
UNDERGRADUATE STUDIES COMMITTEE

9:30am – 12:30pm, Tuesday 13 November 2018

Level 5 Function Room, Administration Building F23

Members Present: Dr Melissa Hardie (Chair); Dr Ross Anderson (Architecture, Design and Planning); Dr Stephen Carter (Pharmacy); Dr Anthony Dracopoulos (Arts and Social Sciences); Dr Kate Edwards (Health Sciences); Edwina Grose (Deputy Registrar Nominee); A/Prof. Catherine Hardy (Business); A/Prof. Tina Hinton (Sydney Medical School); A/Prof Tony Masters (Chair of Academic Board); Dr Gary Muscatello (Science); Dr Fernanda Penalosa (Academic Board Nominee); A/Prof Marjorie Valix (Engineering and Information Technologies); Dr Kevin Walton (Sydney Law School); A/Prof Tim Wilkinson (Chair, Admission Sub-committee).

Attendees: Dr Elisa Bone (Lecturer in Curriculum, Faculty of Science); Dr Glenys Eddy, Committee Officer; Dr Kelly Freebody (Education and Social Work, FASS); John Hardie (Coordinator Professional Development for Graduate Qualities, Educational Innovation Team); Linda Kristian (Education Manager, Architecture, Design and Planning); A/Prof Peter McCallum (Director, Education Strategy); Lyndal Parker (Administration Officer, Engineering and Information Technologies); Professor Pauline Ross (Associate Dean (Education), Faculty of Science); Sarah Vandeeper (Senior Policy and Project Officer, DVC Education Portfolio).

Apologies: Prof Adam Bridgeman (Director, Educational Innovation); Dr Lisa Conlon (Nursing and Midwifery); Denzel Florez (Academic Board Student Representative); A/Prof Nial Wheate (Nominee of Academic Board); A/Prof Bronwyn Winter (Nominee of Academic Board).

2018/9

MINUTES

1 WELCOME AND APOLOGIES

The Chair welcomed members and attendees to the second of two meetings devoted to the review of Undergraduate learning outcomes.

The Chair noted the apologies received.

Resolution UGSC2018/9-1

The Undergraduate Studies Committee resolved to note that apologies had been received from the members noted above.

2 PROCEDURAL MATTERS

2.1 Minutes of the Previous Meeting 2018/8, 30 October 2018

The draft minutes for the meeting of 30 October were held over to the next meeting on 12 February 2019.

2.2 Actions Arising

The Committee agreed to note those agenda items listed under Item 5, For Noting, with no further discussion.

3 STANDING ITEMS

3.1 Report of the Chair

No report was given by the Chair at this meeting.

4 ITEMS FOR APPROVAL: Undergraduate Curriculum Learning Outcome Submissions

4.1 Sydney School of Architecture, Design and Planning

Assigned Readers: Dr Stephen Carter; Dr Anthony Dracopoulos; Dr Fernanda Penalosa.

Feedback on the course learning outcomes included:

- generally well-written, although wordy in places;
- more could be made of the 'influence' graduate quality;
- for the Bachelor of Architecture and Environment, more to be made of 'digital literacy', the first two CLOs could be collapsed into one;
- for the Bachelor of Architecture and Environment (Honours) there was a need to ensure that the AQF8 level learning outcomes were met; and
 - CLO 3: when asked how 'comprehend' could be measured within a UOS, Dr Anderson reported that the word had been used to particular effect: 'understanding of' was used for AQF 7 and 'comprehend' for Honours at AQF 8;
 - CLO 9: 'depth of disciplinary expertise' and 'inventiveness' could be added
 - some refinement of the wording was suggested.

In general it was thought that some component LOs suffered from a lack of clarity and would have benefitted from more elaborate expression.

Dr Anderson thanked readers for the feedback offered.

The Committee endorsed the undergraduate learning outcomes for submission to Academic Board, conditional upon the incorporation of member's feedback into the revised submission for Academic Board approval.

