Academic Board meeting of 1 May 2018.

4 ITEMS FOR ACTION

MAJOR COURSE PROPOSALS

No items were presented to the committee.

MINOR COURSE PROPOSALS

4.1 Faculty of Science: Bachelor of Veterinary Science/Doctor of Veterinary Medicine course resolutions

The proposal consisted of clarifying the requirements for award including the credit points required from each of the relevant unit of study tables, and the requirements for the Honours degree.

A/Prof. Masters queried the following, suggesting that clarification and approval be sought from Science prior to the suggested amendments being submitted to Academic Board:

1. the meaning of Clause (3) in Part 5: Progression Rules, Clause (3), suggesting that it should read that students will be transferred...from (not until) 2019.”
2. Clause (3) (a) (iii) in Part 6: Requirements for the Honours Degree, should be amended to read, “enrolling in and completing the units of study for ~~this course~~ the Bachelor of Veterinary Biology Honours.”

Pending the recommended amendments having been made, the Committee endorsed the proposal for submission to Academic Board.

Resolution UGSC2018/6-5

That the Undergraduate Studies Committee recommend that the Academic Board:

1. *approve the proposal from the Faculty of Science to amend the Bachelor of Veterinary Biology/Doctor of Veterinary Medicine; and*
2. *approve the amendment to the Course Resolutions arising from the proposal with effect from 1 January 2019.*

4.2 Faculty of Engineering and Information Technologies: Bachelor of Engineering Honours: new major in Intelligent Information Engineering

Dr Dong Yuan presented the proposal to the Committee, which consisted of adding a new major to the BE Honours. As the proposed amendment to the course resolutions indicated the new major was to be available from 2020 onward, the change from 2019 to 2020 outlining the Transitional Provisions was thought to be redundant. The Chair agreed to the removal of the redundancy.

It was observed that the project unit for this major, ELEC5622, would facilitate a proactive approach to interdisciplinarity. With the re-correction of the proposed amendment to the Transitional Provisions having been made, the Committee endorsed the proposal for submission to Academic Board.

Resolution UGSC2018/6-6

That the Undergraduate Studies Committee recommend that the Academic Board:

1. *approve the proposal from the Faculty of Engineering and Information Technologies to amend the Bachelor of Engineering Honours;*
2. *approve the amendment to the Course Resolutions arising from the proposal with effect from 1 January 2019; and*
3. *approve the amendment to the table of Units of Study arising from these proposals, with effect from Semester 1, 2020.*

4.3 Faculty of Health Sciences: Bachelor of Applied Science course resolution amendment

Kate Edwards presented the proposal to the Committee, the purpose of which was to clarify the resolutions for the Bachelor of Applied Science relating to the requirements for and award of Honours. The Committee endorsed the proposal for submission to Academic Board.

Resolution UGSC2018/6-7

That the Undergraduate Studies Committee recommend that the Academic Board:

- 1. approve the proposal from the Faculty of Health Sciences to amend the Bachelor of Applied Science (Diagnostic Radiography), Bachelor of Applied Science (Exercise Physiology), Bachelor of Applied Science (Occupational Therapy), Bachelor of Applied Science (Physiotherapy) and Bachelor of Applied Science (Speech Pathology); and*
- 2. approve the amendment to the course resolutions arising from the proposal with effect from 1 Jan 2019.*

4.4 Sydney Nursing School: Bachelor of Nursing (Post-Registration) course amendment

Dr Lisa Conlon presented the proposal, the purpose of which was to align the required English Language proficiency requirements for the Bachelor of Nursing (Post-registration) with the University's English requirements. Clarification was sought concerning the reference to 'school' in Clause 3 (3) (a). It was recommended that this clause be amended to refer to Sydney Medical School. Pending this amendment having been made, the Committee endorsed the proposal for submission to Academic Board.

