

**Report of the Working Group on Generic Graduate Attributes and
the Sydney Experience**

January 2008

Executive Summary

As one of four Working Groups under the leadership of the Deputy Provost, Professor Derrick Armstrong, the Working Group on Generic Graduate Attributes and the Sydney Experience considered the academic opportunities and experiences thought critical to the distinctive nature of a Sydney graduate. The Terms of Reference for the Working Group are located in Appendix 1.

Internationally there is a great deal of attention being given to the attributes students might acquire in their undergraduate years and their exposure to opportunities such as learning another language, spending a semester abroad, undertaking a work placement, and fulfilling a social citizenship role. During the five months of the Working Group meetings there were no less than three national consultation papers and several international reports on these topics.

How is the University of Sydney placed in a context of increasing demands from employers for graduates with particular skills and attributes and the growing interest from students in undertaking multiple 'other' activities within the parameters of a formal academic program?

Over a decade ago, the University of Sydney Academic Board endorsed attributes expected of a Sydney graduate. A great deal of work has and is being done on incorporating generic graduates into curricula. A combination of resource support via the Institute for Teaching and Learning, monitoring strategies by the Academic Board in new course proposals and in Board Reviews, and the commitment, interest and enthusiasm of particular individuals has produced some exceptional outcomes. That said, consistent implementation across the University appears to be lacking.

In a similar manner, readily identifiable components of the 'Sydney Experience' exist across the University such as student exchange/ study abroad, work integrated learning; community engagement, social entrepreneurship and foreign language study. However, the opportunity for students to undertake one or more of these varies significantly depending on the program in which they are enrolled.

One substantive outcome of the Working Group's consideration of these matters is to draw attention to the excellent activities already in place. The University does not appear to lack initiative in addressing graduate attributes or student opportunities for broader experiences. Many are longstanding, well embedded, and effectively conducted. What is lacking is knowledge about and promotion of what is already happening in the University. There are excellent models that others would benefit from knowing about before getting started on their initiatives. There is an urgent need to identify, highlight, disseminate, share information and publicly promote the diversity of initiatives within the University for both incorporating generic graduate attributes in curricula and offering broader access to components of the 'Sydney Experience'.

Another substantive outcome is highlighting the interest in the University in "helping students to engage with the world more broadly within their academic programs – not automatically expecting them to pick up these opportunities outside formal curricula". Acutely aware of pressures on students' time, energy and financial resources, there is a need for innovation, flexibility and creativity in incorporating 'Sydney experience' opportunities within formal academic programs. Again, excellent models exist within the University. Moving beyond isolated instances requires University wide commitment via a combination of Academic Board policy, portfolio leadership and Faculty responsibilities.

The recommendations of the Working Group are presented with a robust implementation plan. Having consulted widely and considered various approaches, the Working Group is particularly keen to see action, achieved within realistic timeframes, under the leadership of particular portfolios, the Deans and the Academic Board. The recommendations and implementation plan follows in two sections. The first addresses generic graduate attributes; the second the 'Sydney experience'. The latter part of the Report includes background material considered by the Working Group with a series of appendices providing examples and detailed information.

The members of the Working Group engaged wholeheartedly with the task. This Report represents collation of diverse materials, intense and collaborative discussions and the hard work in particular of Associate Professor Lynne Harris assisted by Lynda Rose seconded to assist the Working Group achieve its work plan in a short but intense period.

Summary of Recommendations

Recommendation 1. Generic graduate attributes

The Provost, via the Deans, ensure that at minimum all undergraduate coursework degrees include and identify generic graduate attributes as described by the Academic Board in one of the following ways:

- a. entirely embedded within all units of study
- b. embedded within all units of study, with one or more units of study that are dedicated entirely to generic graduate attributes
- c. embedded within units of study, with a sequence of units of study that are dedicated entirely to generic graduate attributes

Recommendation 2. Internationalization

The Provost, via the DVC International and the Deans, ensure that all undergraduate coursework degrees include international experiences for students. At minimum, this will mean that every student is offered an opportunity to undertake an international experience as part of their degree by 2010 and the identification of international aspects of curriculum in all undergraduate coursework degrees by 2010.

Recommendation 3. Second Language

Recognising the increasing importance of second language learning for students graduating into a global workplace, the Provost, via the DVC International and the Deans, ensure that all undergraduate students are proficient in at least one language in addition to English by developing three pathways for students to demonstrate proficiency:

- Documentation of language proficiency attained outside the University;
- University language curriculum recognized in academic transcripts;

- Certificate level language courses recognized through TAFE certificates, e-portfolio and Diploma Supplement undertaken with support / fee subsidy from the University¹.

Recommendation 4. Community Engagement²

The Provost, via the DVC Community and the Deans, ensure that all undergraduate coursework degrees include opportunities for formal or informal community engagement experiences for students by 2010.

¹ Chief Financial Officer to oversee cost projections and identify University subsidy of second language learning

² Community engagement is used here as a generic descriptor to include work-integrated learning, service learning, and volunteerism). International examples of service learning are included in Appendix 8 and examples from the University of Sydney of community engagement more broadly are included in Appendix 9

Generic Graduate Attributes Recommendations and Implementation Plan

Recommendation

To ensure that graduates of the University of Sydney develop the attributes described by the Academic Board and in accordance with the KPI's and responsibilities listed in the University of Sydney Strategic Plan 2007-2010 to embed generic graduate attributes in teaching and learning practices, it is recommended that:

The Provost, via the Deans, ensure that at minimum all undergraduate coursework degrees include and identify generic graduate attributes as described by the Academic Board in one of the following ways:

- d. entirely embedded within all units of study
- e. embedded within all units of study, with one or more units of study that are dedicated entirely to generic graduate attributes
- f. embedded within units of study, with a sequence of units of study that are dedicated entirely to generic graduate attributes

Implementation Plan

Action	Timeframe	Responsibility
<p>1. PVC L&T identify and / or oversee development of dedicated units of study appropriate for developing generic graduate attributes³</p> <p>These units to be offered</p> <ul style="list-style-type: none"> • as part of the liberal studies degree; • available as electives in degrees where these are available; • available for inclusion in curriculum during curriculum review. 		PVC L&T
<p>2. PVC L&T oversee development and implementation of processes to ensure quality assurance with regard to electronic, printed, and oral communication with students, alumni, employers, and DEST etc</p>		PVC L&T
<p>3. PVC L&T ensure that graduate attributes are assessed and evaluated within degree programs using a range of strategies⁴ and that processes for assuring quality of these assessments are in place.</p>		PVC L&T
<p>4. PVC L&T ensure that induction processes for new staff include knowledge and skills in defining, implementing and</p>		PVC L&T

³ Research and Inquiry, Information Literacy, Personal and Intellectual Autonomy, Ethical, Social and Professional Understanding, Communication

⁴ For example, mapping of curriculum and coursework documents; student perceptions; student self-evaluation; student peer evaluation; staff evaluation; work-placement supervisor evaluation; e-portfolio

assessing generic graduate attributes.		
5. PVC L&T oversee identifying and acquiring exemplar resources to support staff in defining, implementing, and assessing generic graduate attributes ⁵		PVC L&T
6. PVC L&T work with Chair of Academic Board to amend new and revised course proposal templates to require identification of generic graduate attributes within each unit of study by 2009. This template to be used for all unit of study revisions from 2010. Faculties to report concerning implementation as part of Academic Board Review.	Timelines to be developed by Faculties as part of Faculty Strategic Plan.	PVC L&T; Chair of Academic Board Associate Deans L&T
7. PVC L&T provide a quarterly report to PASG on progress with implementation of above six actions	By end 2008	PVC L&T

⁵ (e.g. Griffith University Graduate Skills Toolkit http://www.griffith.edu.au/centre/gihe/griffith_graduate/toolkit/index.htm) ; workshops to support staff; software to facilitate curriculum mapping; time release for staff; educational design support).

Internationalization Recommendations and Implementation Plan

Recommendation

To ensure that graduates of the University of Sydney are prepared to be global citizens, and in accordance with the strategies, KPIs and responsibilities listed in the University of Sydney Strategic Plan 2007-2010 to increase the opportunities for students to have a range of international experiences and increasing the international curriculum in all degrees (50% of degrees by 2010) it is recommended that:

The Provost, via the DVC International and the Deans, ensure that all undergraduate coursework degrees include international experiences for students. At minimum, this will mean that every student is offered an opportunity to undertake an international experience as part of their degree by 2010 and the identification of international aspects of curriculum in all undergraduate coursework degrees by 2010.

Implementation Plan

Action	Timeframe	Responsibility
1. Chief Financial Officer to oversee cost projections and identify funding for University subsidy of initiatives⁶ to ensure that students have the opportunity to undertake study at an international location as part of their degree.		Chief Financial Officer
2. DVC International to conduct an audit of Internationalization in existing programs of study using international best practice metrics such as those described by Brandenburg & Federkeil (2007). ⁷	June 2008	DVC International
3. DVC International to conduct an audit of all international study opportunities offered through faculties and promote these activities on the University website.	June 2008	DVC International
4. Deans to develop a community of practice around internationalizing curriculum and ensure that undergraduate students experience an international education through internationalized curricula, participating in international exchange, and studying a second language.	Dec 2008	Deans
5. DVC Community to work with the Deans to maximize interaction between local and international undergraduate students as part of the distinctive University of Sydney experience.		DVC Community Deans
6. DVC International and the DVC Community to work with student clubs and networks to develop greater interaction between local and international students to enhance greater understanding of different cultures.		DVC International DVC Community
7. DVC International to work with the DVC Community to		DVC International

⁶ For example, international study tours, semester abroad, certificate level language courses

⁷ Brandenburg, U. & Federkeil, G. *How to measure internationality and Internationalization of higher education institutions! Indicators and key figures.* Report of the Centre for Higher Education Development, July 2007. http://www.che.de/downloads/How_to_measure_internationality_AP_92.pdf

<p>develop strategies for increasing engagement between students, staff and visiting scholars, who have an understanding of international issues because of their qualifications or international experiences.</p>		DVC Community
<p>8. DVC International to work with the Academic Board and Deans to identify possibilities for joint degrees between the University and universities outside Australia</p>		DVC International Chair Academic Board
<p>9. DVC International to work with the Deans to ensure that explicit reference to the international context of learning and teaching at the University of Sydney using clear, unambiguous language is included in electronic, printed, and where appropriate, oral communication (including orientation information, unit of study outlines etc) with students, alumni, employers, and DEST.</p>		DVC International
<p>10. Institute for Teaching and Learning to prioritise as a matter of urgency the development and dissemination of appropriate teaching strategies to improve Internationalization within curricula and for supporting academic staff in developing materials for internationalizing curricula.</p>		Director, ITL
<p>11. DVC International to provide a quarterly report to PASG, or other appropriate oversight authority, on progress with implementation of the above ten actions.</p>	By end 2008	DVC International

Second Language Recommendations and Implementation Plan

Recommendation

Recognising the increasing importance of second language learning for students graduating into a global workplace, the Provost, via the DVC International and the Deans, ensure that all undergraduate students are proficient in at least one language in addition to English.

