



The Dalyell stream for high-achieving students

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Table of Contents

1. INTRODUCTION	3
2. ENTRY AND PROGRESSION CRITERIA.....	4
Cross Semester Average Mark	5
COURSE TRANSFERS AND CONSIDERATION ON THE DALYELL STREAM	6
3. STREAM FEATURES	7
REQUIREMENTS	7
Dalyell units of study.....	7
OPTIONAL ENRICHMENT OPPORTUNITIES	8
Accelerated enrolment and substitution	8
2000, 3000 and 4000-level enrichment units of study.....	8
Mobility experience	8
Credit towards Dalyell requirements while on exchange	9
Access to Dalyell-specific programs in designated disciplines.....	9
4. MENTORING AND PROFESSIONAL SKILLS DEVELOPMENT.....	10
Suggested mentoring format.....	10
Objectives	10
Role of the Dalyell Coordinator in managing Dalyell mentoring in their Faculty ³	10
Delivery of First Year Mentoring	10
Delivery of Second Year Mentoring	11
Delivery of Third Year Mentoring	11
5. DEGREE STRUCTURES	13
6. COMBINED DEGREES	14
7. GOVERNANCE OF THE STREAM.....	15
Dalyell Stream Advisory Group.....	15
Dalyell Scholars Student Liaison Committee.....	15
8. DALYELL FACULTY LEADS.....	16
Responsibilities.....	16
9. DALYELL COORDINATORS	17
Responsibilities.....	17
APPENDIX 1: MENTORING LITERATURE REVIEW	18
APPENDIX 2: EXPECTED QUALITIES OF A DALYELL SCHOLAR.....	22
APPENDIX 3: DALYELL STREAM CONTACT LIST FOR FACULTIES	23

1. Introduction

The Dalyell stream is a stream targeted at high achievers. Students who participate in the Dalyell stream are known as the 'Dalyell Scholars' and students graduating from the Dalyell stream will have the words 'Dalyell Scholar' recorded on their testamur and transcript.

The Dalyell stream is named after a distinguished alumna of the University, Elsie Jean Dalyell (pronounced "Dee-el"). Elsie Jean Dalyell (1881-1948) was a distinguished medical graduate from the University of Sydney and was also the first full-time female academic in our Faculty of Medicine. A pioneer resident medical officer at Royal Prince Alfred Hospital, Elsie subsequently travelled to London on a scholarship and, after serving in the First World War, worked as a senior clinician in a Vienna-based research team studying deficiency diseases in children.

The Dalyell stream offers outstanding students the opportunity to engage in experiences that challenge them to gain greater breadth and/or depth of learning in their degree and achieve the graduate qualities to a high level, providing foundations for a global career. The Dalyell stream offers broad choice for talented students seeking to develop expertise in several distinct disciplines. With a focus on self-awareness, community contribution and leadership skills, the program seeks to develop vision, adaptability, breadth of perspective, and a high level of capability in operating across disciplinary and cultural boundaries.

The Dalyell stream has been approved for offer in undergraduate single and combined degrees including the Bachelor of Advanced Computing; Bachelor of Advanced Studies; Bachelor of Arts; Bachelor of Commerce; Bachelor of Economics; Bachelor of Engineering Honours; and Bachelor of Science. A full list of the degrees offering access to the Dalyell stream can be found on the [Dalyell page of the University website](#).

All Dalyell Scholars will complete 12 credit points in units distinctive to the Dalyell stream. The Table D Dalyell units of study are open to all students in the Dalyell stream and are designed to take advantage of the intellectual depth and reach of the cohort. With a strong focus on scholarly enquiry and/or major societal challenges, Dalyell units provide an interactive, collaborative, and challenging learning experience tailored to a cohort with high aspirations. Some units are project-based and include research, entrepreneurship, industry and/or community projects. Students can choose freely among [Dalyell units](#), and all units are offered to Dalyell Scholars through the shared pool. It follows that no Dalyell unit can be a core unit in any degree, stream, program or major.

Dalyell Scholars can select a tailored suite of additional enrichment opportunities that offer depth or breadth of learning. Included in the latter suite are:

- Opportunities for talented students who make an early choice of preferred specialisation to undertake an intensive and challenging set of units of study to prepare them to a high level for further study or a specialist career.
- Opportunities to build capacity for leadership in a global career, developing the University's graduate qualities to the highest level and hence gaining outstanding skills for intellectual agility and future leadership.
- Opportunities to develop self-awareness and exercise different forms of potential leadership.

2. Entry and Progression Criteria

Entry to the Dalyell stream is on the basis of demonstrated academic achievement, either in Year 12 of high school, or during a Bachelor degree.

The academic criterion for entry is:

- an ATAR of at least 98.00 or equivalent, as approved by joint agreement of the Deans and Heads of School and Deans of University schools of all the faculties and University schools administering degrees offering the Dalyell Stream or through an approved Special Admission Program as set out in Part 7 of the [Coursework Policy 2021](#) on achieving a standard approved by joint agreement of the Deans and Heads of School and Deans of University schools of all the faculties and University schools administering degrees offering the Dalyell Stream; or
- a cross-semester average mark (CSAM) of 80 or more.

Standards for Special Admission Pathways are at least 95+ for students admitted through the Early Offer Year 12 Scheme (E12), Future Leaders Scheme and Broadway Scheme and at least 90+ for Aboriginal and Torres Strait Islander students admitted through the Gadigal Program.