Resolution UGSC2018/6-8

That the Undergraduate Studies Committee recommend that the Academic Board:

- 1. approve the proposal from the Sydney Nursing School to amend the Bachelor of Nursing (Post-registration); and*
- 2. approve the amendment to the course resolutions arising from the proposal with effect from 1 Jan 2019.*

4.5

Sydney Pharmacy School:

Bachelor of Pharmacy and Bachelor of Pharmacy (Honours), and the Bachelor of Pharmacy Management and Bachelor of Pharmacy Management (Honours)

Professor Stephen Carter presented the proposal, the purpose of which was to amend the progression rules for the Bachelor of Pharmacy and the Bachelor of Pharmacy and Management. The addition of 2 extra units to Clause 6 (5) gives students who fail a fourth-year unit more opportunities for progression.

A/Prof. McCallum suggested that the reference to specific units in this clause be according to either name or code for consistency. Pending this amendment having been made, the Committee endorsed the proposal for submission to Academic Board.

Resolution UGSC2018/6-9

That the Undergraduate Studies Committee recommend that the Academic Board:

- 1. approve the proposal from the Faculty of Medicine and Health to amend the Bachelor of Pharmacy; Bachelor of Pharmacy (Honours); Bachelor of Pharmacy Management; Bachelor of Pharmacy Management (Honours); and*
- 2. approve the amendment to the course resolutions arising from the proposal with effect from 1 Jan 2019.*

5 STRATEGIC ITEMS

No strategic items were presented to the Committee for this meeting.

6 ITEMS FOR NOTING

6.1 2019 Undergraduate Studies Meeting Dates

The Chair requested that members convey to their faculties that 7 May 2019 is the final date for 2020 course approvals, including major and minor course amendments. The Committee Officer undertook to amend the list to include the reference to major and minor course amendments and resend it to members.

Edwina Grose reported that she and Georgina Wheadon, mindful of the variability in understandings of what constitutes a major and minor course amendment, are writing a paper to clarify the differences between minor and major course amendments and the relevant deadlines. This is to be submitted for the next meeting. The importance of recognizing the UAC deadlines (for instance, for next year, the end-date was February this year) was noted in the context of deadlines for undergraduate curriculum changes.

The Chair welcomed the submission of this paper to the next USC meeting on the 23rd of October.

Resolution UGSC2018/6-10

That the Undergraduate Studies Committee note the meeting dates for 2019.

6.2

Global Student Recruitment & Mobility:

Outbound Student Mobility Policy

A/Prof. McCallum presented the draft policy to the Committee, which is currently in the process of being socialized throughout the University. It is yet to go to ASPC before being submitted to Academic Board. He drew attention to a number of matters associated with the new policy: the change to eligibility requirements; the granting of credit for mobility; the establishment of a credit precedent database and a travel registry for mobility; the drafting of roles and responsibilities for mobility governance. He clarified that students cannot currently undertake a mobility experience in a country of which they are a citizen.

A/Prof. McCallum responded to two queries raised about the current mobility context. In addressing the question of whether the University is transferring funding offshore via its student mobility program, he noted that students enrol in a shell unit, the cost of which is funded to that faculty, each party looks after its own cost for exchange mobility. Second, A/Prof. McCallum acknowledged the need to address the lack of a process for assessing programs at other universities, and the need for clear guidelines about responsibilities, processes for ensuring that units undertaken elsewhere are acceptable to the parent faculty, and quality assurance processes. He acknowledged the problems associated with retrospective credit applications from students who study at another university without seeking prior credit approval. However, he observed that the University does have a process enshrined in policy. In cases where students seek credit after the event or undertake a unit from a university whose program we are unfamiliar with, these can be assessed individually. The new credit /credit precedent database will be of use in the latter situation.

It was established that incoming exchange students are covered by existing policies, which should be congruent with the University's Admissions Policy. Arising in the context of discussion of the WAM appropriate for students accepted into mobility programs, it was deemed important to note that our own policy covers students going overseas, but not the other institution that accepts them; the WAM that they accept is their decision.

Concern was expressed about the capacity of students with a WAM of 50 being capable of meeting the progression requirements, given that some students in some faculties are just satisfying the progression requirements. The Chair observed that in FASS 67% of students have more than a 65% WAM, and the Faculty feels able to satisfy the target without lowering the WAM. Members questioned why the WAM for exchange in particular was being lowered, as opposed to other forms of mobility such as OLEs that contain a mobility component, and suggested that students with a lower WAM would be suited to forms of mobility other than exchange, although no broad agreement about the WAM lowering had been reached.

