

# Welcome, and ... Experiential Learning at the University of Sydney

Australian Collaborative  
Education Network – NSW/ACT  
Chapter

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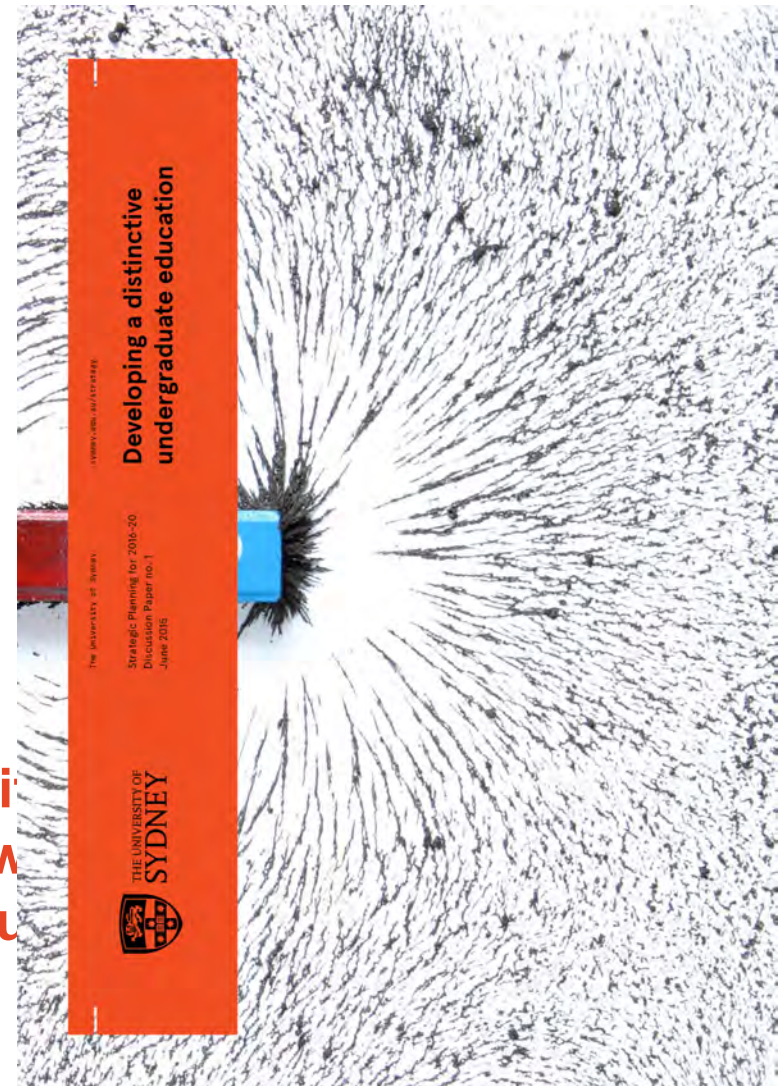
**We are discussing some important changes ...**

The first of two educational strategy papers

The second is on learning and teaching

**This paper:**

- 1. Sydney Graduate: contemporary quality**
- 2. Sydney curriculum: a common framework**
- 3. Sydney degrees: a coherent architecture**



# CONTEXT: What governments want of higher education

## NATIONAL

- 2008 Bradley Review:
- 2011 TEQSA Act
- 2013 Funding cuts (×2)
- 2015 Revised Higher Education Standards
- 2015 Funding cuts, fee deregulation???