For applicants whose first language is not English, English language requirements must be met through sufficient qualifications taught in English or accepted English language tests.

There are only two entry points to the Dalyell stream, either via invitation at entry to the University, before or during first year or after completion of equivalent number of credit points (48 credit points) and achieving a cross-semester average mark (CSAM) of 80 or more. Units of study assessed only as pass or fail count towards the 48-credit point requirement but are not included in the CSAM calculation. Credit transfer units (from another institution or within the University) are excluded altogether. Students who intend to transfer courses in their first year of study and intend to enter the Dalyell stream must seek advice from their faculty or University school before seeking the transfer. This is because students need to be advised to complete 48 credit points prior to requesting the transfer.

Students must maintain a cross-semester average mark of 75 to remain in the stream. Entrance and progression thresholds will be set on an ongoing basis by joint agreement of the Deans and Heads of School and Deans of University schools of all the faculties and University schools administering degrees offering the Dalyell Stream, including, where appropriate, separate thresholds for students who have suffered educational disadvantage. A faculty's Associate Dean will have discretion to approve exceptional circumstances that may have affected a student's ability to meet progression requirements and give the student permission to remain in the stream.

Students obliged to leave the Dalyell Stream because they have failed to meet the progression requirements will not be permitted to re-enter and, in most cases, cannot be reinstated into the stream once removed from Sydney Student. Accordingly, faculties should determine there are no exceptional circumstances before ratifying a system recommendation to remove a student from the stream. In the rare event where a student has been removed from the Dalyell Stream and it is later determined by the Associate Dean that exceptional circumstances applied, the decision to remove a student from the stream may be overturned. In this instance, the faculty will need to notify the Systems Support team, who will arrange for the system to re-invite the student to join the stream.

Students exiting the stream who have completed Dalyell units of study will continue to have these units count towards their degree as elective units of study. Students exiting the stream who have already completed at least six credit points of Dalyell units will not be required to complete six credit points of [Open Learning Environment units](#).

Cross Semester Average Mark

The Cross-Semester Average Mark (CSAM) is automatically calculated by Sydney Student either when:

- an existing Dalyell Scholar completes multiples of 48 credit points in their current course or
- a current student eligible to be invited to become a Dalyell scholar has completed a minimum of 48 credit points in their current course and has no more than 72 credit points in total including credit transfer units of study (from another institution or within The University of Sydney)¹.

The CSAM will be run post-progression and prior to enrolment. The CSAM will look at results from each semester, performs a sum of the credits for each student and if the student has completed 48 credit points (or more) performs a weighted average of their results. The formula used to calculate the CSAM is:

$$CSAM = \frac{\sum (\text{UoS mark} \times \text{UoS credit point value})}{\sum (\text{credit points value in CSAM period})}$$

To be more specific, the CSAM is the average mark a student has achieved across all units of study attempted across semesters where the sum total of credit points attained in those semesters is 48 credit points or greater. A CSAM is calculated by multiplying each unit of study mark and its credit point value, then adding these totals together. This is then divided by the sum of the credit points attempted within semesters in this period (CSAM period).

The amount of semesters in each CSAM period is determined by the amount of semesters it takes to complete at least 48 credit points, regardless of whether more than 48 credit points are attained. Where more than 48 credit points are attained in a CSAM period, the additional credit points will contribute to that CSAM, and will not be used again for any subsequent CSAM period.

Marks from all attempts at a unit of study are included, i.e. where a unit has been failed and subsequently passed, both marks will be included if they both fall within the same CSAM period. Units of study assessed only as pass or fail will count towards the minimum 48 credit point requirement, but not the CSAM formula. For instance, if a student receives marks for five units of study x 42 credit points and a Satisfied Requirements grade for one unit of study x six credit points, the CSAM result would be calculated based on the five units (42 credit points) with marks. Credit transfer units (from another institution or within The University of Sydney) are excluded from the 48-credit point requirement and the CSAM formula.

¹ Students with more than 72 credit points can be invited to the stream at the discretion of the faculty and with approval of the Associate Dean (Education)

Course transfers and consideration on the Dalyell Stream

For Dalyell scholars considering transferring from one University of Sydney degree to another, the course transfer application process will automatically direct them towards an i) allowable or ii) internal course transfer.

Allowable course transfers

Allowable course transfers are permitted when the course the Dalyell scholars is requesting to transfer to relates to their current course. Refer to the course resolutions in your faculty's handbook for permitted allowable transfers. If the allowable course transfer request is approved, students will receive a new offer letter. If they have space within their course to complete the core requirement of 12 credit points of Dalyell units and have maintained the expected CSAM, the Dalyell stream is added to their Sydney Student diet.

Internal course applications

If a student is requested to transfer to a new course that is not directly related to their current course, they will be directed to make an internal course application. Dalyell scholars can check the admission requirements for their chosen course through [Find a course](#).

Note that internal course applications are treated like a 'new student' application. This means the Dalyell stream will be added to the students Sydney Student diet if:

- the new course they are applying for includes the Dalyell Stream; and
- the student originally joined the stream based on an ATAR score of 98+ (or equivalent).

Key consideration for students that are going through the internal course application process is to ensure that if they want to continue in the Dalyell Stream, that the new course includes a Dalyell offering. Additionally, if the student originally joined the stream after completing 48+ credit points in their current course, the stream will not be added to their new course. This means that the student will need to request to have it added to their Sydney Student diet via the Student Centre portal. The Faculty Services team will then contact the student faculty of registration for advice.