Resolution UGSC2018/9-2

That the Undergraduate Studies Committee recommend that the Academic Board approve the Undergraduate course and component learning outcomes proposed by the Sydney School of Architecture, Design and Planning, conditional upon the recommended amendments having been made, with effect from 1 January 2019.

4.2 Faculty of Arts and Social Sciences

Assigned Readers: Dr Ross Anderson; Dr Stephen Carter; Dr Kate Edwards; Edwina Grose; A/Prof. Catherine Hardy; A/Prof. Tina Hinton; James Humberstone; A/Prof. Tony Masters; Dr Kimberly Matthieu Coulton; Dr Gary Muscatello; Dr Kevin Walton; A/Prof. Tim Wilkinson; A/Prof. Marjorie Valix.

Dr Freebody commented on both the collegiality and complexity of the learning outcomes development and submission process. FASS, including Education and Social Work, and SCA, followed the process of developing its course learning outcomes prior to the component learning outcomes. For the combined degrees, the existing learning outcomes had been aggregated.

During discussion of the reality for the student studying different components of a combined degree, for instance Science and Education, the question was raised: students are completing the same curriculum content and the same assessment, but to different criteria, how are these mapped at the UoS level? Associate Professor McCallum suggested that the Capstone units function to integrate the learning. Professor Ross considered these students to have achieved an integration of content that is transformative, in practicum, and discussed pedagogical content knowledge.

Course Learning Outcomes

Feedback on the FASS CLOs concerned the following:

- some learning outcomes could be aligned with more graduate qualities
- ensure consistency of language throughout
- spell out acronyms in full
- refinements to wording, for instance, replace 'demonstrate ability to' with a direct statement of what the student can do

- clearer and more specific expression, for instance, more specificity than the term 'awareness'
- competencies should be explicitly expressed and not remain implicit
- the use of accessible language was recommended, for instance, instead of 'demonstrate application', say 'apply'
- some learning outcomes could be amalgamated in places
- the course learning outcomes for the Bachelor of Social Work received praise.

It was noted that the CLOs for the Bachelor of Arts/Bachelor of Medicine were not present. Associate Professor McCallum noted that the need for more work on guidelines for writing course learning outcomes for inter-faculty combined degrees had become apparent during the current exercise.

Component Learning Outcomes

The component learning outcomes for the Faculty of Arts and Social Sciences had been divided into two broad categories for review: 1) streams and programs, and 2) majors, including both Table A and Table S majors. The majors were divided into 6 groups alphabetically. These and the standalone minors were assigned two readers each. Feedback from readers addressed the same points as those made for the course learning outcomes, above.

The Committee endorsed the undergraduate learning outcomes for submission to Academic Board, conditional upon the incorporation of member's feedback into the revised submission for Academic Board approval.

Resolution UGSC2018/9-3

That the Undergraduate Studies Committee recommend that the Academic Board approve the Undergraduate course and component learning outcomes proposed by the Faculty of Arts and Social Sciences, conditional upon the recommended amendments having been made, with effect from 1 January 2019.

4.3 Faculty of Science

Assigned Readers: Dr Ross Anderson; Dr Stephen Carter; Dr Anthony Dracopoulos; Dr Kate Edwards; Edwina Grose; A/Prof. Catherine Hardy; A/Prof. Tina Hinton; Dr James Humberstone; Dr Kimberly Matthieu Coulton; Dr Gary Muscatello; Dr Fernanda Penaloza; A/Prof. Marjorie Valix; Dr Kevin Walton; A/Prof. Tim Wilkinson.