Implementation Plan

Action	Timeframe	Responsibility
<p>1. DVC International to work with the Deans to ensure that all students of the University are proficient in at least one language in addition to English by developing three pathways for students to demonstrate proficiency:</p> <ul style="list-style-type: none"> • Documentation of language proficiency attained outside the University; • University language curriculum recognized in academic transcripts; • Certificate level language courses recognized through TAFE certificates, e-portfolio and Diploma Supplement undertaken with support / fee subsidy from the University⁸. 		DVC International
<p>2. DVC International to provide a quarterly report to PASG, or other appropriate oversight authority, on progress with implementation of the above action.</p>	By end 2008	DVC International

⁸ Chief Financial Officer to oversee cost projections and identify University subsidy of second language learning

Community Engagement⁹ Recommendations and Implementation Plan

Recommendation

To ensure that graduates of the University of Sydney are prepared to be global citizens, defined as individuals who *'aspire to contribute to society in a full and meaningful way through their roles as members of local, national and global communities'* (Academic Board, 2004)¹⁰, and recognizing the importance of two-way partnerships between the University and its communities it is recommended that:

The Provost, via the DVC Community and the Deans, ensure that all undergraduate coursework degrees include opportunities for formal or informal community engagement experiences for students by 2010.

Implementation Plan

Action	Timeframe	Responsibility
1. Chief Financial Officer to oversee cost projections and identify a pool of funding to which Faculties can apply to support community engagement initiatives, possibly similar to TIES funding.		Chief Financial Officer
2. DVC Community to conduct an audit of formal and informal community engagement opportunities available to students throughout the University	June 2008	DVC Community
3. DVC Community to oversee the development of a coordinated approach to promoting formal and informal		DVC Community

⁹ Community engagement is used here as a generic descriptor to include work-integrated learning, service learning, and volunteerism). International examples of service learning are included in Appendix 8 and examples from the University of Sydney of community engagement more broadly are included in Appendix 9

¹⁰ University of Sydney Generic Attributes of Graduates (2004). <http://www.itl.University of Sydney.edu.au/GraduateAttributes/unipolicy.pdf>

<p>community engagement opportunities for students and their outcomes throughout the University, including identifying ways to recognize these such as academic transcripts for formal work-integrated learning and service learning, e-portfolio and Diploma Supplement.</p>		
<p>4. DVC Community to provide a quarterly report to PASG, or other appropriate oversight authority, on progress with implementation of the above 3 actions.</p>	<p>By end 2008</p>	<p>DVC Community</p>

Background Information

1. Generic Graduate Attributes

Appendix 2 lists relevant documents and projects to be read in conjunction with this report.

The following information is derived from a brief literature review, the SCEQ

<http://www.itl.University of Sydney.edu.au/SCEQ/>, the CEQ <http://www.itl.University of Sydney.edu.au/CEQ/> a University of Sydney employers' survey (2005) prepared by Linda

Schofield, and from Simon Barrie (ITL), John Currie (Engineering and IT) and Mark Freeman (Economics and Business).

1.1. Brief Literature Review

A brief review of literature 1999 to 2007 concerning generic graduate attributes suggests the following conclusions

1. developing generic attributes of graduates is a broadly accepted ambition for universities in Australia and the UK, although in the UK the ambition is more directly linked to preparing graduates for the workplace (Atkins, 1999);
2. there has been extensive work concerning developing policy around generic graduate attributes and attributes (eg Barrie, 2004);
3. there is general agreement that generic graduate attributes need to be contextualized in a particular discipline of study (eg. Bath et al., 2004);
4. there has been extensive work concerning developing ways of assessing / mapping generic graduate attributes and attributes (eg Sumsion & Goodfellow, 2004; Robley et al., 2005a);
5. there has been limited published work concerning curriculum interventions to increase generic attributes (eg Bath et al., 2004; Robley et al., 2005b), and none could be found that compared / evaluated the merits of different approaches;

6. Models that have been used / proposed include (a) additional units of study in the curriculum; (b) embedding the attributes in existing curriculum. Some have suggested that generic attributes should be (a) brought into the curriculum early, while others taking a graduate-attributes-as-workplace-preparation focus, have suggested (b) that they should be explicitly addressed in late-stage workplace attachment units or in post-graduation, pre-employment transitional units developed in consultation with and requiring significant support from, employer groups (Atkins, 1999).
7. No evidence of any attempt to assess *competence or performance* of generic attributes, rather than *perceptions of graduates or their employers* was found. Notably, assessment of these 'employability skills', both within courses of study and through student self-assessment, is a focus of the recent Business, Industry and Higher Education Collaboration Council (BIHECC): Graduate Employability Skills report.¹¹

¹¹ BIHECC (2007). *Graduate Employability Skills*. <http://www.dest.gov.au/NR/rdonlyres/E58EFDBE-BA83-430E-A541-2E91BCB59DF1/18858/GraduateEmployabilitySkillsFINALREPORT.pdf>

1.2 Generic graduate attributes and University of Sydney

Policy	Effort	Outcomes
<p>1993</p> <p>University of Sydney Academic Board endorsed list of generic attributes of University of Sydney graduates (see Appendix 2)</p>	<p>1993-2007</p> <p>Investment in projects funded by Faculties and through TIF and TIES grants.</p>	<p>1999 – 2005</p> <p>Little change in SCEQ student perceptions that they have acquired generic attributes (Table 2).</p>
<p>2004</p> <p>University of Sydney Academic Board endorsed updated policy and procedures concerning generic attributes of graduates of the University of Sydney and distinguished overarching generic graduate attributes from the generic graduate attributes and abilities that support them (see Appendix 3)</p>	<p>2002-2007</p> <p>ITL Generic graduate attributes Project</p> <ul style="list-style-type: none"> i. develop revised statement of generic attributes of graduates ii. develop resources to support staff iii. establish Working Group to support the project iv. identify process to benchmark <p>http://www.itl.University of Sydney.edu.au/Graduateattributes/</p>	<p>1999 – 2005</p> <p>Some change in CEQ student perceptions that they have acquired generic attributes (Table 3).</p>
		<p>2007-2008</p> <p>Small improvement in DEST evaluation of University of Sydney generic attributes for funding data from 2007 to 2008 in 3 of 4 clusters. Small improvement in University of Sydney compared to all University average 2007 to 2008. (Table 4).</p>
		<p>2005</p> <p>Employers of graduates identified a gap between the</p>

		<p>importance of generic graduate attributes to the workplace and the performance of graduates on these during their first 12 months in the workplace (Table 5).</p>
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- 1993 University of Sydney Academic Board endorsed a list of generic attributes of graduates (Appendix 3)
- 1993 – 2007 Corporate investment in generic graduate attributes at Faculty and University level
- 2002 - 2007 ITL Generic graduate attributes Project established
- 2004 Academic Board endorsed a revised policy and procedures concerning generic attributes of graduates of the University of Sydney (Appendix 4). Three overarching generic graduate attributes (Scholarship, Lifelong Learning, and Global Citizenship) supported by generic foundation skills and abilities (Research and Inquiry, Information Literacy, Personal and Intellectual Autonomy, Ethical, Social and Professional Understanding, and Communication).
- 1999 – 2005 Little change in SCEQ or CEQ student perceptions that they have acquired graduate attributes
- 2005 employers of graduates identified a gap between the importance of generic graduate attributes to the workplace and the performance of graduates on these during their first 12 months in the workplace.

1.3 Generic graduate attributes: Moving Forward

In summary:

- The Academic Board has endorsed the generic attributes of graduates at the University of Sydney.
- Substantial work has been carried out through ITL and within Faculties to implement ways of developing generic graduate attributes among University of Sydney graduates.
- The SCEQ, CEQ and employer perceptions suggest that the results of these interventions have been inconsistent. Although the overall University scores on the SCEQ (Table 2) and CEQ (Table 3) have improved somewhat between 1999 and 2005, University of Sydney is not leading the university sector on these dimensions (Table 4).
- All Faculties have responded to Academic Board generic attributes policy, and two of these are considered in detail in this report. Given the diversity of responses across the University, it would be possible now to obtain some evidence about the usefulness of different practices to provide a basis for decisions about the most appropriate model for developing graduate attributes.
- From the literature, and from existing University of Sydney practice, a model that involves a combination of:
 - one or more early stage units of study that introduce students to contextualized graduate attributes;
 - identification of generic graduate attributes in the objectives, teaching and assessment practices of all units of study supported by a unit of study template and an electronic database;
 - capstone applied experiences that might involve community engagement through, for example, volunteering, work placement, or research engagement that explicitly identify and require graduate attributes;
- Moving policy into practice, or implementing broad and consistent changes to learning and teaching practice across the diverse and comprehensive University of Sydney requires investment in staff who deliver the curriculum through the provision of support

services such as the location of specialist educational designers within disciplinary clusters to provide a range of services including:

- Brief in-service workshops for existing staff designed on a disciplinary basis that focus on implementation of a few key practices (eg use of UoS templates, use of electronic database)
- Induction programs for all new staff designed on a disciplinary basis that ensure staff understand key University policy and its implementation (including generic attributes) as well as basic procedures (eg assessment processes, use of UoS templates, use of electronic database)
- Any approach to introducing University-wide changes in curriculum practices would benefit from a planned and unambiguous evaluation process.

1.4 Graduate attributes: Evidence

1.4.1 What Students Tell the University

The SCEQ contains a generic graduate attributes Scale (GSS) comprising the SCEQ items shown in Table 1 based on the generic graduate attributes endorsed by the Academic Board in 1993 and updated in 2004. <http://www.itl.University of Sydney.edu.au/SCEQ/reading1.htm>

Table 1. SCEQ items contributing to GSS

5.	The degree course has helped me develop my ability to work as a team member
9.	The degree course has sharpened my analytic skills
10.	As a result of my degree course, I feel confident about tackling unfamiliar problems
18.	The degree course has developed my problem-solving skills
22.	The degree course has improved my skills in written communication
23.	My degree course has helped me to develop the ability to plan my own work

Table 2 shows the percent agreement of undergraduate students with the items on the GSS arranged by the University, former Colleges and Faculties from 1999 to 2005 based on all students who completed the questionnaire. There is an increase in student agreement of 3% from 1999 to 2005 on average across the University. Compared to their own performance on generic graduate attributes in 1999, the largest gains in 2005 are found in Faculties of Engineering, Economics and Business, Pharmacy, Veterinary Science, Dentistry and the Conservatorium of Music. When compared to the University average between 1999 and 2005, the Faculties that had means higher than the University average were Law, Education and Social Work and Health Sciences.

Table 2. Agreement (%) with GSS by University, former Colleges, and Faculties 1999-2005

	Graduate attributes						Change 2005-1999	Mean 1999-2005	Mean 2005-2009 c.f. University
	19 99	20 00	20 01	20 02	20 03	20 05			
University*	61	62	64	63	64	64	3	63	-
CHS*	63	64	65	65	65	67	4	65	2
CHASS*	60	59	63	62	64	63	3	62	-1
CST*	62	62	65	63	64	63	1	63	0
Architecture	62	59	61	62	59	56	-6	60	-3
Ag, Food, & NR	62	63	65	61	63	60	-2	62	-1
Ed & SW	66	63	63	64	65	66	0	65	2
Law	67	69	71	72	71	67	0	70	7
SCA	58	56	57	56	63	58	0	58	-5
Health Sci	63	67	65	67	65	65	2	65	2
Arts	60	61	66	63	66	63	3	63	0
Science	62	61	63	65	64	65	3	63	0
Eng	59	61	68	61	64	64	5	63	0
Ec & Bus	57	56	63	61	62	63	6	60	-3
Pharmacy	54	55	56	60	62	61	7	58	-5
Vet Science	60	62	60	61	66	67	7	63	0
Dentistry	57	58	65	63	63	66	9	62	-1
Conservatori um Music	49	48	51	56	54	58	9	53	-4

* In Table 2, the scores for the University and for the three Colleges include data from some Faculties not listed separately below as they no longer offer undergraduate degrees (e.g., Nursing and Midwifery).