Making a new degree plan

Once the student has transferred, it is recommended that they make a new degree plan as they will have new degree rules and will need to take into account any credit transferred. Students may wish to seek advice from their Dalyell Academic Leads on this matter.

Opting out of the stream

If a student was added to the Dalyell stream via the course transfer process, but does not wish to continue in the stream, they can opt out at any time via Sydney Student. The Current students' website explains how to opt out, what happens if they leave the stream and how any Dalyell units they have completed will count towards their degree.

3. Stream Features

Since the Dalyell stream will develop the graduate qualities to a high degree, it will include the requirement to complete a small suite of distinctive Dalyell units of study. It will also offer additional enrichment opportunities identified in the University's new undergraduate curriculum framework.

Requirements

Dalyell units of study

Dalyell Scholars must complete 12 credit points from a pool of designated [Dalyell units of study](#) which are open only to Dalyell Scholars. They aim to engage students in experiences that extend them to gain greater breadth of learning and depth of understanding. Emphasising societal contribution and a high level of capability in operating across disciplinary and cultural boundaries, the Dalyell units are intended to cultivate the vision, adaptability and perspective that will equip Dalyell Scholars to tackle the global challenges of the future.

The Dalyell units of study on offer each year are listed in the Table D section of the interdisciplinary studies handbook. They can be either two credit points or six credit points, although only 6 credit units are currently on offer and may be either disciplinary or interdisciplinary units of study but open to Dalyell students in other faculties as appropriate. There is also potential to offer units in the summer or winter teaching periods, and hence contribute to building a strong cohort of like-minded students.

Dalyell units of study cannot be core units within degrees, streams, programs, or majors. Additional Dalyell units can be taken by Dalyell Scholars as electives once they have completed the required 12 credit points of Dalyell units.

Optional enrichment opportunities

Accelerated enrolment and substitution

There are two ways in which Dalyell students might accelerate their learning in their major area of study:

- by enrolling early in units offered at a higher level than the current year of enrolment, or
- by substituting units in the curriculum with units offering enriched disciplinary content, advanced understanding or research.

Both types of units are intended to enhance the depth of Dalyell stream degrees. Accelerated enrolment and substitution is subject to appropriateness for the discipline concerned and the approval of the Dalyell coordinator and relevant major and unit of study coordinators and is via special permission. Academic mentors may have a role in advising students of acceleration opportunities relevant to their area of major study. Acceleration approvals will be under the oversight of the Associate Dean (Education) to ensure decisions are taken according to approved academic delegations. Accelerated enrolment in units of study may include access to units of study usually offered at master's level.

2000, 3000 and 4000-level enrichment units of study

Additional early enrolment is available in a range of 2000, 3000 and 4000-level units outside of a student's area of major study. These units are intended to enhance the breadth of Dalyell stream degrees and create a range of opportunities to participate in research and entrepreneurship experiences and undertake projects in industry and community settings. They can be taken as electives and appear in Dalyell Scholars' diets in the Sydney Student System and an approved list of enrichment units is included in the Interdisciplinary Studies Handbook.

The list of available Dalyell enrichment units is organised by faculty within the [Dalyell enrichment units of study table](#), listed within in the 'Table D' section of the Interdisciplinary Studies Handbook and Dalyell Scholars are entitled to enrol in units of study on the enrichment list which are no higher than two levels above units of study currently being taken in their major.

For example, a Dalyell Scholar who is undertaking 1000-level units of study in their major can enrol in 2000 and 3000-level units of study from the enrichment list. A Dalyell scholar who is taking 2000-level units of study in their major can enrol in units of study on the enrichment-list at either 2000, 3000 or 4000-level. If 5000-level units are approved for inclusion on the enrichment list, Dalyell Scholars in third year or above will be permitted to enrol in these units.

Enrichment units exist in a collection within the Dalyell diets in Sydney Student and students who don't pass the pre-requisites or co-requisites submit an Enrolment Exception Request which will be processed without consultation with the Dalyell or unit coordinator unless a unit is more than two levels above their current enrolment.

The Dalyell Stream Advisory Group responsible for academic governance of the stream will advise the Academic Board and committees on amendments to the Dalyell stream list of enrichment units.

Mobility experience

A winter or summer short-term global mobility program (at least six credit points) or a semester exchange program (24 credit points) abroad, with a one-time mobility scholarship as a contribution to costs (e.g. up to \$2000). Funding is subject to availability.

Terms and Conditions for the Dalyell Global Mobility Scholarship are periodically reviewed and updated. Dalyell Scholars can request the Dalyell Global Mobility Scholarship and view the terms and conditions through the Sydney Abroad [portal](#) which is accessible from the Current students - Dalyell Scholars page under Opportunities and professional development >

Mobility opportunities [page](#).

An exemption process has been created to allow Dalyell Scholars in their final year (or penultimate year for combined Bachelor of Advance Studies) to receive the Dalyell Global Mobility Scholarship for select domestic activities as set out in the Terms and Conditions. The Domestic activity must meet the intent of the Scholarship and be of direct relevance to the student's course. Students will require written approval from the Dalyell Faculty Lead in the Faculty/School to use the Dalyell Global Mobility Scholarship for a Domestic enrichment experience or Global experience that falls outside of "global mobility programs" (e.g. internship, conference or competition). They must submit an Enrichment Activity proposal form with their scholarship request as supporting documentation. The criteria for exemption are reviewed and approved as required by the Dalyell Stream Advisory Group (see [section 7](#)).