The Chair suggested that the Committee express some caution over the WAM of 50 for exchange, and suggest that exchange might not be the best form of mobility for all students.

A/Prof. McCallum noted the existence of the large amount of evidence suggesting that these mobility experiences have a positive effect on a student's learning. He undertook to contact partners to ask if they wished to add requirements.

The Committee also made the following suggestions:

- With reference to Part 16, Student Mobility Register, Clause (3), in order to mitigate against unintended consequences a note should be added after Clause 3, to state that students are advised to register with Foreign Affairs. Students should not be given the impression that the University replaces Foreign Affairs, as the University cannot act in a consular role.
- The Policy should refer to student administration processes generally rather than to specific units and roles.

Resolution UGSC2018/6-11

That the Undergraduate Studies Committee notes the development of the Outbound Student Mobility Policy.

6.3

Educational Integrity:

Educational Integrity Trend Report, Semester 1 2018

A/Prof. McCallum reported that some comparative figures related to domestic versus international students in the areas of educational integrity were larger than first thought, and needed to be corrected in the report. He undertook to circulate a corrected version to members. The Trend Report identifies the trends identified with respect to academic dishonesty among the international cohort, and the measures in place to address this.

There is concern among the University community concerning the aggressive advertising by external companies offering tutoring to students, the circulation of quiz questions, student credit card details being passed to criminals, and student being blackmailed as a result of contact with these people. A/Prof. McCallum commented on the alarming increase in the incidence of contract cheating, with around 300 contract cheating sites in existence currently. Other universities have concerns over students being blackmailed and threatened over contract cheating. UNSW currently has an amnesty program. Members suggested that the University offer means of addressing such problems, such as employing editors to work with the University's students. This would also function as a means of maintaining some control over the amount of assistance students get. Room would need to be found in the curriculum to address these matters. A/Prof. McCallum expressed his support for this idea, although thought would need to be given to how this would be implemented, as it would be desirable that the editing process does not obscure the student's own learning and ability. It was suggested that students who seek help throughout semester could access editing.

The Chair enquired as to whether the faculties meet to discuss their different approaches to dealing with these matters. A/Prof. McCallum reported that the Education Portfolio meets with the faculties a couple of times a year, and had met with them recently. A set of guidelines is to be submitted to the Academic Quality Committee.

Resolution UGSC2018/6-12

That Undergraduate Studies Committee note the Educational Integrity Trend Report for Semester 1 2018.

7

OTHER BUSINESS

Dr Penaloza raised the matter of the growing concern within FASS over the way in which the University is looking to attract funding for Humanities and Social Sciences, and the proposed Memorandum of Understanding for the Ramsay Centre, about which FASS academics have not been consulted. Although at the most recent Academic Board meeting the Vice-Chancellor had reported it to be in the conversation stage only, a draft was to be presented on Monday. She enquired as to whether the Undergraduate Studies Committee has any say in this matter and in the nature of the Bachelor of Arts programs offered by the University.

The Chair of Academic Board commented that it is inappropriate for committees and the Academic Board to dictate what FASS will teach, and, according to procedure, the Academic Board cannot approve curriculum that does not have the relevant faculty's prior approval. He emphasised that if FASS does not want to teach a course, then it cannot be submitted to the Board, and therefore cannot be taught. The Chair of Academic Board also observed that policies addressing accepting money are specific, our charter of academic freedom must be preserved. All curriculum proposals must progress from faculty-level to Undergraduate or Postgraduate Studies, then to Academic Board before implementation, but the forum for expressing reservations is at the faculty-level.

The Chair thanked everyone for their attendance at the meeting. There being no other business, the Meeting closed at 11.53 am.

Date of next meeting

10:00am-12:00pm, Tuesday 23 October 2018, F23 Level 5 Function Room

Submission To	Undergraduate Studies Committee
Date	23 October 2018
Item No	5.1

Non-Confidential

Author	Sarah Vandeppeer, Senior Policy and Projects Officer
Reviewer/Approver	Peter McCallum, Director, Education Strategy and Acting Registrar
Paper title	EXPECTED QUALITIES OF A DALYELL SCHOLAR
Purpose	To note the agreed expected qualities of a Dalyell Scholar.

