



ACADEMIC REFORM WORKING PARTIES RECOMMENDATIONS

Generic Skills and the Sydney Experience Working Party

Recommendations

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

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.

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.

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

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.

Undergraduate Degrees Structure Working Party

Recommendations:

1. The nomenclature and marketing of graduate entry and postgraduate degrees, and their descriptions in the Handbook, be reviewed to reduce confusion.
2. Faculties continue to review the number of degrees and their content on a regular basis to improve efficiency, flexibility and simplicity.
3. Disciplines that run across Faculties be reviewed on a regular basis to prevent redundancy and promote greater effectiveness and efficiency in teaching.
4. The content of the B Psych and BA (Psych) be reviewed and adjusted to allow a single accredited degree to be mounted across the Faculties of Science and Arts.
5. The FAFNR review their existing undergraduate degrees with a view to collapsing them into a single economics-based degree and a single science-based degree, with appropriate majors to capture existing disciplines.
6. The Bachelor of Animal and Veterinary Bioscience be reviewed and compared with course offerings in other Faculties, with a view to removing overlap and making units of study available in other degrees.
7. A new, generalist degree, the Bachelor of Liberal Arts and Sciences, be designed, to replace the existing BAS, BST and Liberal Studies degrees.
8. The combined degree of BSc/BA be shortened to four years duration and marketed as a replacement for the Liberal Studies degree.

Postgraduate Coursework Working Party

Recommendations

1. That the University of Sydney adopt a framework recognising two types of Master's degrees:
 - The Advanced Learning Master's degree
 - The Professional Master's degree.

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

2. That all coursework master's programs at the University of Sydney will have the following characteristics:
 - All degrees will contain a synthesizing or "capstone" experience which will provide students with an opportunity to draw together and synthesise the learning that has taken placeAll will provide:
 - An opportunity for research training
 - An opportunity for interdisciplinary study either through units within the degree or through an opportunity for double degree programs
 - An opportunity for professional experience or an industry relevant project
 - An opportunity for international experience
3. That there be a Postgraduate Coursework rule that sets out admission rules, minimum requirements, examination of the capstone experience, and other guidelines within which faculties can develop programs within a common framework.
4. That a template be developed for double degree programs, including combining coursework and research master's programs, that allows individual students to pursue programs tailored to their needs in consultation with the appropriate Head or Postgraduate Coordinator.
5. That Master's degrees be offered at one grade only (except in the case of certain graduate entry programs).
6. That a set of generic attributes of postgraduate coursework graduates be articulated.
7. That further investigation be undertaken to investigate ways of improving postgraduate completion rates, overall satisfaction and other aspects of the postgraduate learning experience.

Academic Pathways for Research Training Working Party

Recommendations:

1. Retain Honours for undergraduate degrees, but not Masters by coursework.
2. One MPhil model, with resolutions to be drafted as next step.
3. Provide broad range of articulation possibilities, but advise that gating according to research experience will occur at entry to the PhD.
4. Revise resolutions of PhD.

Future work:

1. Drafting resolutions for MPhil

2. Revising PhD resolutions to provide for the gating described above and other refinements to the program.