I.4.2 What Students Say on the CEQ

The CEQ also assesses graduate attributes. Table 3 shows the percent agreement of undergraduate students with the items on the CEQ arranged by University, former Colleges and Faculties from graduates in 1999 to 2005. There is an increase in student agreement of 7% from 1999 to 2005 on average across the University. Compared to their own performance on generic graduate attributes in 1999, the largest gains in 2005 are found in Faculties of Agriculture, Food and Natural Resources, Pharmacy, Veterinary Science, Dentistry and the Conservatorium of Music. When compared to the University average between 1999 and 2005, the Faculties that had means higher than the University average were Agriculture, Food and Natural Resources (small sample size), Law, Health Sciences, Science, Engineering and Veterinary Science.

Table 3. Agreement (%) with CEQ generic graduate attributes scale by University, former Colleges, and Faculties 1999-2005 graduates

	2000 (1999 Grad)	2001 (2000 Grad)	2002 (2001 Grad)	2003 (2002 Grad)	2004 (2003 Grad)	2005 (2004 Grad)	2006 (2005 Grad)	Change 2005- 1999	Mean 1999- 2005	Mean 2001-2005 c.f. University
University*	62	64	67	66	68	65	69	7	66	
CHS*	61	66	68	67	69	65	70	9	67	1
CHASS*	59	60	64	65	68	64	66	7	64	-2
CST*	66	68	71	69	69	67	71	5	69	3
Architecture	69	64	53	49	61**	58	56	-13	58	-8
Ag, Food, & NR	70	65	77	78	69	74**	83	13	74	8
Ed & SW	65	66	64	65	67	61	68	3	65	-1
Law	64	71	69	71	71	71	72	8	70	4
SCA	50	53	59	65	66	55	59	9	58	-8
Health Sci	66	67	71	71	71	67	72	6	69	3

Arts	61	63	66	67	66	67	68	7	65	-1
Science	66	68	72	70	69	67	70	4	69	3
Eng	66	72	74	73	74	70	73	7	72	6
Ec & Bus	57	54	60	61	72	63	62	5	61	-5
Pharmacy	42	62	61	61	53	59	70	28	58	-8
Vet Science	56	64	69	66	70	63	78	22	67	1
Dentistry	61	64	61	58	62	58	74	13	63	-3
Con of Music	47	47	54	57	53	58	66	19	55	-11

*In Table 3, the scores for the University and for the three Colleges include data from some Faculties not listed separately below as they no longer offer undergraduate degrees (e.g., Nursing and Midwifery).

**sample size <20

I.4.3 What DEST does with the Information

Table 4 presents DEST information concerning generic graduate attributes that provides the basis of Learning & Teaching Performance Fund allocations. Table 4 shows that there are small improvements in University of Sydney generic graduate attributes data from the DEST 2007 allocation data to the DEST 2008 allocation data. Three of the four University of Sydney clusters improved slightly between 2007 and 2008 with little change in the fourth (column A). University of Sydney was slightly below the average for all universities (column B) and for Go8 (column C) in three of the four clusters in 2007 but was below the average for all universities in only one of the four in 2008 (column D).

Table 4. Learning & Teaching Performance Fund Allocation Data by DEST Clusters

	Graduate attributes									
						University	University	University		
						of	of	of		
	University	University	All U	All U	Go8	Sydney	Sydney	Sydney	2007 - All	2008 - All
of	of	Av	Av	Av	2008-	2007	2007	U Av	U Av	
Sydney	Sydney	2007	2008	2007	2007	2007	2007	2008	2008	
2007	2008	2007	2008	2007	2007	2007	2007	2008	2008	
					A	B	C	D		
Science, Computing, Engineering, Architecture, Agriculture	72.38	75.47	73.97	74.46	75.61	3.09	-1.59	1.01	-3.23	
Business, Law, Economics	68.6	68.59	71.48	71.78	70.47	-0.01	-2.88	-3.19	-1.87	
Humanities, Arts, Education	74.4	76.9	72.09	72.89	70.93	2.5	2.31	4.01	3.47	
Health	69.99	74.41	70.81	71.01	72.09	4.42	-0.82	3.4	-2.1	

1.4.4 What employers of graduates tell the University

Table 5 presents a summary of information from the report compiled from responses of 100 employers of University of Sydney graduates. As shown in Table 5, of the 16 items that participants were asked to respond to, 10 were rated as of high importance by $\geq 50\%$ of employers, and of these, 6 were rated as of high importance by more than 80%. In terms of graduate preparation, University of Sydney graduates were rated as performing at a high level in the first 12 months of their employment by between 4% ('realistic self-evaluator) and 20% ('good communication skills; 'problem solving skills') of the sample.

Between 42% and 63% rated the performance of University of Sydney graduates as medium or high on these attributes. The last two columns show the discrepancy between what employers say is important to their organization, and their evaluation of the attributes of graduates. The survey was conducted in 2005 and does not assess how University of Sydney graduates compare to graduates of other Universities. It may be that employers have unrealistic expectations of graduates in their first year, and it is possible that University of Sydney graduates would be evaluated as better prepared on these attributes than graduates of other institutions. However, these data indicate that employers of University of Sydney graduates value the generic attributes of graduates endorsed by the Academic Board in 1993 and 2004.

Taken with the data in Table 2 they suggest a gap between the ambition of the University and the perceptions of students themselves and of employers concerning the extent to which graduates are prepared on these dimensions. Between 1999 and 2005 a small increase in student agreement with the SCEQ GSS scale is apparent (Table 2), but it is clear that this pattern is inconsistent across the University. To quote Barrie (2004), “*despite extensive funding in some quarters, overall, efforts to foster the development of generic attributes appear to have met with limited success*”.

Table 5. Percentage of University of Sydney graduate employers rating attributes as high importance (A), rating University of Sydney graduates as High (B) or High / Medium against the criteria (C) and differences between perceived importance and perceived graduate performance (A-B and A-C)

Attribute	A. % rating importance to organization high	B. % rating University of Sydney Grads on this criteria high	C. % rating University of Sydney Grads on this criteria high/medium	A-B	A-C
Has good communication skills (Q22 GSS)	93	20	61	73	32
Is self motivated (Q23 GSS)	87	13	63	74	24
Is a good team player (Q5 GSS)	86	18	59	68	27
Takes personal responsibility for their ethical behaviour	84	16	56	68	28
Has problem solving skills (Q18 GSS; Q10 GSS?)	81	20	58	61	23
Has a flexible and adaptable "can do" approach	81	11	52	70	29
Is an independent thinker (Q9 GSS?)	71	19	55	52	16
Can apply theory to practice (Q9 GSS?)	66	11	53	55	13
Is able to exercise critical judgement	59	14	50	45	9
Is innovative	55	9	48	46	7

Develops and implements plans	47	8	42	39	5
Is a realistic self-evaluator	46	4	42	42	4
Has leadership potential	45	15	57	30	-12
Has good information technology skills	37	19	58	18	-21
Has good negotiation skills	35	5	43	30	-8
Has influencing skills	30	5	45	25	-15
Has industry experience	17	7	44	10	-27

1.4.5 How Faculties have addressed generic graduate attributes

Faculty of Engineering and IT. Actions and strategies for advancing generic graduate attributes. Information supplied by John Currie:

1. Generic graduate attributes are explicitly identified and relevance to Faculty of E&IT identified after consultation with students and national professional body.
2. Carrick funded grant with UQ, RMIT, Wollongong looking at generic graduate attributes for Engineering & IT
3. Generic graduate attributes of University of Sydney Engineering graduates benchmarked with UQ and UMelb.
4. Standardised UoS outline that provides information about generic graduate attributes supported by a web-based database that also allows mapping of generic graduate attributes within the entire curriculum, therefore improving communication / evaluation (includes UoS information, assessment information, generic graduate attributes information). This process has been very useful for demonstrating presence of generic graduate attributes to professional bodies.
5. Quality assurance process associated with database. Entries must be approved by Academic L&T representative from each School (sustainability / resources). Five School-based administrative staff who verify accuracy of information and implement timetable for review and verification (resources)

6. Model of generic graduate attributes implemented in Engineering and IT: Year 1 6 cp generic graduate attributes in engineering (sustainability / resources) followed by embedding in units of study.

7. Issues identified

- University policy changes (eg academic honesty, graduate attributes) must be implemented in (a) curriculum development; (b) curriculum delivery and (c) curriculum assessment. These activities are often the responsibility of different groups of staff (eg (a) and (b)) and translating policy into practice requires significant planning and resourcing to ensure that it is done consistently and well.
- Professional bodies will no longer accept that curriculum elements are there, they require that they be demonstrated clearly, so need a system for making the skills visible.

Faculty of Economics and Business. Actions and strategies for advancing generic graduate attributes. Information supplied by Mark Freeman:

1. Generic graduate attributes are explicitly identified and relevance to Faculty of Economics and Business identified on website (see http://www.econ.University of Sydney.edu.au/grad_attributes/) and in print material (see orientation handbook <http://www.econ.University of Sydney.edu.au/media/5912>) as well as explicitly discussed at orientation.
2. Generic graduate attributes are embedded into processes such as course approval. A UoS Outline template has been established where all units must demonstrate how each learning outcome seeks to achieve one of the five generic graduate attributes (see http://teaching.econ.University of Sydney.edu.au/UoS/2_0_home.html and http://teaching.econ.University of Sydney.edu.au/UoS/2_1_outcomes.html). Staff are also asked to demonstrate how generic graduate attributes are implemented in the learning process with teaching and learning activities and assessment (see Appendix 4). UoS Outlines are audited, and the percent units that have achieved this outcome are communicated to Department Heads (soon to be electronic).
3. Various resources have been developed to assist staff and students embed graduate attributes. For example, groupwork website for staff <http://teaching.econ.University of Sydney.edu.au/groupwork/> and for students <http://learning.econ.University of Sydney.edu.au/groupwork/>

Sydney.edu.au/groupwork/, eResearch site <http://learning.econ.University of Sydney.edu.au/eResearch/>.

4. Generic graduate attributes are explicitly recognised and pursued in newly-funded Faculty Careers and Employer Relations Office. Workshops run by ERO reflect this.
5. Generic graduate attributes are included in international accreditation documents etc.
6. Projects to assist students increase their understanding of generic graduate attributes and focus on specific generic graduate attributes in specific UoS funded by Faculty. Often these build on existing resources, such as the groupwork website mentioned above, or academic honesty.
7. Embedding of generic graduate attributes is part of two current Carrick-funded initiatives involving E&B. One is lead by E&B (embedding the development of intercultural competence), the other E&B participate (technology-supported development of generic graduate attributes driven via assessment criteria).
8. Two Faculty teaching prizes for staff or teaching teams that demonstrate excellence in developing two of the graduate attributes:
 - 'Research & Inquiry'
 - 'Ethical, social and professional understandings'.

1.5 Generic Graduate Attributes Conclusion

The core generic graduate attributes program for all undergraduate degrees at the University of Sydney should reflect the list endorsed by University Academic Board in 2004. The Academic Board policy describes five clusters of skills and values, as well as three overarching and emergent themes. Work has been completed on the generic graduate attributes policy (see <http://www.itl.University of Sydney.edu.au/GraduateAttributes/unipolicy.pdf>), and on describing these in the context of each of the Faculties of the University (see <http://www.itl.University of Sydney.edu.au/GraduateAttributes/interpretations.cfm>).