RECOMMENDATION

That the Undergraduate Studies Committee note the expected qualities of a Dalyell Scholar.

EXECUTIVE SUMMARY

The Dalyell stream offers outstanding students the opportunity to engage in challenging experiences to gain greater breadth and/or depth of learning in their degree, and achieve the graduate qualities to a high level. The requirement to complete 12 credit points of Dalyell units is the only compulsory aspect of the Dalyell stream. Since the Dalyell stream aims to develop the Graduate Qualities to a high level, it is not feasible to write learning outcomes that can be mapped onto the 12 credit points of Dalyell units that capture the richness and intention of the stream. Instead of learning outcomes for the Dalyell stream, therefore, a set of statements articulating the expected qualities of a Dalyell Scholar has been approved to sit on top of the course learning outcomes. These statements reflect the cumulative outcome of all of the curricular and co-curricular opportunities available within the stream.

CONTEXT

The [Learning and Teaching Policy 2015](#) Part 3(13)(2) requires learning outcomes for award courses and for each of their components, including as relevant units of study, majors, programs and streams. The Academic Board, in line with the recommendations of the [Assessment Working Group](#) in November 2017, has requested that faculties review learning outcomes for all undergraduate degrees and, where relevant, streams, programs and majors to ensure that they give full expression to the graduate qualities. Learning outcomes are due for submission to the [University secretariat](#) by 28 September 2018.

The Dalyell stream offers outstanding students the opportunity to engage in challenging experiences to gain greater breadth and/or depth of learning in their degree, and achieve the graduate qualities to a high level (**Attachment 1**). The stream is offered in a range of degrees and faculties from across the University including the Faculty of Arts and Social Sciences, the Sydney Business School, the Faculty of Engineering and IT, the Faculty of Science and other faculties and schools via combined degrees including the Faculty of Health Science, Faculty of Medicine, the Faculty of Nursing, Sydney Law School and Sydney School of Design, Architecture and Planning. The BIS Dalyell Subcommittee has responsibility for all curricular aspects of the Dalyell stream, including learning outcomes.

ISSUES

The requirement to complete 12 credit points of Dalyell units is the only compulsory aspect of the Dalyell stream. Since the Dalyell stream aims to develop the Graduate Qualities to a high level, it is not feasible to write learning outcomes that can be mapped onto the 12 credit points of Dalyell units that capture the richness and intention of the stream.

Instead of learning outcomes for the Dalyell stream, a set of statements articulating the expected qualities of a Dalyell Scholar has been developed to sit on top of the course learning outcomes; in keeping with the idea that Dalyell is an enhancement to a degree. These statements reflect the cumulative outcome of all of the

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curricular and co-curricular opportunities available within the stream. This approach will authentically reflect how Dalyell stream offerings as a whole will allow Dalyell Scholars to gain greater breadth and/or depth of learning in their degree and develop the graduate qualities to a high level. For the purposes of curriculum mapping, it is therefore proposed that the Dalyell stream is mapped directly to the Graduate Qualities in Sydney Curriculum, per the approach taken to mapping the OLE units.

Unlike learning outcomes for other streams which indicate what every student is expected to acquire, the expected qualities of a Dalyell Scholar are aspirational in nature because it cannot be guaranteed that students will elect to participate in all aspects of the stream. Nevertheless, it is reasonable for the University to expect Dalyell Scholars to achieve these qualities on the basis they will benefit from spending time with their cohort of other high achieving students; most will take advantage of their Dalyell stream global mobility scholarship; and all students will complete at least two Dalyell units that focus on interdisciplinary, research and academic challenge.

