

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: ○ 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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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