Course Learning Outcomes:

Generally, feedback addressed the need to re-assign specific graduate qualities to specific learning outcomes, or for an amendment to expression in some instances, for instance:

- Bachelor of Science/Bachelor of Advanced Studies: add Cultural Competence to CLO 2; add Depth of Disciplinary Expertise to CLO 6. It was suggested that Science consider the expanded definition of cultural competence with respect to its degrees which would lessen the restricted application of the graduate quality in some places. The cultural competence aspect could be made more explicit in some places.
- Bachelor of Science/Bachelor of Arts: it was noted that the learning outcomes for the combined disciplines were not clear, but also noted that this is to be addressed at a later time; a statement of outcome was needed for CLO 5.
- Bachelor of Science/Master of Nutrition and Dietetics: the suggestion was to replace 'develop' with 'demonstrate'. Professor Ross outlined a set of terms used by Science to provide more nuance than the term 'demonstrate' where relevant, including describe, explain, attain, and articulate.
- Science reported that as it had not received the learning outcomes the Doctor of Medicine and the Doctor of Dental Medicine, it had used the outcomes for the Bachelor of Science for the combined degrees with the BSc.

Component Learning Outcomes:

The following component LOs were endorsed with minimal comment: Bachelor of Psychology components; majors groups 1, 3, 4, 5 and 6; the standalone minors. Some small suggested corrections included:

- Majors group 2: 'lead us' to be replaced with 'lead to an understanding';
- Science streams and programs: some graduate qualities were thought to be missing; with respect to the Taronga Wildlife Conservation stream, the use of the term 'inspiring' was thought impossible to measure?

The Committee endorsed the undergraduate learning outcomes for submission to Academic Board, conditional upon the incorporation of member's feedback into the revised submission for Academic Board approval.

Resolution UGSC2018/9-4

That the Undergraduate Studies Committee recommend that the Academic Board approve the Undergraduate course and component learning outcomes proposed by the Faculty of Science, contingent upon the recommended amendments having been made, with effect from 1 January 2019.

4.4 Faculty of Business Component Learning Outcomes

Assigned Readers: Dr Anthony Dracopoulos; A/Prof. Tim Wilkinson.

This item was brought forward and discussed after Item 6.1.

Associate Professor Hardy reported that Business had already revised its component learning outcomes based on feedback received on its course learning outcomes at the USC meeting on 23 October. The readers' feedback on the component learning outcomes largely concerned the expression of the learning outcomes and the suitability of terms used in a given context.

Associate Professor Wilkinson suggested, given that Professional Accounting as a practice is subject to a large amount of regulation, that a learning outcome be developed for the Professional Accounting Program related to the capacity to keep abreast of ongoing changes to relevant legislation. This would also articulate the degree to which the content is Australia-specific. Associate Professor Masters suggested that 'competency via professional accounting standards' be seen as an example of a contextualised definition of cultural competence, as discussed under Item 6.1.

Associate Professor McCallum complimented Business on its development of the learning outcomes.

The Committee endorsed the undergraduate learning outcomes for submission to Academic Board, conditional upon the incorporation of member's feedback into the revised submission for Academic Board approval.

Resolution UGSC2018/9-5

That the Undergraduate Studies Committee recommend that the Academic Board approve the Undergraduate component learning outcomes proposed by the Faculty of Business, contingent upon the recommended amendments having been made, with effect from 1 January 2019.

4.5 DVC Education Portfolio/Board of Interdisciplinary Studies:

Bachelor of Advanced Studies Course Resolution amendment

Associate Professor McCallum reported that suggestions made concerning the Psychology component had been considered by circulation and approved by the Science Faculty Board. As a result Psychology has become a stream within the Bachelor of Advanced Studies. Small

amendments have been made to the expression of the requirements. The Committee endorsed the proposal for submission to Academic Board.

Resolution UGSC2018/9-6

That the Undergraduate Studies Committee recommend that the Academic Board:

1. *approve the proposal from the DVC Education Portfolio endorsed by the Board of Interdisciplinary Studies on 11 October 2019 to amend the Bachelor of Advanced Studies; and*
2. *approve the amendments to the Course Resolutions arising from the proposal with effect from 1 January 2020.*

5 ITEMS FOR NOTING

- 5.1 Sydney Law School:** undergraduate learning outcomes' resubmission

Resolution UGSC2018/9-7

That the Undergraduate Studies Committee noted the amended Undergraduate Learning Outcomes submission from the Sydney Law School.