## Message from government:

- **More students, fewer \$\$, higher quality**

## INTERNATIONAL

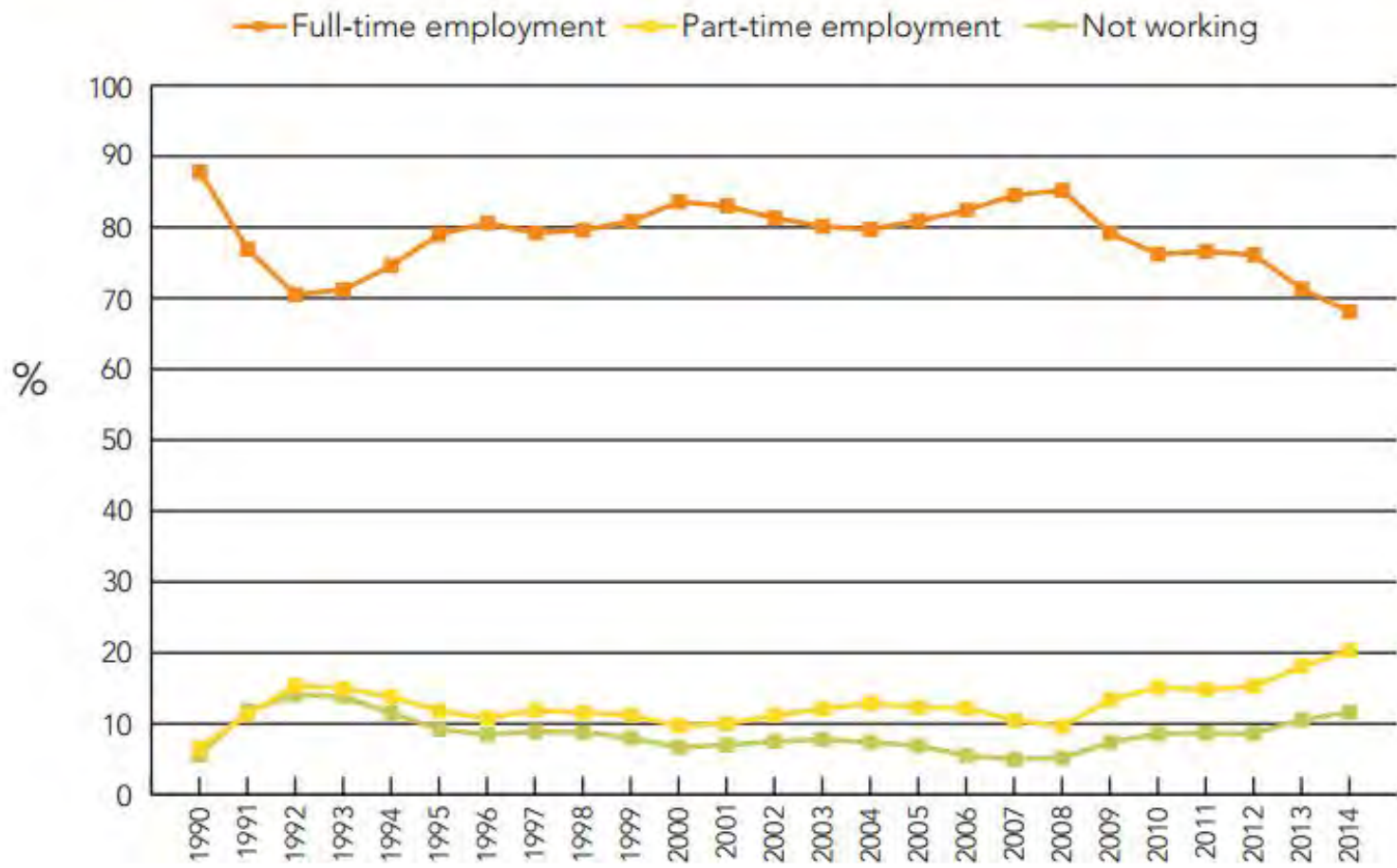
- Technologically-enabled change
- Funding concerns
  - cost and access (government, public, students)
- › Quality concerns

## Message from government:

- › **Just the same!**

# Students want jobs - Bachelor graduate employment outcomes, 4 months post-graduation, 1990-2014 (Gradstats 2014)

**Figure 1:** Bachelor degree graduates available for full-time employment; percentage in full-time employment, percentage working part-time while seeking full-time employment, percentage not working while seeking full-time employment (1990-2014).