The generic graduate attributes program will focus on:

- Research and Inquiry: *“Graduates of the University will be able to create new knowledge and understanding through the process of research and inquiry”.*
- Information Literacy: *“Graduates of the University will be able to use information effectively in a range of contexts.”*
- Personal and Intellectual Autonomy: *“Graduates of the University will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.”*
- Ethical, Social and Professional Understanding: *“Graduates of the University will hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities”.*
- Communication: *“Graduates of the University will use and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning”.*

These skills overlap significantly with the employability skills framework described by DEST (2002; see Appendix 5 from <http://www.dest.gov.au/NR/rdonlyres/E58EFDBE-BA83-430E-A541-2E91BCB59DF1/18858/GraduateEmployabilitySkillsFINALREPORT.pdf>).

The University of Sydney has a vision for the attributes that will characterize its graduates. Specifically, the University has the stated goal of increasing ‘*embedding Generic graduate attributes in teaching and assessment practices*’ by 2010.¹² The following key performance indicators, targets and responsibility for achieving this goal are identified in the University of Sydney Learning and Teaching Plan 2007-2010:

KPI: • Monitor and evaluate the attainment of Generic graduate attributes through the SCEQ	
TARGET	Improve results over 2006
RESPONSIBILITY	PVC (L&T), ITL Generic graduate attributes Working Group, Course Coordinators
KPI: Introduce a University wide online facility for student portfolios of Graduate Attributes	
TARGET:	Develop online database by 2009
RESPONSIBILITY:	PVC (L&T), Assoc Deans (L&T), ITL Generic graduate attributes Working Group, Course Coordinators
KPI: Gather and analyse evidence of Graduate Attribute capability from employers of recent graduates	
TARGET:	Assess outcomes in all faculties by 2010
RESPONSIBILITY:	PVC (L&T), Assoc Deans (L&T), ITL Generic graduate attributes Working Group

¹² The University of Sydney Learning and Teaching Plan 2007-2010. http://www.University of Sydney.edu.au/learning/planning/docs/landt_plan_2007-2010_print_version.pdf

2. The Sydney Experience – Internationalization

The current University statement on generic attributes of graduates commits the University to ensuring that graduates develop ‘*global citizenship*’, defined as individuals who ‘*aspire to contribute to society in a full and meaningful way through their roles as members of local, national and global communities*’ (Academic Board, 2004)¹³. Competence in this area includes social skills and personal traits that enhance communication and co-operation through the knowledge and appreciation of global events and the ability to apply that knowledge (Gow & McDonald, 2000)¹⁴. The OECD in their paper defining competencies for international student assessments argue that key competencies in technical, personal and interpersonal areas are essential to respond to the ‘*diverse and interconnected world*’ created through ‘*globalisation and modernisation*’.¹⁵

The University of Sydney has the ambition and capacity to position itself as a global university. Specifically, the University has the stated goal of increasing ‘*opportunities for international placements*’ and ‘*opportunities for Study Abroad, exchange and internships*’ for students by 2010.¹⁶ The following key performance indicators, targets and responsibility for achieving this goal are identified in the University of Sydney Learning and Teaching Plan 2007-2010:

KPI: • Expand opportunities for international placements	
TARGET	Increase number of partnerships with appropriate international institutions; Increase number of students who take advantage of partnership arrangements
RESPONSIBILITY	DVC (International), International Office, Deans, Faculty marketing staff

¹³ University of Sydney Generic Attributes of Graduates (2004). <http://www.itl.University of Sydney.edu.au/GraduateAttributes/unipolicy.pdf>

¹⁴ Kathryn Gow & Paula McDonald 2000, *Attributes required of graduates for the future workplace*, Journal of Vocational Education & Training, 52:3, 373-396.

¹⁵ OECD (2005). *The definition and selection of key competencies*. <http://www.pisa.oecd.org/dataoecd/47/61/35070367.pdf>

¹⁶ The University of Sydney Learning and Teaching Plan 2007-2010. http://www.University of Sydney.edu.au/learning/planning/docs/landt_plan_2007-2010_print_version.pdf

TARGET	Improve opportunities for Study Abroad, exchange and internships Increase number of students engaging in Study Abroad, exchange and internships over 2006
RESPONSIBILITY	DVC (International), International Office, Deans, Degree directors
KPI: Integrate international, intercultural, equity and diversity perspectives in core staff professional development programs	
TARGET:	Audit current programs 2007
RESPONSIBILITY:	ITL, SydneyLearning

The Working Group was asked to identify baseline information about the availability of experiences that make the University of Sydney experience distinctive, including international experiences, and to make recommendations about how to increase the proportion of undergraduate students who have access to these experiences. International experiences must meet the needs of international students enrolled at the University as well as fostering global perspectives among domestic students. The strategies required to facilitate these two ambitions will sometimes be complementary. The ambitions of the University of Sydney are well beyond the definition provided by Back et al. (1996) for 'Internationalization':

*" the process of integrating an international/intercultural dimension into the teaching research and service of an education and training institution".*¹⁷

This definition is largely concerned with the experiences of international students within Australia, the export of higher education from Australia, and the provision of international perspectives and experiences for domestic students locally. The Working Group has considered a range of aspects of internationalization, beyond these, including study abroad and second language learning.

¹⁷ Back, K., Davis, D. And Olsen, A. (1996), *Internationalization and Higher Education: Goals and Strategies*, Department of Employment, Education, Training and Youth Affairs, Canberra

2.1 Study Abroad

Much of what is written about study abroad comes from the United States and focuses on the importance of a global perspective post September 11, 2001. Advice from the University of Sydney International Office is that there is little policy from government in this area.

The Queensland government has a website *Study abroad for Australian students* (<http://education.qld.gov.au/marketing/service/higher-education>) with information on student exchanges, scholarships and useful links. The University of Sydney's International Office has web information on student exchanges and conducts student exchange information sessions weekly during semesters.

A report by Davis, Milne and Olsen (1999)¹⁸ concluded that despite the benefits of overseas study experiences these have not been widely taken up by Australian students. In Semester 2, 2002 less than 2,000 undergraduate and postgraduate Australian students participated in study abroad¹⁹. A joint research project between University of Melbourne and University of Nottingham has investigated barriers to student mobility²⁰. Students at Melbourne University reported difficulty in negotiating approval for course plans and in obtaining visas, the impact of exchange on their academic progress, eligibility, personal reasons, and financial reasons as barriers to participation.

Bakalis and Joiner (2004)²¹ examined the role of personality in determining participation in study abroad among 2nd and 3rd year Australian university students. The sample included students who had undertaken study abroad and those who had chosen not to study overseas. Students who had studied overseas described benefits including greater maturity and confidence, a more global outlook, enhanced communication skills, cultural sensitivity and adaptability. Bakalis and Joiner found that students with high levels of openness and tolerance for ambiguity were more likely to undertake study abroad, and suggested that study

¹⁸ Davis, D., Milne, C., & Olsen, A. (1999). *Becoming internationally competitive: The value of international experience for Australian students*. IDP Education Australia.

¹⁹ Bakalis, S. & Joiner, T.A. (2004), *Participation in tertiary study abroad programs: the role of personality*, *The International Journal of Educational Management*, 18, 286-291.

²⁰ Young, B. & Harper, C. (2004). *Australian Student Mobility through Exchange: A Universitas 21 Case Study*. 18th IDP Australian International Education Conference, 5-8 October 2004, Sydney Australia.

tours might provide a suitable alternative for students. Study tours are briefer, require less independence from students and are generally much less costly.²²

Lindsey (2005)²³ reported that North American social work students described additional benefits of study abroad, including “increased commitment to peace and international co-operation”, greater understanding of other viewpoints, improvements in general learning styles and work habits and an enhanced academic style, as well as increased sensitivity to diversity, and greater awareness of their own values, biases and beliefs. Lindsey comments that:

The literature cited above suggests that study abroad offers a unique opportunity for students to confront both differences and similarities in many aspects of culture and values, as well as develop specific skills in multicultural competence, which is an important component of ethical social work practice.

In 2002 the Institute of International Education of Students (IES), a non-profit, academic consortium of Carnegie-classified American colleges and universities, conducted a survey of 17,000 alumni who had participated in study abroad between 1950 and 1999²⁴. This survey found that whilst the length of time students were abroad had shortened, participants still significantly benefitted from these events. A significant majority (90-95%) of respondents reported an increased appreciation of the arts, that the experience continued to influence their global perspective, continued to encourage them to explore other cultures, provided them with a greater tolerance of ambiguity and that helped them learn about themselves. Similar findings have been reported by a range of authors.^{25,26,27} Kitsantas (2004) also found that establishing specific student goals related to attaining a specific standard of proficiency within a specified time limit enhanced cross-cultural skills and global understanding.

Several studies have considered the career implications of a study or internship abroad experience. While Leggett (2006)²⁸ concludes that students who have overseas internships

²² Richardson, J., Cerotti, P. & Di Lorio, A. (2007). *Study Tours: Preparing students for a global career*. Partnerships for World Graduates Conference, Melbourne.

²³ Lindsey, E. (2005). *Study Abroad and Values Development in Social Work Students*. *Journal of Social Work Education*, 41, 229-249.

²⁴ Dwyer, M. (2004). *Charting the Impact of Studying Abroad*. *International Educator*, 13, 14-20.

²⁵ Kitsantas, A. (2004). *Studying Abroad: The Role of College Students' Goals on the Development of Cross-Cultural Skills and Global Understanding*. *College Students Journal*, 38, 441-450.

²⁶ Zamastil-Vondrova, K. (2005). *Good Faith or Hard Data? Justifying Short-Term Programs*. *International Educator*, 14, 44-49.

²⁷ Pesakovic, G. (2007). *Cross-Cultural Competence: The Role of International Project in US Business Schools Curricula*, *The Business Review*, Cambridge, 8, 272-278.