A repository of Domestic and Global enrichment experiences that have been substituted for 'global mobility programs' is available upon request from Sydney Global Mobility within Sydney Future Students (for contacts see [Appendix 3](#)).

Credit towards Dalyell requirements while on exchange

Students may apply to have units undertaken while on exchange to be credited towards the 12 credit points of Dalyell units required for the Dalyell Stream. Students who wish to do this must apply for conditional credit/academic approval as set out in the [Student Outbound Mobility Policy 2018](#). Decisions about exchange credit for Dalyell units will be made by the relevant Associate Dean, as set out in the policy, in consultation with Dalyell Faculty Leads and Faculty Services (Mobility). Exchange credit may be sought for study in:

- units within a comparable enrichment program for talented students in a partner institution;
- advanced interdisciplinary units;
- advanced units with comparable learning outcomes to a Dalyell unit at the University of Sydney;
- other units which meet the objectives of the Dalyell Stream as determined by the relevant Dalyell Coordinator.

Access to Dalyell-specific programs in designated disciplines

Access to the [Dalyell-specific Mathematical Sciences program](#) is available to Dalyell Scholars enrolled in a Bachelor of Science or a Bachelor of Science combined or double degree. Bachelor of Science combined degrees which are compatible with the Mathematical Science Program include: Bachelor of Advanced Computing and Bachelor of Science; Bachelor of Science and Bachelor of Advanced Studies; Bachelor of Science and Bachelor of Laws; Bachelor of Science and Master of Nursing. Bachelor of Science double degrees which are compatible with the Mathematical Science Program are Bachelor of Science and Doctor of Dental Medicine; Bachelor of Science and Doctor of Medicine. The Bachelor of Science and Master of Nutrition and Dietetics is not compatible with the Mathematical Science Program because this combined degree incorporates the program in Nutrition and Dietetics and there are insufficient credit points available to complete both programs.

4. Mentoring and professional skills development

A literature review conducted on mentoring programs suggests three main types of mentoring relationships benefits high-achieving students: peer-to-peer mentoring; staff-student mentoring; and alumni/professional-student mentoring². The Dalyell stream endeavours to provide each of these opportunities, with a focus on peer-to-peer mentoring to support cohort building and transition to university in the first year, academic mentoring to support progression and degree planning (including, where appropriate, acceleration) in second year, and alumni/professional mentoring to develop employability and career pathways in third and fourth year. However, this broad structure may be adapted as appropriate to suit faculty imperatives. Mentoring and professional skills development aims to focus on self-awareness, community contribution, and leadership development. It is not required that students participate in mentoring, but it should be made available to all students by hosting faculties.

Suggested mentoring format

The following broad structure is proposed. It may be adapted as appropriate to suit faculties.

- First year: Peer-to-peer to support cohort building and transitions in first year.
- Second year: Staff-student academic mentoring to support profession and degree planning.
- Third year: Professional mentoring with Alumni to develop employability, career, and research pathways.

Objectives

Dalyell mentoring aims to:

- Develop the graduate qualities (to a greater degree) among the Dalyell Stream Scholars.
- Develop leadership skills among Dalyell Scholars. Such skills can include self-awareness, and community contribution.

Role of the Dalyell Coordinator in managing Dalyell mentoring in their Faculty³

- Develop faculty-level mechanisms to contextualise the three-stage mentoring program.
- Oversee student registration and participation in the program across all years.
- Evaluate the mentoring program participation, retention, and feedback for continuous improvement.
- Emphasise cohort building via peer-to-peer mentoring and extra-curricular events in first year.
- Arranging engagement with academic stakeholders for second year mentorship.
- Arranging engagement with professional/alumni stakeholders for third year mentorship.

Delivery of First Year Mentoring

- Within each faculty, a senior high-achieving student (second year or higher) may mentor first year students to help them transition to university.
- Aims for first year students: Cohort building, emotional support, introduction to leadership opportunities.

- Aims for senior students: role modelling, teamwork skills, leadership and communication.

Methods and Frequency

- Workshops to facilitate peer-to-peer networking interactions and provide orientation.(prior to Welcome Week and towards the end of semester).
- LMS Community or other moderated online environment to promote sense of belonging and forge connections between students outside of the classroom; exchange ideas and build rapport between students of different year groups. (ongoing)
- Social opportunities to build confidence, social skills and informally foster a relationship with a mentor as a trusted friend to enable emotional support.
- To assist students who are transitioning from high school where they may have been the brightest student and who may feel challenged by being placed in a cohort of other high-achieving students.
- To imbue emotional resilience in dealing with the pressures of maintaining a high level of achievement.
- Weekly at the start of the semester.

Considerations

- This is a provisional format and further work is being undertaken with Dalyell coordinators and the Educational Innovation portfolio to clarify the format of Dalyell stream mentoring.

Delivery of Second Year Mentoring

Aims for second year students: Learning coaching to develop academic skills and study strategies, planning study pathway.

Methods and Frequency

- Opportunities for academic coaching may include attendance at conferences. (once per year).
- In person meetings with staff to point students towards relevant resources/opportunities available to them or map out a study pathway tailored towards their ambitions. (3 per semester).