EXPECTED QUALITIES OF A DALYELL SCHOLAR			
No.	Draft learning outcome for the Dalyell stream	Relevant graduate quality/ies	Dalyell aspect/s that cultivate this capability
1	Dalyell Scholars will be able to analyse and interpret complex scenarios, structure problems and develop effective cross/interdisciplinary, novel or research-based solutions to tackle systemic societal and global problems.	<ul style="list-style-type: none"> ○ Broader skills: <ul style="list-style-type: none"> ○ Critical thinking and problem solving ○ Information and digital literacy ○ Inventiveness 	<ul style="list-style-type: none"> ○ Dalyell units ○ Mobility
2	Dalyell Scholars will be able to demonstrate a high degree of capability, resilience and agility in operating across cultural boundaries and engage ethically, respectfully and professionally in inter and cross-cultural settings and on the world-stage.	<ul style="list-style-type: none"> ○ Cultural competence ○ An integrated professional, ethical and personal identity 	<ul style="list-style-type: none"> ○ Dalyell units ○ Mobility ○ Mentoring ○ Dalyell specific programs (eg languages)
3	Dalyell Scholars will integrate deep disciplinary knowledge and synthesise multiple viewpoints, practices or disciplines into their own perspective and will use this to influence others.	<ul style="list-style-type: none"> ○ Interdisciplinary effectiveness ○ Influence ○ Communication 	<ul style="list-style-type: none"> ○ Acceleration units ○ Enrichment units ○ Mobility ○ Dalyell units ○ Dalyell specific programs

CONSULTATION

- 18 July 2018 – BIS Dalyell Subcommittee reviewed draft stream learning outcomes
 3 August 2018 – BIS Dalyell Subcommittee endorsed by circulation the 'Expected Qualities of a Dalyell Scholar'
 21 August 2018 – Board of Interdisciplinary Studies approved 'Expected Qualities of a Dalyell Scholar'

ATTACHMENTS

Attachment 1 – Interim definitions of the graduate qualities

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Date	23 October 2018
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Attachment 1 – Interim definitions of the graduate qualities

Depth of Disciplinary Expertise	
Definition	Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline.
Components	<ul style="list-style-type: none"> – Understanding of conceptual space of recognised discipline – Integration and rigorous application of disciplinary knowledge – Awareness of the norms, culture and practice of the discipline – Capabilities to participate in the evolving practice in the discipline

Critical Thinking and Problem Solving	
Definition	Critical thinking and problem solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem.
Components	<ul style="list-style-type: none"> – Definition of problem or issue in context – Critical questioning of ideas, evidence and assumptions – Creation and evaluation of hypotheses or alternative arguments – Formulation of defensible conclusions and best possible solutions.

Communication (oral and written)	
Definition	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
Components	<ul style="list-style-type: none"> – Clear conveyance of meanings in terms original to the student – Adjustment according to audience and context – Use of media and modes appropriate to each communication – Clarity of structure and organization of ideas

Information and Digital Literacy	
Definition	Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.
Components	<ul style="list-style-type: none"> – Location, interpretation and evaluation of data and information – Management of data and information – Adaptation, integration and conveyance of data and information – Creation of data and information – Effective use of digital resources, tools and strategies

Inventiveness	
Definition	Inventiveness is generating novel ideas and solutions.
Components	<ul style="list-style-type: none"> – Reimagines and reframes disparate ideas, observations or resources – Creates novel, ideas, solutions or actions.

Cultural Competence	
Definition	Cultural competence is the ability to engage ethically, respectfully and successfully in intercultural settings.

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Components	<ul style="list-style-type: none"> – Awareness of one’s own cultural values and worldview – Actively seeking to understand norms and values of other cultures
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Interdisciplinary effectiveness

Definition	Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.
Components	<ul style="list-style-type: none"> – Understanding of multiple viewpoints and practices – Working effectively across discipline and professional boundaries – Integrating and synthesising different ways of thinking – Production of distinctive outcomes.

An integrated professional, ethical and personal identity

Definition	An integrated professional, ethical and personal identity is understanding the interaction between one’s personal and professional selves in an ethical context.
Components	<ul style="list-style-type: none"> – Articulates a coherent ethical framework – Reflects on the self in personal and professional contexts

Influence

Definition	Influence is engaging others in a process, idea or vision.
Components	<ul style="list-style-type: none"> – Responsibility for improvement through involvement and leadership – Confidence, self-awareness and a willingness to learn from others – Persuasiveness