²⁸ Leggett, K. (2006). *The New Internship*, *International Educator*, 15, 24-30.

are more likely to have international careers than those who choose a more traditional study abroad pattern, Curran (2007) states that:

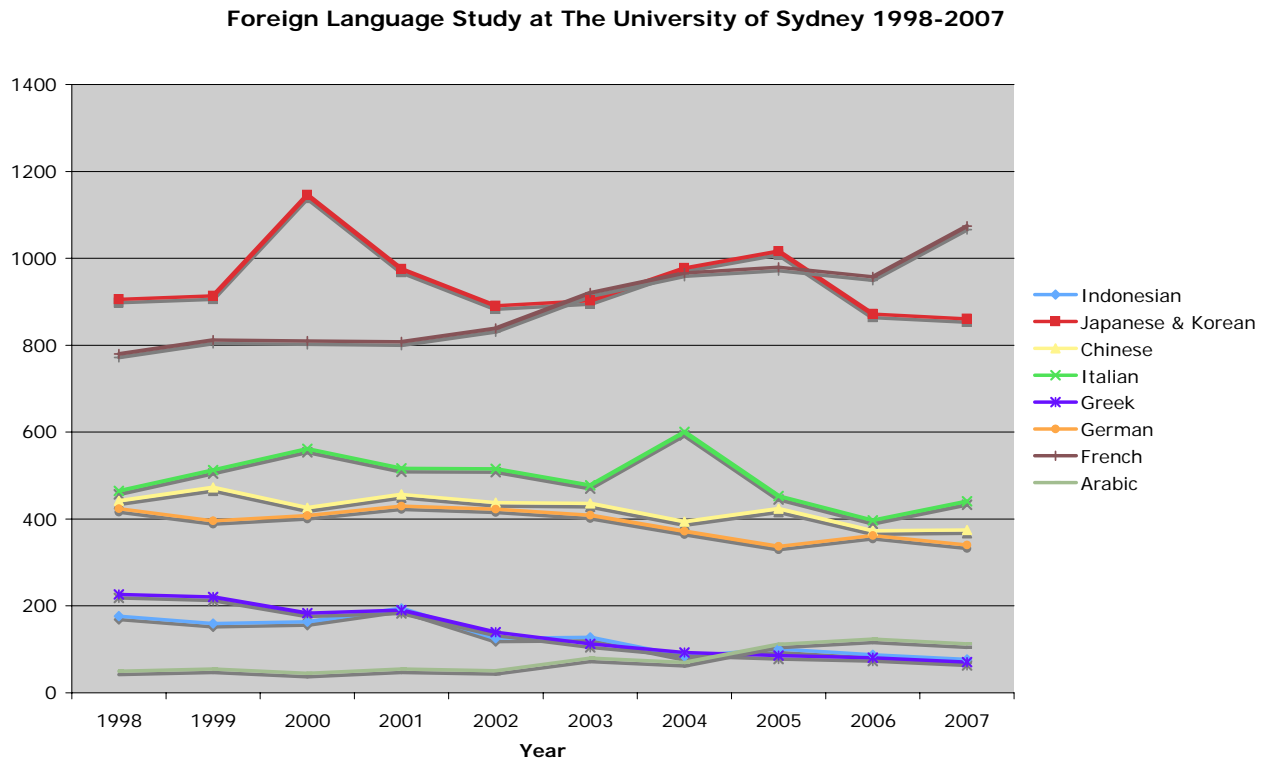
...education abroad does not inherently endow a career advantage. It is only perceived as advantageous when the student is able to articulate how she/he has used that experience to obtain the knowledge, skills and abilities required by the employer.²⁹

2.2 Language other than English

Figure 1 indicates enrolment in units of study where students learn a language other than English at The University of Sydney from 1998-2007. The figures are total numbers of students enrolled in at least one unit of study for Semester 1 of each year. Student numbers appeared to decline significantly - in most cases by at least 50% - in individual units of study between Years 1 and 2, but there was little change between Years 2 and 3. With the exception of a "spike" in 1999 the overall numbers of students studying language at the University has not changed markedly. Total numbers of students enrolled in one or more units in Semester 1, 1998 was 3468, in 2007 this was 3352.

²⁹ Curran, S. (2007). *The Career Value of Education Abroad*. International Educator, 16, 48-52.

Figure 1. Enrolment in semester 1 language units, University of Sydney, 1998-2007



A search of G08 universities shows that only Melbourne University appears to have any statement or policy regarding the development of second language skills. In their document *Introducing the Melbourne Model* the University states that:

A more flexible program structure will allow students to study a language and complete a Diploma of Modern Languages concurrently with a Bachelors degree.

In the *Review of the Commonwealth Languages Other Than English Programme*³⁰ the authors comment:

...languages programmes have become increasingly necessary for contemporary Australia as it is becoming increasingly difficult for any society that does not have diverse and highly developed language skills in the current context of Internationalization and globalisation.

³⁰ Review of the Commonwealth Languages Other Than English Programme, *Erebus Consulting Partners*, A Report to the Department of Education, Science and Training, December 2002.

The report notes that in the mid 1990s , 22 languages were lost from tertiary institutions and that the core reason for the loss was a crisis in funding with language teaching requiring high contact hours and small staff-student ratios. The Applied Linguistic Association of Australia in its submission noted that there had been a decreasing level of Commonwealth commitment to linguistic diversity and that this was linked to disadvantage, rather than understood as a resource for the Australian community. The report recommends that the new National Languages Policy recognise the centrality of languages and cultures in higher education and in graduate outcomes and the nature of the learning which the study of languages contributes to graduates in all discipline areas.

2.4 Internationalization at the University of Sydney: Conclusion

- Small numbers of students currently study abroad for a semester or year and participate in formal student exchange programs. In addition, there are a number of “informal” programs conducted by Faculties that are not currently reflected in official statistics.
- There is presently no means of providing University of Sydney students with documentation of their engagement in a range of international activities for information to potential employers. The University has undertaken a project to investigate software to support student e-portfolios that would provide an important means of addressing this. The introduction of an e-portfolio for students provides a means beyond formal University communication for students to (a) assemble, review and audit records of their international experiences, contributing to improved understanding of global citizenship, and (b) a record of student achievements for potential employers.
- In 2001, Ward submitted a detailed report to the New Zealand Ministry of Education that concluded:

“Despite an extensive cross-cultural literature on the experiences, problems and patterns of adaptation of international students there is relatively little information available on their impact on domestic students, host institutions and the wider communities in which they reside” (p.24).³¹

The presence of diverse international student groups on campus provides an opportunity for students to develop an understanding of international issues. Presently, this opportunity is under utilised, and international students often report that they have very limited interaction with local students. There is an opportunity for the University to improve the student experience of international students and the international exposure of local students by developing formal (measurable) channels for engagement between these groups, either through academic programs or through student sporting, interest and social clubs.

³¹ Ward (2001). *The impact of international students on domestic students and host institutions*. Report to the Export Education Policy Project of the New Zealand Ministry of Education.

- The University has an untapped wealth of international staff experience. This could be measured in terms of the proportion of academic staff who hold qualifications from universities outside Australia or who undertake teaching and research visits to universities outside Australia, or through measuring the proportion of visiting scholars from universities outside Australia. Beyond assessment and promotion of the numbers of staff with 'international' characteristics such as those described by the German Centre for Higher Education Development in its 2007 report³², it would be possible to explore formal and informal opportunities for students to engage more fully with visitors and permanent staff to further their understanding of global citizenship.
- Identifying international elements of curricula would be a significant step in progressing the Internationalization of the student body. Some suggested ways for furthering this are by using international examples and by ensuring that students understand where the frontiers of research are located;
- Graduates of European and North American Universities often have a working knowledge of two or more languages at varying levels of competency. This has implications for students from English speaking countries such as Australia competing in a global job market. The University of Sydney could consider opportunities for students to study a second language (a) as part of their formal qualification; (b) in addition to their formal studies, with subsidy from the University.

³² Brandenburg, U. & Federkeil, G. *How to measure internationality and Internationalization of higher education institutions! Indicators and key figures.* Report of the Centre for Higher Education Development, July 2007. http://www.che.de/downloads/How_to_measure_internationality_AP_92.pdf

3 The 'Sydney Experience' – Community Engagement

The current University statement on generic attributes of graduates commits the University to ensuring that graduates develop '*global citizenship*', defined as individuals who '*aspire to contribute to society in a full and meaningful way through their roles as members of local, national and global communities*' (Academic Board, 2004)³³. The statement goes on to suggest that graduates will have an '*Ethical, Social and Professional Understanding: Graduates of the University will hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities.*'

The *Australian Consortium on Higher Education, Community Engagement and Social Responsibility* based at the University of Queensland Foundation Paper notes the growing interest in Australia and internationally in "a range of teaching, research, and service practices commonly referred to as community engagement".³⁴ The consortium argue that community engagement discourse emerges from consideration of "social capital, third way policy, participation in policy processes, sustainability, community partnerships and networks, community and economic development, and regional engagement". Community engagement may be defined as a two-way relationship between the university and its 'communities' that leads to mutually beneficial outcomes.³⁵

Service learning is a form of community engagement. It refers to units of study where students are situated in 'real-world' charitable or non-profit organizations where some of their activity in the organization contributes to their assessment for the unit of study. The students' experience with the organization must benefit both the organization and the student's university-based learning. Service Learning should not be confused with Community Service or an Internship Program. Community service entails volunteerism, which is not necessarily associated with a student's education, and the purpose of an Internship Program is to gain work experience, not to give back to the community or develop a sense of global citizenship

³³ University of Sydney Generic Attributes of Graduates (2004). <http://www.itl.University of Sydney.edu.au/GraduateAttributes/unipolicy.pdf>

³⁴ Sunderland, N., Muirhead, B., Parsons, R. & Holtom, D. (2004). *The Australian Consortium on Higher Education, Community Engagement and Social Responsibility: Foundation Paper*. UQ.

³⁵ Wallis, R. (2005). *Universities and Community Engagement*. *Directions in Education*, 14, 3.

and lifelong learning. Examples of Service Learning programs from the United States are provided in Appendix 8.

*Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.*³⁶

Astin, Vogelgesang, Ikeda, and Yee (2000)³⁷ compared the effects of service learning and community service on a range of outcomes: academic outcomes; values; self-efficacy; leadership; career plans; plans to participate in further service among college undergraduates. A large scale, longitudinal study of 22,236 college undergraduates in the United States was conducted, 30% of the sample had participated in service learning, 46% had participated in some other form of community service, and the remaining 24% had not participated in any community service during college. These authors found that service participation had a significant positive effect on all outcome measures, and that service learning was more beneficial than community service unrelated to course outcomes for all outcome measures except interpersonal skills, self-efficacy and leadership. Course-based service learning was most beneficial for academic outcomes, particularly writing skills. Notably, the authors found that the most important factor associated with a positive service-learning experience was student interest in the subject matter. The results of in-depth interviews suggested that service learning facilitates “an increased sense of personal efficacy, an increased awareness of the world, an increased awareness of personal values, and increased engagement in the classroom experience”.

Formal and informal community engagement experiences within the University play a key role in developing these attributes of graduates. Examples of current University activity in this area are provided in Appendix 9.

APPENDIX 1

³⁶ Learn and Serve: America's National Service-Learning Clearinghouse http://www.servicelearning.org/what_is_service-learning/service-learning_is/index.php

TERMS OF REFERENCE

Generic Graduate Attributes and the Sydney Experience Working Group

³⁷ Astin, A., Vogelgesang, L. Ikeda, E. & Yee, J. (2000). *How Service Learning Affects Students*. Higher Education Research Institute
University of California, Los Angeles

Generic Graduate Attributes and the Sydney Experience Working Group

Aims of the Working Group

Academic Board has identified three overarching generic graduate attributes and a list of five graduate attributes. Evidence does not suggest these are recognized by graduates or employers as characteristics of University of Sydney graduates. There is a distinction to be drawn between demonstrating that a degree contains generic graduate attributes curriculum and opportunities for developing generic graduate attributes (undertaking the 'Sydney Experience') and demonstrating that these are identified in graduates of University of Sydney by key stakeholders, including graduates themselves and their employers. In light of this, the Generic graduate attributes and the Sydney Experience Working Group is asked to:

1. Graduate Attributes

- Make recommendations about the content of a core generic graduate attributes program to be taught in undergraduate degrees at the University of Sydney
- Make recommendations about the way in which a core generic graduate attributes program would best be taught, for example:
 - a. generic graduate attributes could be embedded in existing units of study thereby allowing increasing sophistication over the years of the course but creating complexity in terms of identifying where and how the content was taught and in assessing the emphasis on this content across degree programs;
 - b. generic graduate attributes could be included as a separate unit or units of study as per a general studies or liberal studies model. This makes identification of the content within all undergraduate curriculum easy, but has disadvantages in terms of integration with other units of study and contextualizing skills into particular disciplines;
 - c. generic graduate attributes could be included as a small, separate module / unit of study taught in year 1 semester 1 and then embedded / contextualized in discipline-specific curriculum in later years.
 - d. generic graduate attributes could be implemented as part of late-stage workplace attachment units or in post-graduation, pre-employment transitional units developed in consultation with and requiring significant support from, employer groups.