Considerations

- Matching students to academic staff with similar interests or from the same discipline, whom they can communicate freely with and feel nurtured and inspired by their projects.
- Scheduling of meetings and record of attendance.
- Time available for students to work on extra-curricular projects such as presenting at a conference or funding for them to attend the conference.

Delivery of Third Year Mentoring

Aims for third year students: to support transition to the workplace, develop leadership skills.

Format

- Mentoring with high-achieving industry professionals/alumni including 3 group mentoring sessions and a 1:1 mentoring on completion of the program.
- Student and mentor induction sessions.
- Welcome and closing events for the program to facilitate networking with industry professionals and other Dalyell Scholars.

Considerations

- Development of a pool of alumni to participate in the program in collaboration with Advancement Portfolio.
- Matching of alumni to students and how applications indicating preferences to work with a particular alumnus are managed in a competitive pool.
- Hybrid delivery for mentoring sessions (online and in-person).

² To read this literature review, please see Appendix 4.

³ For details about the Dalyell coordinator, please see **Section 7**.

5. Degree Structures

Tables 1 and 2 set out illustrative indicative course structures for Bachelor degrees and Bachelor/Bachelor of Advanced Studies combined degrees for a student undertaking the Dalyell stream. The actual semesters in which Dalyell, core and elective units are taken may vary depending on the structure of the major, program or stream, and student choice.

Table 1. Illustrative course structure options for a 144cp Bachelor degree for a Dalyell scholar*

Year 1	Major 1	Major 1	Core / Elective	Core / Elective	Dalyell unit(s)	Elective/ Stream	Minor / Major 2	Minor / Major 2
Year 2	Major 1	Major 1	Major 1	Core / Elective	Dalyell unit(s)	Elective/ Stream/ Core	Minor / Major 2	Minor / Major 2
Year 3	Major 1	Major 1	Major 1	Core / Elective	Elective / Major 2	Elective / Major 2	Minor / Major 2	Minor / Major 2

*The eight right-most columns indicate units of study; Dalyell unit(s) = cohort-specific disciplinary or interdisciplinary units of study.

Table 2. Illustrative course structure options for a 192cp Bachelor/Bachelor Advanced Studies degree for a Dalyell scholar*

Year 1	Major 1	Major 1	Core / Elective	Core / Elective	Dalyell unit(s)	Elective / Stream	Major 2	Major 2
Year 2	Major 1	Major 1	Major 1	Core / Elective	Dalyell unit(s)	Elective/ Stream/ Core	Major 2	Major 2
Year 3	Major 1	Major 1	Major 1	Core / Elective	Major 2	Major 2	Major 2	Major 2
Year 4	Project	Project	Project/ AdvCW	Project/ AdvCW	Project/ AdvCW	Project/ AdvCW	AdvCW	AdvCW

*The eight right-most columns indicate units of study; AdvCW = 4000- or 5000-level and may include professional skills; Dalyell unit(s) = cohort- specific disciplinary or interdisciplinary units of study.

6. Combined Degrees

Dalyell units

- All combined degrees with Dalyell stream options share the 12 credit points required for Dalyell program, rather than requiring 24 credit points across the combined degree.
- To enable the above, it is necessary that the decision to share Dalyell Units across degrees is applied to all degrees with Dalyell programs.

Testamurs

- Participation in the Dalyell stream is reflected on both testamurs where separate testamurs are required under degree resolutions and both degrees offer the Dalyell stream. In such cases that only one of the degrees offers the Dalyell stream and two testamurs are issued, the term Dalyell Scholar will appear only on the testamur of the relevant degree.

7. Governance of the stream

Dalyell Stream Advisory Group

A Dalyell Stream Advisory Group was established in 2023. The Advisory Group assists the Deputy Vice-Chancellor (Education) and the Academic Board to oversee academic and student experience aspects of the Dalyell stream in all degrees in which it is offered. With a membership that includes all of the Dalyell Faculty Leads, the group assists to maintain the University-wide Dalyell reputation by ensuring cross-faculty coordination, oversight, and quality reporting on the stream.

The group has a predominantly academic focus such as advising on what is included in [Table D](#) and the [Dalyell stream enrichment unit list](#) and will recommend decisions regarding Dalyell stream student experience and operational matters to the Dalyell Scholars Student Liaison Committee and/or to relevant professional service units within the Operations portfolio (**Appendix 3**).

Dalyell Scholars Student Liaison Committee

The Dalyell Scholars Student Liaison Committee (DSSLC) is the formal mechanism for Dalyell students and Dalyell Faculty Leads to communicate with each other about the stream. The committee aims to develop and provide a high-quality student experience and leadership opportunities. The focus of the group is predominantly co-curricular with a focus on student experience; student wellbeing and student support services. From time to time, the group may provide feedback on policies relating to quality assurance around learning and teaching, course reviews and curricula development. Curricular matters will be referred to the Dalyell Stream Advisory Group for decision as required.

The group comprises of seven Dalyell Faculty Leads, and fourteen Dalyell scholar student representatives. Student representatives are chosen through an expression of interest (EOI) process at the beginning of each new academic year.

8. Dalyell Faculty Leads

A Dalyell Faculty Lead means the nominated academic to whom the relevant Associate Dean (Education) has given responsibility for coordinating and reporting on implementation of the Dalyell stream on behalf of a faculty. This academic role is necessary to provide a single point of accountability in larger faculties where multiple Dalyell coordinators may be necessary to distribute the workload of managing an expected high number of Dalyell Scholars and look after the mentoring and enrichment needs of Dalyell students in particular disciplines.