# What employers want – fewer graduates: Graduate recruitment intake 2008-2013

Graduate Outlook Survey 2013

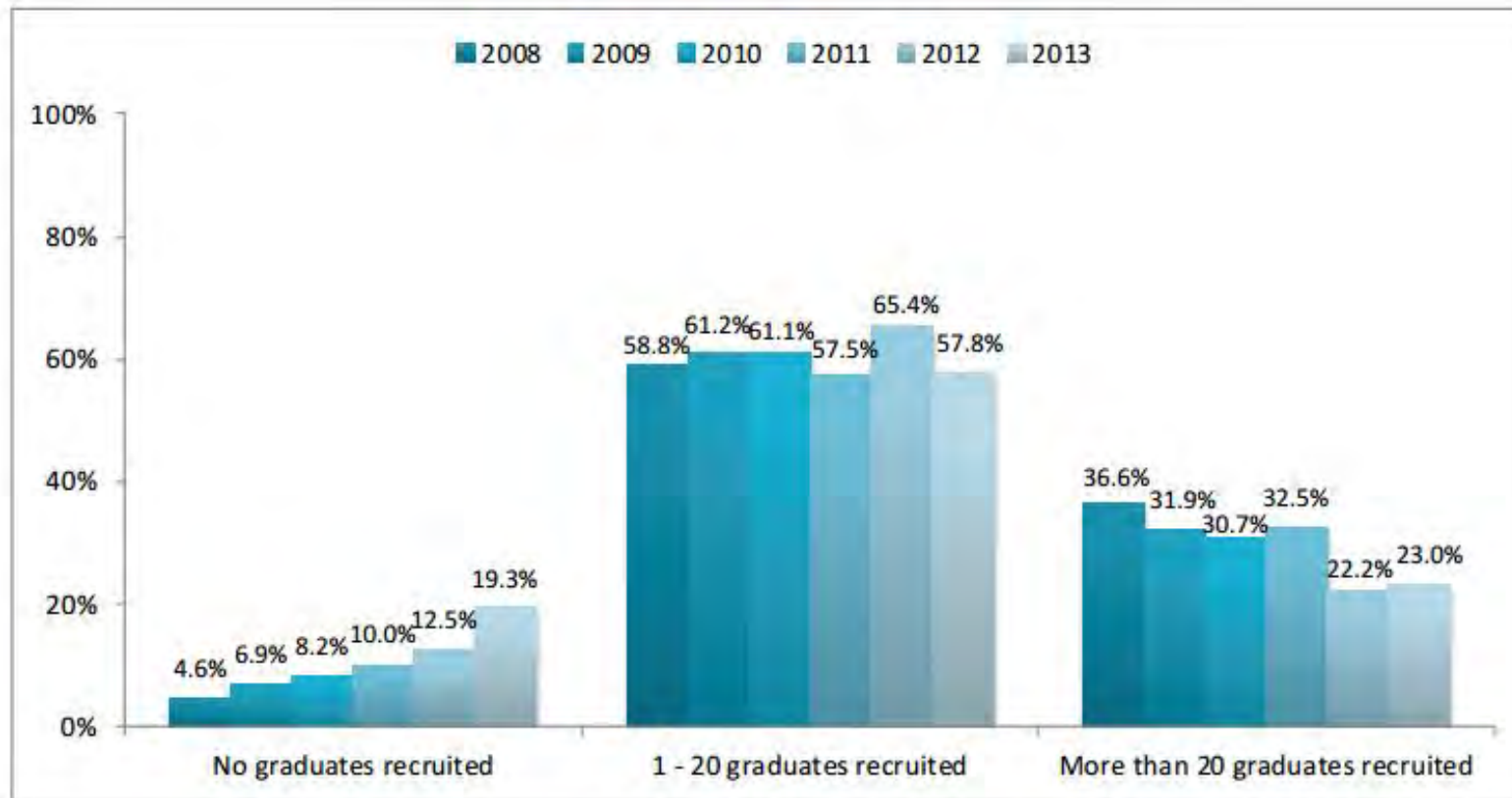


Figure 1: Graduate intake for 2008 - 2013 (%)<sup>1</sup>

# What qualities employers say they want in graduates

## Graduate Outlook Survey 2011-2013

### Top 5 qualities

Interpersonal and communication skills (written and oral)