2. The Sydney Experience (Graduate Attributes)

- Provide baseline information about the availability of experiences that make the University of Sydney experience distinctive ('Sydney experience') in undergraduate degrees. This may include:
 - a. international, work placements
 - b. community engagement experiences;
 - c. foreign language opportunities
- Make recommendations about how to increase the proportion of undergraduate students who have access to the experiences described in (3) above

3. Develop an implementation plan concerning 1 and 2, that is,

- a. teaching of generic graduate attributes in undergraduate degrees at the University of Sydney;
- b. increasing access to opportunities consistent with the Sydney experience.

APPENDIX 2

RELEVANT UNIVERSITY DOCUMENTS / PROJECTS

1. University of Sydney Learning and Teaching Plan 2007-2010

Goals and KPIs consistent with the Generic graduate attributes and the Sydney Experience Working Group agenda. For example, Goal 1: Ensure the distinctiveness of the Sydney graduate by:

- Enhancing the learning community to better support student-to-student learning interactions
 - KPI: • Increase opportunities for student contribution to the learning community through curriculum initiatives
- Embedding Generic graduate attributes in teaching and assessment practices
 - KPIs: Monitor and evaluate the attainment of Generic graduate attributes through the SCEQ
 - Introduce a University-wide online facility for student portfolios of Graduate attributes
 - Gather and analyse evidence of Graduate Attribute capability from employers of recent graduates
- Promoting international accreditation and recognition of programs
 - KPI: • Increase number of internationally accredited programs
- Identifying and promoting opportunities for interdisciplinary and interprofessional learning
 - KPI: Review the number of programs that reflect interdisciplinary and interprofessional learning

2. University of Sydney Generic Attributes of Graduates (1993 and 2004)

<http://www.itl.University of Sydney.edu.au/GraduateAttributes/unipolicy.pdf>

3. Liberal Arts and Science Programs: A Review of Flexibility in Degree Programs, Curricula and Courses that Provide Graduate attributes. Prepared by N. Downey (2006).

Describes (a) the UMelbourne 'breadth' model; (b) the four year liberal Arts and Science degrees (USA) which require core generic foundational units (communication, data analysis and presentation, foreign language, social diversity) as well as 'breadth' curriculum; (c) the UK system of discipline adherence with some opportunity for 'breadth' studies, but no requirement; UAuckland general education 'breadth' requirements: two units of study designed to provide generic graduate attributes contextualized to student's discipline of study.

Promoting Flexibility and Enhancing Graduate attributes. Prepared by D. Day, S. Garton, G. Llewellyn, J. Sachs (2006).

The recommendations of this report were that undergraduate curriculum reform at U Syd should focus on content and outcomes. The recommendations most relevant to the present discussion were:

- a. heightening the generic graduate attributes of our undergraduate students through the creation of a structured program of compulsory units in such areas as academic writing, ethics, history and philosophy of science, project management and logic. This program would be an integral part of a distinctive Sydney experience.
- b. the importance of simplifying and rationalising our undergraduate degree programs to ease the integration of a core program in generic graduate attributes and reduce overlap and duplication.
- c. need to refine the economic model to support a new academic program

4. Contextualised Faculty Attributes of Graduates 2003

<http://www.itl.University of Sydney.edu.au/GraduateAttributes/interpretations.cfm>

In 2003 Faculty representatives on Generic graduate attributes Working Group were asked to develop and seek Faculty and stakeholder endorsement for generic attributes contextualized for their Faculty.

5. Key references and websites from Generic graduate attributes Project

<http://www.itl.University of Sydney.edu.au/GraduateAttributes/references.htm>

APPENDIX 3
GENERIC ATTRIBUTES OF ALL GRADUATES OF
THE UNIVERSITY OF SYDNEY

GENERIC ATTRIBUTES OF ALL GRADUATES OF THE UNIVERSITY OF SYDNEY

As a result of completing any undergraduate degree course at the University of Sydney graduates will be more employable, more able to cope with change and more developed as people. In specific terms, graduates of any faculty, board of studies or college of the University should have:

1. Knowledge skills

Graduates should:

- (a) have a body of knowledge in the field(s) studied;
- (b) be able to apply theory to practice in familiar and unfamiliar situations;
- (c) be able to identify, access, organise and communicate knowledge in both written and oral English; and
- (d) have an appreciation of the requirements and characteristics of scholarship and research.

2. Thinking skills:

Graduates should:

- (a) be able to exercise critical judgement;
- (b) be capable of rigorous and independent judgement thinking;
- (c) be able to account for their decisions;
- (d) be realistic self evaluators;
- (e) adopt a problem solving approach; and
- (f) be creative and imaginative thinkers.

3. Personal skills

Graduates should have:

- (a) the capacity and desire to continue to learn;
- (b) the ability to plan and achieve goals in both the personal and the professional sphere;
and
- (c) the ability to work with others.

4. Personal attributes

Graduates should:

- (a) strive for tolerance and integrity; and

- (b) acknowledge their personal responsibility for
 - (i) their own value judgements; and
 - (ii) ethical behaviour towards others.

5. Practical skills (where appropriate)

Graduates should be able to:

- (a) collect, correlate, display, analyse and report observations;
- (b) apply experimentally-obtained results to new situations; and
- (c) test hypotheses experimentally

Approved at Academic Board 1993

APPENDIX 4
GENERIC ATTRIBUTES OF GRADUATES OF
THE UNIVERSITY OF SYDNEY

GENERIC ATTRIBUTES OF GRADUATES OF THE UNIVERSITY OF SYDNEY

Graduates of the University of Sydney should have a stance towards knowledge, the world, and themselves that sets them apart from other graduates in their lives and work.

Scholarship: An attitude or stance towards knowledge: Graduates of the University will have a scholarly attitude to knowledge and understanding. As Scholars, the University's graduates will be leaders in the production of new knowledge and understanding through inquiry, critique and synthesis. They will be able to apply their knowledge to solve consequential problems and communicate their knowledge confidently and effectively.

Global Citizenship: An attitude or stance towards the world: Graduates of the University will be Global Citizens, who will aspire to contribute to society in a full and meaningful way through their roles as members of local, national and global communities.

Lifelong Learning: An attitude or stance towards themselves: Graduates of the University will be Lifelong Learners committed to and capable of continuous learning and reflection for the purpose of furthering their understanding of the world and their place in it.

Each of these overarching attributes can be understood as a combination of five overlapping clusters of skills and abilities developed in disciplinary contexts.

Research and Inquiry: Graduates of the University will be able to create new knowledge and understanding through the process of research and inquiry.

Information Literacy: Graduates of the University will be able to use information effectively in a range of contexts.

Personal and Intellectual Autonomy: Graduates of the University will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.

Ethical, Social and Professional Understanding: Graduates of the University will hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities.

Communication: Graduates of the University will use and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning.

The particular abilities and skills that comprise each of these five clusters of abilities might be interpreted differently in different disciplines or domains. Each faculty of the university is encouraged to develop a contextualised statement of the abilities that comprise these five clusters.

Approved at Academic Board 2004

APPENDIX 5

APPENDIX 5

Learning outcomes aligned with graduate attributes, teaching and learning activities, and assessment in CLAW2205 prepared by Patty Kamvounias

CLAW2205 Intended Learning Outcomes	University of Sydney Generic graduate attributes	CLAW2205 Student Learning Activities	CLAW2205 Assessment Tasks & Assessment Criteria				
Upon successful completion of this unit of study, students should be able to:			Tutorial participation 10%	Test 15%	Assignment 25%	Oral presentation 10%	Group Research Paper 40%
1. identify and analyse legal issues with respect	Research and Inquiry (R&I): Graduates of the Faculty of	Read text and other materials Make own notes and summaries	* Clear identification of legal issues in the tutorial	* Accurate identification and application of relevant	* Clear identification of legal issue(s) in the news	*Thoroughness of research and preparation as evident in	* Quality of analysis and focus in response to the

<p>to restrictive trade practices and consumer protection law arising from given fact situations and real-world contexts.</p> <p>2. resolve problems by applying the relevant law, evaluating the possible solutions and developing</p>	<p>Economics and Business will be able to create new knowledge and understanding through the process of research and inquiry.</p>	<p>before lectures and tutorials</p> <p>Attend lectures and tutorials</p> <p>Participate in tutorial discussions</p> <p>Contribute to on-line discussion forums</p> <p>Revise/revise own notes and summaries after each topic</p>	<p>discussion questions and thoughtful analysis and application of the relevant law</p>	<p>law to test questions</p>	<p>item * Thoughtful analysis and application of the relevant law to the news item</p> <p>* Consistent support of written statements with appropriate legal authorities</p>	<p>the presentation</p>	<p>research topic</p> <p>* Quality of synthesis of legal materials and information relevant to the research topic</p> <p>* Consistent support of written statements with appropriate legal authorities</p>
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coherent arguments to support conclusions.							
<p>3. demonstrate legal research skills by locating and selecting legal materials using libraries, the web and other sources of legal information.</p> <p>4. manage, analyse, evaluate and use legal materials and</p>	<p>Information Literacy (IL): Graduates of the Faculty of Economics and Business will be able to use information effectively in a range of contexts.</p>	<p>Access materials provided on-line and in library for this unit</p> <p>Undertake own research</p> <p>Evaluate the usefulness of information found</p> <p>Draft/edit/finish written work for assessment</p>		<p>* Efficient sourcing of information from own structured notes collated from lectures, tutorials and readings</p>	<p>* Ability to source current news item that deals with the law on restrictive trade practices studied in this unit.</p> <p>* Consistent use of appropriate method of legal citation and referenci</p>		<p>* Ability to source a range of legal materials relevant to the research topic</p> <p>* Consistent use of appropriate method of legal citation and referenci</p>

informati on.					ng		
5. communi cate about the law, orally and in writing, to a professio nal standard.	Communic ation (C) : Graduates of the Faculty of Economics and Business will recognise and value communica tion as a tool for negotiating and creating new understand ing, interacting with others, and furthering their own learning.	Participate in tutorial discussion s Contribute to on-line discussion forums Plan and rehearse oral presentatio n Draft/edit/fi nalise individual assignment Contribute to the drafting/edi ting/ finalising of the group research paper	* Clear and concise oral articulati on of ideas and response s during tutorial discussio ns using appropri ate legal language * Effective interactio n with peers and tutor in relation to alternativ e ideas and legal argumen		* Clear and concise articulati on of ideas about the news item in writing using appropri ate legal languag e * Careful organisa tion of ideas so that argumen t develops logically through the paper. *	* Clear and coherent oral articulatio n of ideas about the news item using appropriat e legal language * Quality of engagem ent with peers * Appropria te use of written and/or visual aids	* Clear and concise articulati on of ideas about the research topic in writing using appropri ate legal languag e * Careful organisa tion of ideas so that argumen t develops logically through the paper.

			ts during tutorial discussio ns		Correctn ess of grammar , spelling etc		* Correctn ess of grammar , spelling etc
6. plan and achieve goals and meet new challenge s and deadlines .	Personal and Intellectua l Autonomy (P&IA): Graduates of the Faculty of Economics and Business will be able to work independe ntly and sustainably , in a way that is informed by openness, curiosity and a desire to meet new	Prepare for lectures and tutorials Prepare for test and oral presentatio n Submit all assessmen ts by due date	* Consiste ncy of participat ion in tutorial discussio ns over the course of the semester	* Efficient use of time to answer test question s under exam conditio ns	* Manage ment of own workload to meet submissi on deadline	* Appropriat e use of the time allowed for the oral presentati on	* Manage ment of own workload to meet submissi on deadline

	challenges.						
7. work with people from diverse backgrounds with inclusiveness, open-mindedness and integrity and manage the dynamics of working within a team.	Ethical, Social and Professional Understanding (ES&PU): Graduates of the Faculty of Economics and Business will hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities.	Attend lectures and tutorials Participate in tutorial discussions Work cooperatively with group members in and out of class Complete/review Faculty of E & B on-line academic honesty module	* Respectful interaction with peers and tutors during tutorial discussions * Professional approach to tutorial attendance	* Adherence to principles of academic honesty	* Adherence to principles of academic honesty	* Professional approach to oral presentations	* Respectful and professional interaction with group members during group activities (peer assessment) * Quality and extent of contribution to group activities (peer assessment) * Adherence to principle
8. appreciate the ethical and professional dimensions of							

their conduct within and beyond the classroom.							s of academic honesty
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Appendix 6
The Employability Skills Framework

The Employability Skills Framework

Employability skills definition: Skills required not only to gain employment but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions. Employability skills are sometimes referred to as generic graduate attributes or capabilities or key competencies.