Responsibilities

Specific responsibilities of the Dalyell Faculty Lead will include:

Coordinate University-wide communication

- Represent their faculty in the governance of the Dalyell stream via the Dalyell Stream Advisory Group
- Recommend changes to, and respond to requests from, senior University committees as required to enhance the Dalyell stream in collaboration with other faculties
- Provide consistent advice to Student Administration Services and Sydney Future Students
- Respond to enquiries about the Dalyell Stream or provide referral to relevant school Dalyell Coordinator
- Maintain regular contact with other faculties to coordinate inter-faculty activities and provide interdisciplinary enrichment opportunities and Dalyell units of study
- Share evaluation results with the faculty board and Associate Dean Education and with other faculties to identify whole-of-University strategies for stream development

Oversee faculty implementation

- Advise Associate Deans on allowing students to accelerate and participate in advanced units of study
- Maintain regular contact with faculty Dalyell Coordinators to ensure consistency of practice and standards and ensure maximum benefit to students

9. Dalyell Coordinators

One or more Dalyell Coordinators will be appointed in each faculty to administer the Dalyell program, with multiple coordinators necessary in larger faculties to share workload associated with the high number of Dalyell Scholars. This role is necessary to coordinate the Dalyell co-curricular activities, coordinate activities between faculties to create interdisciplinary effectiveness, manage the Dalyell mentoring program, and to administer, guide and communicate with Dalyell students and relevant staff and other stakeholders at the faculty level. It may be possible for several staff to share the responsibilities of the role of the Dalyell Coordinator, with determination of any such divisions at faculty discretion.

Responsibilities

Specific responsibilities of the Dalyell Coordinator will include:

Coordinate co-curricular activities

- Establish an annual schedule of events for Dalyell students with a focus on developing leadership, self-awareness and the graduate qualities to a high level, and a particular emphasis on supporting cohort-building in first year
- Manage or oversee management of events
- Engage with appropriate stakeholders and guest speakers, both internal and external, to maximise co-curricular activity impact
- Evaluate Dalyell co-curricular activities to identify and act upon opportunities for continuous improvement

Manage the Dalyell mentoring program

- Develop faculty-level mechanisms to appropriately contextualise the broadly structured three-stage mentoring program:
- First year: peer-to-peer mentoring
- Second year: academic mentoring
- Third/fourth year: alumni/professional mentoring
- Oversee student registration and participation in the mentoring program across all years of the program
- Engage with academic and professional stakeholders to facilitate implementation of second and third/fourth year mentoring programs
- Evaluate the mentoring program for participation and retention, and provide feedback to determine effectiveness and to identify and act upon opportunities for continuous improvement

Facilitate student administration and communication

- Conduct an annual review of student progression in Dalyell at a faculty level to inform planning and stream development
- Coordinate and escalate requests for discretionary approvals to the faculty's Associate Dean
- Approve accelerated progress in a major, minor or program as appropriate
- Develop register of 3000-level and 4000-level enrichment units at faculty level and ensure these are reflected in Sydney Student (if relevant)
- Coordinate the development of Dalyell units of study at a faculty level
- Communicate with faculty Dalyell students to advise of co-curricular events, mentoring program opportunities, mobility experiences, enrichment units, Dalyell units of study, and to address any other issues arising

Appendix 1: Mentoring literature review

Student peer mentoring in higher education Preliminary literature review

Amani Bell, Educational Innovation, 25.10.2016 (updated 19.11.16)

Definitions

Mentoring:

There is a lack of an agreed definition / different definitions of what mentoring is, however, there are several aspects of mentoring that most Scholars agree on:

- Mentoring relationships are helping relationships usually focused on achievement. Mentoring provides any, or all, of 15 diverse functions. These functions reflect three components of the mentoring relationship: (a) emotional and psychological support, (b) direct assistance with career and professional development, and (c) role modelling.
- Mentoring relationships are reciprocal – both mentors and mentees contribute to the relationship, and receive (non-financial) benefits.
- Mentoring relationships are personal – they require direct interaction between mentor and mentee.
- Relative to their mentees, mentors have greater experience, influence, and achievement within a particular organisation or environment.
(Jacobi, 1991, 513)

Peer-to-peer mentoring:

Peer mentoring is defined as 'a helping relationship in which two individuals of similar age and / or experience come together, either informally or through formal mentoring schemes, in the pursuit of fulfilling some combination of functions.' (Terrion & Leonard, 2007, 150).

Peer-to-peer mentoring in higher education often involves a more senior student mentoring one or more first year students, to help them navigate their transition to university and the 'hidden curriculum' (Collings et al., 2016).

A study by Colvin and Ashman (2010) found five overall roles for student mentors in higher education: connecting link, peer leader, learning coach, student advocate, and trusted friend.

Time period:

There is lack of agreement about how long a mentoring relationship should last, ranging from a single encounter to years, though a one year time period is commonly used in higher education (Jacobi, 1991).

Benefits

Although there is a lack of empirical studies on the association between mentoring and academic outcomes, there are many studies that have found benefits for student mentors and mentees in higher education.