- 5.2 Sydney Conservatorium of Music:** undergraduate learning outcomes' resubmission

Resolution UGSC2018/9-8

That the Undergraduate Studies Committee noted the amended Undergraduate Learning Outcomes submission from the Sydney Conservatorium of Music.

- 5.3 Faculty of Health Sciences:** undergraduate learning outcomes' resubmission

Resolution UGSC2018/9-9

That the Undergraduate Studies Committee noted the amended Undergraduate Learning Outcomes submission from the Faculty of Health Sciences.

- 5.4 Faculty of Medicine and Health:** undergraduate learning outcomes' resubmission

Resolution UGSC2018/9-10

That the Undergraduate Studies Committee noted the amended Undergraduate Learning Outcomes submission from the Faculty of Medicine and Health.

- 5.5 Sydney Business School:** undergraduate course learning outcomes' resubmission

Resolution UGSC2018/9-11

That the Undergraduate Studies Committee noted the amended Undergraduate Course Learning Outcomes submission from the Sydney Business School.

- 5.6 Sydney Conservatorium of Music:**
Bachelor of Music minor course amendment: new minor in Community Music

Resolution UGSC2018/9-12

That the Undergraduate Studies Committee noted the amended submission

6 ITEM FOR DISCUSSION

- 6.1 DVC Education Portfolio:** Assessment: Implementing a University-Wide Approach

This item was discussed immediately after Item 3. Associate Professor McCallum summarized the work of the Assessment Working Group for the Committee. The group had been discussing reducing the current volume of assessment, and developing more online mechanisms for feedback, and from 2020, looking at the assessment of graduate qualities. It is developing university-wide rubrics for grad qualities which are currently in draft form as validation is still occurring. The next stage is for assessment to be considered beyond the UoS level: for majors, whole degrees, and the most effective places to measure the graduate qualities. Associate Professor McCallum suggested that while developing assessment plans faculty academics might consider the means of adapting the rubrics for specific disciplinary purposes.

To the question of the degree to which the graduate quality of cultural competence was explicitly or implicitly about the Australian context, Associate Professor McCallum observed that the University has committed to embedding indigenous knowledges in its curriculum in various ways. One specific learning context concerned the responsibility of professionals to work with issues of disadvantage in the indigenous context; he noted the importance of a rubric for assessing indigenous knowledges. Associate Professor Masters suggested that a means of contextualising the graduate quality definitions be developed, observing that variations on agreed definitions would be beneficial in some circumstances. This could be accomplished by the use of footnotes in appropriate places. Associate Professor McCallum considered that whilst there was no over-arching need to adapt them to a disciplinary perspective, it might be appropriate for some disciplines such as Education.

Resolution UGSC2018/9-13

That the Undergraduate Studies Committee noted and discussed:

1. *the 2018 report of the Assessment Working Group including;*
2. *the interim definitions of the University graduate qualities; and,*
3. *the suite of nine common draft University rubrics for faculties to refer to in making disciplinary interpretations and developing assessment plans.*

7 OTHER BUSINESS

7.1 Preparation of Faculty Submissions for Academic Board Approval

The Committee Officer outlined the following procedure for the preparation of submissions to Academic Board:

- all readers who provided feedback to send their notes to the Committee Officer
- the Committee Officer to circulate the feedback to relevant faculty staff
- the faculties/university schools to incorporate feedback and send the amended submission to the Committee Officer by Monday the 20th of November at the latest.
- the Committee Officer to upload submissions to the Learning Outcomes webpage as the Academic Board submission.

7.2 Associate Professor Masters thanked the Chair, Dr Melissa Hardie, for her leadership and guidance during the meeting. The Committee gave a round of applause in acknowledgement.

Associate Professor McCallum acknowledged both the significant progress made with the Undergraduate Learning Outcomes since the project was initiated in 2015, and the large amount of work accomplished at faculty level in the preparation of the UG learning outcome submissions.

There being no other business, the Meeting closed at 12.34 pm.

Date of next meeting

10:00am-12:00pm, Tuesday 12 February 2019, F23 Level 5 Function Room