Personal attributes that contribute to overall employability:	• Loyalty	• Personal presentation	• A balanced attitude to work and home life	• Commitment	• Common sense
	• An ability to deal with pressure	• Honesty and integrity	• Positive self esteem	• Motivation	• Enthusiasm
	• A sense of humour	• Adaptability	• Reliability		

Skill	Element (i.e. facets of the skill that employer identified as important noting that the mix and priority of these would vary from job to job)	Skill	Element (i.e. facets of the skill that employer identified as important noting that the mix and priority of these would vary from job to job)
Communication ... that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> • Listening and understanding • Speaking clearly and directly • Writing to the needs of the audience • Negotiating responsively • Reading independently • Empathising • Speaking and writing in languages other than English • Using numeracy • Understanding the needs of internal and external customers • Persuading effectively • Establishing and using networks • Being assertive 	Planning and organising ... that contributes to long and short term strategic planning	<ul style="list-style-type: none"> • Managing time and priorities –setting time lines, coordinating tasks for self and with others • Being resourceful • Taking initiative and making decisions • Adapting resource allocations to cope with contingencies • Establishing clear project goals and deliverables • Allocating people and other resources to tasks • Planning the use of

	<ul style="list-style-type: none"> • Sharing information 		<p>resources including time management</p> <ul style="list-style-type: none"> • Participates in continuous improvement and planning processes • Developing a vision and a proactive plan to accompany it • Predicting – weighing up risk, evaluate alternatives and apply evaluation criteria • Collecting, analysing and organising information • Understanding basic business systems and their relationships
<p>Teamwork ... that contributes to productive working relationships and outcomes</p>	<ul style="list-style-type: none"> • Working across different ages and irrespective of gender, race, religion or political persuasion • Working as an individual and as a member of a team • Knowing how to define a role as part of the team • Applying teamwork to a range of situations e.g. futures planning, crisis problem solving • Identifying the strengths of the team members • Coaching and mentoring skills including giving feedback 	<p>Technology ... that contributes to effective execution of tasks</p>	<ul style="list-style-type: none"> • Having a range of basic IT skills • Applying IT as a management tool • Using IT to organise data • Being willing to learn new IT skills • Having the OHS knowledge to apply technology • Having the physical capacity to apply technology e.g. manual dexterity
<p>Problem solving ... that contributes to productive outcomes</p>	<ul style="list-style-type: none"> • Developing creative, innovative solutions • Developing practical solutions • Showing independence and initiative in identifying problems and solving them • Solving problems in teams • Applying a range of strategies to problem solving 	<p>Life-long learning ... that contributes to ongoing improvement and expansion in employee</p>	<ul style="list-style-type: none"> • Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn – mentoring, peer support and networking, IT, courses • Applying learning to 'technical' issues (e.g.

	<ul style="list-style-type: none"> • Using mathematics including budgeting and financial management to solve problems • Applying problem solving strategies across a range of areas • Testing assumptions taking the context of data and circumstances into account • Resolving customer concerns in relation to complex projects issues 	<p>and company operations and outcomes</p>	<p>learning about products) and 'people' issues (e.g. interpersonal and cultural aspects of work)</p> <ul style="list-style-type: none"> • Having enthusiasm for ongoing learning • Being willing to learn in any setting – on and off the job • Being open to new ideas and techniques • Being prepared to invest time and effort in learning new skills • Acknowledging the need to learn in order to accommodate change
<p>Self-management ...that contributes to employee satisfaction and growth</p>	<ul style="list-style-type: none"> • Having a personal vision and goals • Evaluating and monitoring own performance • Having knowledge and confidence in own ideas and visions • Articulating own ideas and visions • Taking responsibility 	<p>Initiative and enterprise ... that contribute to innovative outcomes</p>	<ul style="list-style-type: none"> • Adapting to new situations • Developing a strategic, creative, long term vision • Being creative • Identifying opportunities not obvious to others • Translating ideas into action • Generating a range of options • Initiating innovative solutions

DEST 2002a, *Employability skills for the future*, Department of Education, Science and Training, Commonwealth of Australia
[\[http://www.detya.gov.au/ty/publications/employability_skills/final_report.pdf\]](http://www.detya.gov.au/ty/publications/employability_skills/final_report.pdf).

Appendix 7

Report of the Undergraduate Structure Working Group:

Group 3 Working Party Monday 8 October 2007

1. Attendance: Fiona White, Stephen Robertson, Rebecca Johninke (Group 3 Working Party), Lynne Harris (Generic Attributes Working Group), Margaret Charles (BLibStud Director, Science), Penny Russell (BLibStud Director, Arts), Charles Collyer (BST Director, Science).

Apologies: Dirk Moses, Susan Thomas.

2. Brief of Group 3 Working Party

Review the curricula of the broad degrees in Arts and Science (BAS, BST and Liberal Studies) to consider whether a single three-year Liberal Studies degree (perhaps with a four year advanced option) could provide the required breadth and ease of entry for a generalist degree.

3. Meeting Notes

The Liberal Studies Sequence is the key feature of the draft proposals 1A and 1B (see attachment). The units in this sequence would focus on generic graduate attributes that have been highlighted by employers as important – written/oral communication, numeracy/statistical literacy, ethics, logic/critical thinking etc – and be a combination of new units and suitable units drawn from existing offerings (History and Philosophy of Science, introductory courses in Biology, Anthropology, Sociology, Philosophy, History, Environmental Studies, Australian Studies, Geology, Geography, Economics, Government or Psychology). This sequence could be paired with either an Arts or Science major; the restriction to no more than 72 cp (excluding Liberal Studies units) from any one Faculty is intended to ensure breadth.

We also considered a degree that required both an Arts major and a Science major, but ultimately discounted this as insufficiently distinct from the BA and BSc, and likely to be attractive to only a small number of students. We could make those students aware of the possibility in both the BA and BSc to do a degree with a major from both Faculties.

Draft Proposal 1A: ARTS Major + Liberal Studies Sequence (with no more than 72cp (excluding Liberal Studies units) from any one Faculty)

Year 1	S 1	ARTS (Part A) Major Junior Unit	Elective Arts/Science	Elective Arts/Science	Liberal Studies Unit ENGL1000; ENGL1005; LING1005	24
	S 2	ARTS (Part A) Major Junior Unit	Elective Arts/Science	Elective Arts/Science	Liberal Studies Unit	24
Year 2	S 1	ARTS (Part A) Major Senior Unit	ARTS (Part A) Major Senior Unit	Elective Arts/Science	Liberal Studies Unit	24
	S 2	ARTS (Part A) Major Senior Unit	Elective Arts/Science	Elective Arts/Science	Liberal Studies Unit	24
Year 3	S 1	ARTS (Part A) Senior Unit	ARTS (Part A) Major Senior Unit	Elective Arts/Science	Liberal Studies Unit	24
	S 2	ARTS (Part A) Major Senior Unit	Elective Arts/Science	Elective Arts/Science	Liberal Studies Unit	24
					Total	144

Draft Proposal 1B: Science Major + Liberal Studies Sequence (with no more than 72cp (excluding Liberal Studies units) from any one Faculty)

Year 1	S 1	Elective Arts/Science	Science Major Junior Unit	Science Major Junior Unit	Liberal Studies Unit ENGL1000; ENGL1005; LING1005	24
	S 2	Elective Arts/Science	Science Major Junior Unit	Science Major Junior Unit	Liberal Studies Unit	24
Year 2	S 1	Elective Arts/Science	Science Major Intermediate Unit	Elective Arts/Science	Liberal Studies Unit	24
	S 2	Elective Arts/Science	Science Major Intermediate Unit	Elective Arts/Science	Liberal Studies Unit	24
Year 3	S 1	Elective Arts/Science	Science Major Senior Unit	Science Major Senior Unit	Liberal Studies Unit	24
	S 2	Elective Arts/Science	Science Major Senior Unit	Science Major Senior Unit	Liberal Studies Unit	24
					Total	144

Appendix 8

Examples of Service Learning Internationally

1. Colorado State University, USA

(information accessed from

http://writing.colostate.edu/guides/teaching/service_learning/csu.cfm on 4/11/07)

As a land-grant institution, Colorado State University upholds service and outreach as essential elements of its mission. Experienced professionals at CSU offer advice, assistance, and resources to support instructors in implementing service-learning. The following links highlight sources of support for service-learning instructors at CSU:

- ✚ [Office for Service-Learning and Volunteer Programs](#)
- ✚ [Service Integration Project](#)
- ✚ [Faculty Advisory Committee](#)

Service-learning practitioners emphasize the following elements in formulating a definition of service-learning:

- ✚ Service-learning involves students in community service activities and applies the experience to personal and academic development.
- ✚ Service-learning occurs when there is "a balance between learning goals and service outcomes"
- ✚ Service-learning differs from internship experience or volunteer work in its "intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring"
- ✚ Service-learning course objectives are linked to real community needs that are designed in cooperation with community partners and service recipients.
- ✚ In service-learning, course materials inform student service and service informs academic dialogue and comprehension.
- ✚ Service-learning engages students in a three-part process: classroom preparation through explanation and analysis of theories and ideas; service activity that emerges from and informs classroom context; and structured reflection tying service experience back to specific learning goals. (Jeavons 135)

Justification for Service Learning: Pedagogical Implications

Public administration professor Thomas H. Jeavons identifies several ways in which service-learning is more effective than traditional presentational modes in supporting the goals of liberal education.

As an experiential and collaborative mode, service-learning:

- ✚ enhances critical thinking skills such as analysis and synthesis by involving students in identifying and framing problems in settings that transcend disciplinary boundaries.
- ✚ involves students in assessing outcomes in a way that reveals the practical implications of chosen theories, research tools, analysis techniques, and presentation modes.
- ✚ prepares students for life-long learning by connecting formal education more fully with real-world experience.
- ✚ prepares students for citizenship by engaging them in dealing directly with community problems, challenging their assumptions and requiring them to integrate multiple points of view.