For mentees:

- Assist first year transition, retention and belonging (Glaser, Hall & Halperin, 2006).
- Assist first year students to develop communication and organisational skills (Glaser, Hall & Halperin, 2006).
- Programs with an academic focus have positively influenced achievement and approaches to learning (Dearlove et al., 2007; Fox et al., 2010)
- Socio-emotional support (Collings et al., 2016)

- Help to make connections between students in the classroom and other resources on campus (Colvin, 2015)

In general, students perform better academically and are more likely to persist in higher education when, “those students who possess broader, well-connected networks ... are able to more easily make connections with others due to the multitude of paths reaching to many parts of the overall network” (Thomas 2000, 10–11).

For mentors

- Benefits for mentors fall into four areas: altruistic, cognitive, social and personal growth.
 - Particular benefits include:
 - Sense of achievement and satisfaction in their role of assisting new students
 - Development of graduate qualities
 - Opportunity for leadership experience and development
 - Gain knowledge of about resources and services available in their university that they were not aware of previously
 - Opportunity to get to know and interact with new students in their field, thus building rapport between students from different years
 - Ongoing networks / friendships with mentees, other mentors
 - Gain confidence & social skills
 - Reapply concepts in their own lives
- (Beltman & Schaeben, 2012; Colvin, 2015)

Risks

There are risks involved in mentoring programs, especially due to lack of time, insufficient planning, poor matching, and the failure to fully understand and appreciate the process of mentoring, all of which can be detrimental to the mentor, mentee or both (Long, 1997). Risks associated with poorly designed and supported programs include:

- Mentees become too attached to / too dependent on their mentor
 - Mentor doesn't fulfil their role (e.g. doesn't show up, not dedicated enough), or conversely tries to do too much, becomes anxious about role
 - Mentors might find it challenging if they are allocated a large group of mentees
 - Mentees might not commit to the program (e.g. lack of response to emails)
 - Lack of free time, and time on campus for mentors and mentees to engage in program
 - Mentors may struggle not to take on others' problems
 - Time-consuming to select, train & support mentors
 - Confusion about roles and responsibilities
- (Colvin, 2015; Dearlove et al., 2007)

Many of the risks associated with mentoring can be prevented by providing a well-designed and supported program.

Considerations for mentoring programs for high-achieving students

There are only a few papers about mentoring for high-achieving university students. However, it is very likely that the points discussed above also apply, with mentoring having the additional benefit of helping high-achieving students deal with the pressure of constantly performing at a high level.

The following issues should also be considered:

- Students who excelled in high school are often considered not to need mentoring programs in university (Freeman, 1999), however there are benefits for these students.
- Mentoring should begin as soon as possible after a student is in contact with the university (Freeman, 1999)
- If high-achieving students are mentored by staff, they should be matched with staff with similar interests, with whom they can communicate freely, and who will be supportive and nurturing (Freeman, 1999)

- Mentors might be high achieving professionals / alumni (Lopatto, 2010)
- Mentoring for high-achieving students could involve challenging activities e.g. could be based around research projects, with opportunities to present at conferences (Lopatto 2010)
- Working with other undergraduates on research is evaluated as either moderately or significantly enhancing the research experience by almost 80% of students who work in teams. The teams could include an undergraduate student peer mentor (a senior high achieving student could take this role), alongside a research supervisor. These mentors report gaining confidence as researchers, increased motivation to work on the research, deepened understanding of the research project, and improved communication skills (Lopatto, 2010)

Web-based example

Advice on how to find mentors for high-achieving students:

<http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Matching-Mentors-for-High-Achieving-Students.aspx>

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Appendix 2: Expected Qualities of a Dalyell Scholar

First Quality of Dalyell Scholars

Dalyell Scholars will be able to analyse and interpret complex scenarios, structure problems and develop effective cross/interdisciplinary, novel or research-based solutions to tackle systemic societal and global problems.

Relevant University of Sydney graduate qualities

Broader skills:

- Critical thinking and problem solving
- Information and digital literacy
- Inventiveness

Dalyell stream aspects/s that cultivate this capability

- Dalyell units
- Mobility

Second Quality of Dalyell Scholars

Dalyell Scholars will be able to demonstrate a high degree of capability, resilience and agility in operating across cultural boundaries and engage ethically, respectfully and professionally in inter and cross-cultural settings and on the world-stage.

Relevant University of Sydney graduate qualities

- Cultural competence
- An integrated professional, ethical and personal identity

Dalyell stream aspects/s that cultivate this capability

- Dalyell units
- Mobility
- Mentoring
- Dalyell specific programs (eg languages)

Third Quality of Dalyell Scholars

Dalyell Scholars will integrate deep disciplinary knowledge and synthesise multiple viewpoints, practices or disciplines into their own perspective and will use this to influence others.