Passion/knowledge of industry/drive/commitment/attitude

Critical reasoning and analytical skills/problem solving/  
lateral thinking/technical skills

Calibre of academic results

Work experience

# CHALLENGES:

## The world of the future graduate

- A changing graduate employment environment
  - More competitive, more globalised employment environment
  - Higher expectations on the part of employers
- A changing world of work and careers, and a changing labour market
  - Automation and the predicted disappearance of 40% of current jobs within 10-20 years
  - New roles
  - More role changes on average
  - More fluid environments
  - More freelancing
- A world requiring new leaders, new solutions



# Current proposal for qualities of the Sydney graduate: foundations for leadership

Qualities	Intended purpose
Depth of disciplinary expertise	To excel at applying and continuing to develop disciplinary expertise
Broader skills: <ul style="list-style-type: none"> <li>critical thinking and problem solving</li> <li>communication (oral and written)</li> <li>information/digital literacy</li> <li>inventiveness</li> </ul>	To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems
Cultural competence	To work productively, collaboratively and openly in diverse groups and across cultural boundaries
Interdisciplinary effectiveness	To work effectively in interdisciplinary settings and build perspective, vision and more contextualised and systemic forms of understanding
An integrated professional, ethical and personal identity	To build integrity, confidence and personal resilience, and the capacities to manage challenge and uncertainty
Influence	To be effective in exercising professional and social responsibility and make a positive contribution to society



# Proposed Curriculum Framework for every undergraduate degree

No.	Form	Curriculum component
1	Core	A major or specialisation in at least one field of study
2	Core	A structured approach to the development of knowledge and skills
3	Core	Collaborative and group-based learning activities and assessments
4	Core	Interdisciplinary learning experiences
5	Core	Authentic problems and assessments
6	Core	An open learning environment for extension of knowledge and skills
7	Core	Project-based learning
8	Opportunity	Opportunities to develop expertise across multiple fields of study
9	Opportunity	Opportunities for research
10	Opportunity	An open and connected learning environment, an academically rich co-curriculum
11	Opportunity	Opportunities to broaden cultural horizons
12	Opportunity	Opportunities for contribution and leadership

## Curriculum features

- Major/specialisation
- Structured skill development
- Collaborative and group-based
- Interdisciplinary learning
- Authentic problems and assessment
- Open learning environment
- Project-based

## Graduate qualities

- Depth of disciplinary expertise
- Broader skills
- Cultural competence
- Interdisciplinary effectiveness
- Integrated identity
- Influence

## Curriculum opportunities

- Multiple majors
- Research
- Open, connected learning
- Broader cultural /global
- Service and leadership

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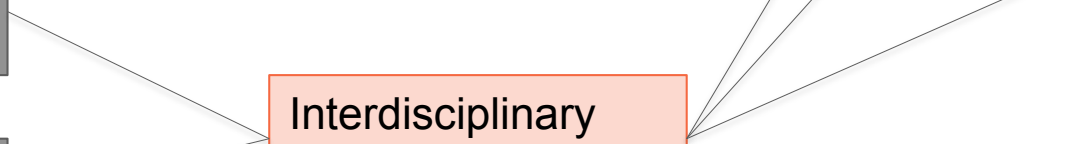
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# Authentic experiential learning projects: the scaling problem

## Options include:

- Industrial scale internship and placement programs, as in health disciplines
- From cottage industry to a lightly supported, franchise model?
- Immersive simulation environments
- Outsourcing models
- Multidisciplinary (possibly team-based) competitions
  - University of Sydney examples include: Inter-professional learning across the health disciplines; analytics; Genesis
- Bringing authentic projects into the classroom
  - requires smaller volume but deeper partnerships with industry/ community
  - can yield effective outcomes for external organisation

# National strategy

## NATIONAL STRATEGY ON WORK INTEGRATED LEARNING IN UNIVERSITY EDUCATION



- National strategy is important (and a triumph!)
- The agenda is large: we need to prioritise carefully and in ways that support a diversity of approaches and sustainable engagement on the employer side



**Thank you**

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SYDNEY