Benefits to Participants

Students

Students benefit from service-learning through:

- ✚ Hands-on application that increases the relevance of academic knowledge
- ✚ Accommodation of different learning styles
- ✚ Interaction with people of diverse cultures and lifestyles
- ✚ An increased sense of efficacy and social development
- ✚ Practical career preparation
- ✚ Meaningful involvement in the local community
- ✚ Moral and ethical growth (Lisman 40)

Faculty [Staff]

Instructors benefit from service-learning through:

- ✚ An enhanced teaching repertoire
- ✚ Increased contact with students
- ✚ New perspectives on learning and increased understanding of how learning occurs
- ✚ Increased awareness of community issues and their relationship to instructors' academic interests
- ✚ Identification of current trends and issues that might inform research
- ✚ Potential for interdisciplinary collaboration
- ✚ Contribution to tenure and other review files

Community

The community benefits from service-learning through:

- ✚ Increased awareness of and ability to articulate community issues
- ✚ Short and long term solutions to community problems
- ✚ Access to campus resources
- ✚ Relationship opportunities with academic institutions
- ✚ Opportunities to contribute to the educational process
- ✚ Opportunities to foster future active community members

Universities

Academic institutions benefit from service-learning through:

- ✚ Enhanced teaching, research, and outreach activities
- ✚ Faculty and student engagement in local and state issues
- ✚ Opportunities to extend campus resources
- ✚ Positive community relationships
- ✚ Increased preparation of graduates

Resources Cited

Campus Compact. (2001). [Annual Service Statistics 2000](#). Providence, Rhode Island: Brown University.

Eyler, J., & D. E. Giles, J. (1999). [Where's the Learning in Service-Learning?](#) San Francisco: Jossey-Bass.

Fiske, E. B. (2001). *Learning in Deed. The Power of Service-Learning for American Schools*. Battle Creek, MI: W.K. Kellogg Foundation.

Additional Print Resources

Stanton, T. (1990). [Service learning: Groping toward a definition](#) (65-67). In Jane C. Kendall and Assoc., *Combining Service and Learning: A Resource Book for Community and Public Service* (Vol. 1).

The National Service-Learning Clearinghouse. (1994). [Defining Service-Learning](#).

NCSL (National Commission on Service Learning), Learning in Deed. (2002). [Learning in Deed: The Power of Service-Learning for American Schools](#).

Online Resources

[What is Service-Learning?](#) (104K PowerPoint presentation) Used at the NSLC "What is Service-Learning?" session held during the 2004 National Conference on Community Volunteering and National Service in Kansas City, June 6-8. If you have problems opening the file, simply click to download and save the file to your computer, then view with Power Point.

[What is Service Learning](#) (University of Colorado, 2000)

[About Learn & Serve: Service Learning](#) (CNCS, n.d.)

[Learn and Serve America Fact Sheet](#) (CNCS, January 2003, pdf, 685 K)

NSLC Glossary of Service-Learning Terms

Links to Other Programs

[American Association for Higher Education Service-Learning Project](#) - Initiative dedicated to integrating service learning across disciplines.

[Big Dummy's Guide To Service-Learning](#) - 27 simple answers to good questions on: faculty, programmatic, student, administrative, and nonprofit issues

[Indiana Department of Education Service Learning](#)

[International Partnership for Service-Learning](#) - Has originated, designed and implemented international/intercultural service-learning since 1982.

[Katimavik](#) - National youth work programme allows participants to become involved in community projects in the areas of construction, literacy, senior care, and communications.

[Learn and Serve America](#) - Supports service learning programmes across the country.

[Learning In Deed](#) - Encourages young people to service in the community as part of academic life.

[National Service-Learning Clearinghouse](#) - Includes a database of programmes, organisations, people, events, and literature.

[Peace Corps Service Learning](#) - Gives educators and students the tools and resources to plan, create, perform, and evaluate a service-learning project.

[Rutgers University - Citizenship And Service Education \(CASE\) Program](#)

[Service Learning in Community Colleges: 2003 National Survey Results](#) (PDF) - Summarizes research about the level of service learning in community colleges across the nation.

[Service-Learning](#)

[Service-Learning Journals](#) - Links to service-learning journals and journals with articles on service-learning.

[University of Southern Mississippi Center for Community and Civic Engagement](#) - Empowers citizens through democratic dialogue, action, and educational opportunities; fosters sustained alliances between educational institutions and communities.

[Youth Service New Jersey](#) - Dedicated to promoting and facilitating youth participation in community service learning.

Appendix 9

Examples of Community Engagement at the University of Sydney

1 Faculty of Economics & Business – Social Entrepreneurship

The following is an excerpt of an article by Richard Seymour Entrepreneurship Research, Teaching and Outreach: A Triptych of Active Learning ³⁸

Background

The author considers the entrepreneur as the person who seeks to generate value through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets. The social entrepreneur creates (whether commodity, social or creative/cultural) value and may “share” that value with others (whether they be communities, society, employees, the disadvantaged, etc, etc).

The entrepreneurship teaching programme at Sydney is based on the concepts of authentic problem-based learning in which a diverse group of students work to solve problems facing entrepreneurial firms across a ‘life-cycle’ of business cycles including start-up, rapid growth and maturity.

This year over 230 students completed either units of study, majors or a graduate certificate in this area. Within a unit of study students develop a project over 14 weeks. The problems that students solve are very open-ended. The Faculty utilises a panel of judges in the second-last week of semester to ensure, among other goals, that practical feedback is given to students prior to the final submission. For social entrepreneurship projects, Indigenous and community leaders participate.

The social entrepreneurship projects are typically focussed on Indigenous entrepreneurship with three projects to date completed in remote central Australia. Students have helped develop businesses for a remote community wanting to harvest and sell native honey, an Indigenous gallery developing a design market for their artists, and a business hub advising Indigenous start-ups in Tennant Creek. Support from the Department of Employment and Workplace Relations has meant that an annual exchange of students from remote communities to Sydney and of students to central Australia has been possible.

The challenge of social entrepreneurship is sustainability with students often being the only ‘knowledgeable’ participants in a project. The University is developing a structure to enable

³⁸ Seymour, Richard G. 2007. Entrepreneurship Research, Teaching & Outreach: A Triptych of Active Learning, WUN Chicago - Inspiring and Developing Enterprising People: Entrepreneurship and Global Impact Conference. Chicago, USA, 4-6 October 2007

ongoing involvement from students (and students that have not necessarily participated in the teaching programme) and ongoing collaboration.

Outreach – Sustainable Involvement & Learning

The third set of activities in the programme ties all the activities together – outreach programmes. These are centred on the concept of student venturing. Student ventures is being 'formalised' to complement the existing student 'clubs' such as the Young Entrepreneurs Society. It is intended to bridge the teaching and social outreach entrepreneurship programmes to enable students to undertake projects over multiple years and with multiple student participants. It will also provide protection for students with regards intellectual property, confidentiality and responsibility.

Efforts are currently underway to formalise an Entrepreneurial Advisory Board that will formalise the already significant involvement from alumni, industry experts, donors, social entrepreneurs and other professionals. The University is also seeking to engage with similar programmes from other universities.

The outreach activities are not part of the curriculum and are based on students' volunteering to continue with projects over time. Many of the students involved in outreach activities are from outside Economics & Business.

Much of the outreach is under the banner of UNIVERSITY OF SYDNEY Student Ventures (see attached flyer). Ultimately it is hoped that this will be self supporting. At present it is funded by some monies from the Faculty and organisational support (some "in kind").

2. Faculty of Education & Social Work – Glebe Community Project

The Glebe Community Project does not involve students in a volunteer capacity. In the past this project has only involved students in Social Work, however from this semester students in Education are also participating.

The project has been running for 4 years and is a joint action research initiative with the NSW Department of Housing, with a focus on working with the social housing tenants of Glebe, to build community capacity. Sydney City Council provides accommodation with the project office in Glebe Town Hall.

Year 2 teaching students (50 day placement) and year 4 social work students (80 days) are placed with the project each year to undertake field education. Glebe is also the site of introductory learning re community work/development for all year 3 social work students.

In 2007 the Faculty has enabled the project to be staffed on a full-time basis for 3 years and is currently working on the next phase of the project in partnership with schools.

The education students, apart from working in the Glebe Primary School and its associated community involvement, students are also involved in special education and activities such as “Uni in a Day”. There is a mentoring programme planned which would be done on a voluntary basis by students.

Students also participate in working parties within the Glebe Community Project. Lindsay Napier commented that the size and proximity of the University to Glebe and its activities not only as a University, but also as part of the neighbourhood, could create its own tensions. She also mentioned the importance of ensuring the sustainability of projects once the students had finished their field placements.

Future directions for this include consideration of the following:

- Mental health issues
- Options and strategies for engaging with the Indigenous community in Glebe (the Koori Centre is also involved)
- A strategy to incorporate other parts of the University.

3. Faculty of Health Sciences

The Faculty of Health Sciences discipline of Occupational Therapy runs a program previously known as Operation India and now known as Operation International. Groups of students, as part of their field experience go into disadvantaged areas in India for community based rehabilitation projects. The students’ primary role is to assist in the training of grass root level community workers including running workshops and field visits.

Originally the programme was set up between physiotherapy and OT by two staff who identified a need and included the overseas placement as part of the curriculum. It equates to 24 credit points in the final year of their course and is usually also their final clinical placement. In the past there have been students from a number of disciplines, however in 2006 only OT students were involved.

Currently there are six sites running and students go to these over a period of years (not necessarily all sites in all years). Again the issue of sustainability was raised and the importance of not just going once and then finding a new venue. The impact for students was “huge” allowing them to develop or strengthen their negotiating skills, initiative, cultural awareness, etc.

These projects are all self-funded, although in most cases accommodation is supplied. Students also fund the cost of a supervisor. The program is linked with Action Aid International.

There is also a move to allow students in the earlier years of the course to go overseas during the summer vacation. This would not be part of the curriculum but strictly voluntary, again with Action Aid and Youth Ambassadors.

4. Faculty of Medicine

In 2005 a student, Phoebe Williams, set up a “grass-roots” charitable organisation known as the Hands of Help. A group of students raised over \$100,000 and sent 17 volunteers to Africa over the summer vacation in 2005-2006 to rebuild a primary school and conduct health research surveys. Based on these findings Hands of Help now work with the International Medical Group of Uganda to establish a community health project in that country.

In 2006 50 medical students from Sydney, Flinders, Queensland and ANU went to Africa on rebuilding projects in Uganda and Nairobi.

The organisation is also working in the far west of NSW in paediatric health and health education.

5. Faculty of Nursing & Midwifery

The Faculty has an ongoing collaboration with a non-government organisation ROAM Communities (Recovery through Ownership, Action & Management), which works with people with mental disorders who are at risk of homelessness or are homeless. The funding for this comes from the National Illicit Drug Strategy.

Students take part as part of either a mental health or community health clinical placement in their final year. Unlike other clinical placements which take place over a period of 1-4 weeks this is ongoing throughout the year with students spending at least one half day per week for 40 weeks.

6. Other information

Arts

The Department of Media and Communications (Arts) offers several media internship programs, many with the ABC. From 2008, the Arts Learning and Teaching Network, an initiative made possible by the Learning and Teaching Performance Fund, will house a Faculty of Arts Writing Centre, which will offer, in partnership with industry, various writing internships and service learning initiatives for Arts Students.

Law

Law used to run a unit for students that allowed them to undertake pro-bono work, however this has not run for the last 2 years and it is not expected to run next year.

Agriculture

The Bachelor of Agricultural Economics runs a mentoring scheme for 4th year students to mentor 1st years.

SCA

There are some community based projects in conjunction with the MCA which runs a program for Indigenous high school children.

One student conducts free art workshops in the complex where she lives to encourage better social interaction.

Architecture

Colin James has run in the past a student activity that audited public housing in Sydney.