Relevant University of Sydney graduate qualities

- Interdisciplinary effectiveness
- Influence
- Communication

Dalyell stream aspect/s that cultivate this capability

- Acceleration units
- Enrichment units
- Mobility
- Dalyell units
- Dalyell specific programs

Appendix 3: Dalyell Stream Contact List for faculties

Co-Curricular Offerings		
Feature of the stream/Offering	Purpose and function	Contact/s
Dalyell Scholars Student Staff Liaison Committee	Getting in contact with student representatives + opportunities for staff to raise concerns	Co-curricular Programs Manager, Office of Student Life, Education portfolio Chau Le chau.le@sydney.edu.au
Student Life Instagram account	Student engagement Instagram: @sydney_studentlife	
Dalyell Scholars e-Community Canvas page	Student engagement University Dalyell Scholars Hub Canvas page	
Dalyell Grants	Student Life Grants for students and staff Link to information https://www.sydney.edu.au/students/student-life-grants.html	
Dalyell Welcome	University Dalyell Scholars Hub Canvas page	
Dalyell Professional Mentoring Program: 1 st year (peer-to-peer)	Administered by each faculty	Dalyell Faculty Leads as set out in the Interdisciplinary Studies Handbook
Dalyell Professional Mentoring Program: 2 nd year (staff-student)	Administered by each faculty	
Dalyell Professional Mentoring Program: 3 rd year (alumni/professional/research-student)	Administered by Student Life in partnership with Alumni Relations, VP Advancement https://www.sydney.edu.au/students/dalyell-scholars/professional-mentoring.html	
		Co-curricular Programs Manager, Office of Student Life, Education portfolio Chau Le chau.le@sydney.edu.au

Student Support Services		
Feature of the stream/Offering	Purpose and function	Contact/s
Health and wellbeing support	<p>If a Dalyell student is experiencing significant academic and/or personal difficulties and requires support, your options are:</p> <ul style="list-style-type: none"> - Offer to assist the student to connect with the appropriate support services available, and/or - Complete a Student Wellbeing Care Report, or email student.wellbeing@sydney.edu.au, or call Wellbeing Services on 02 8627 8433. - If the student is unwilling to accept a referral, respect their decision and recommend they review the Student Life (student support services) webpage - Raise the issue directly with Co-curricular Programs Manager who will triage to Student Wellbeing, Student Life 	<p>student.wellbeing@sydney.edu.au</p> <p>Student Life (student support services) webpage</p> <p>Co-curricular Programs Manager, Office of Student Life, Education portfolio Chau Le chau.le@sydney.edu.au</p>
Financial support	<p>If a Dalyell student is experiencing financial difficulties:</p> <ul style="list-style-type: none"> - Direct them to the Financial Support page on the Student website for information about financial support, including the types of support available, how to apply, eligibility and supporting documentation required. - Students can contact the Office of Student Life by submitting an online enquiry in the Services Portal. 	<p>Financial Support page on the Student website</p> <p>Office of Student Life via online enquiry</p>
Dalyell Professional Mentoring	For queries related to the running of the Dalyell Professional Mentoring program, and any sections of Dalyell publications that deal with Dalyell Professional Mentoring.	<p>Co-curricular Programs Manager, Office of Student Life, Education portfolio Chau Le chau.le@sydney.edu.au</p>

Admissions		
Feature of the stream/Offering	Purpose and function	Contact/s
Admissions	Entry to the stream at the point of application for a course, based on ATAR	Director, Admissions, Sydney Future Students, Wencong Chai wen.chai@sydney.edu.au

Curriculum Management		
Feature of the stream/Offering	Purpose and function	Contact/s
Dalyell stream curriculum governance	For queries related to curriculum amendments of the following: Dalyell Units of Study / Table D Enrichment Units of Study. A Dalyell Stream Advisory Group will be convened by the Head on behalf of the Deputy Vice-Chancellor (Education), as required.	Head, Curriculum and Quality Education portfolio dvc.e-curriculum@sydney.edu.au
Dalyell stream curriculum operationalisation	Operationalisation of approved Dalyell stream curricular offerings in students' diets	Manager, Academic Model, Student Administration Services (SAS) Joshua Fong-Sim joshua.sim@sydney.edu.au please copy: Head, Curriculum and Quality Education portfolio dvc.e-curriculum@sydney.edu.au

Progression		
Progression (general)	<p>Sydney Student team For queries related to the generation of Dalyell Scholars' progression reports, student eligibility to join the stream after completion of 24cp and decisions regarding student retention of the stream (functions related to CSAM calculations), please contact the Sydney Student team. There is a Teams site that has been established to manage the administration of progression rounds. This is where communications regarding each progression round are administered between Sydney Student and all the faculties. Please reach out to Sydney Student to request to be added to the site.</p> <p>Faculty Services team Note: for some queries that relate to progression but also an issue with an existing student's enrolment in the stream or Dalyell units, please contact Faculty Services.</p>	<p>Sydney Student Project and Delivery Manager Information and Communications Technology, Office of the Vice-Principal (Operations) Jesal Taneja jesal.taneja@sydney.edu.au</p> <p>please copy: Senior Operations Analyst Information and Communications Technology, Office of the Vice-Principal (Operations) Christiaan van Hove christiaan.vanhove@sydney.edu.au</p> <p>Director, Student Administration Services (SAS) Sarah Brown sarah.brown@sydney.edu.au</p> <p>Portfolio Manager, Faculty Services Operations, Student Administration Services (SAS) Chad Davis chad.davis@sydney.edu.au</p>
Progression communications to students	For updates to wording of communications sent to students who have been removed from the stream as an outcome of the progression process.	<p>Digital Experience and Communications Manager Rachael Cunningham rachael.cunningham@sydney.edu.au</p> <p>Senior Administrative Officer, Student Information, Student Administration</p>

		<p>Services (SAS) Emma Davis Emma.davis@sydney.edu.au</p> <p>please copy:</p> <p>Head, Curriculum and Quality Education portfolio dvc.e-curriculum@sydney.edu.au</p>
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Dalyell Stream Mobility		
Feature of the stream/Offering	Purpose and function	Contact/s
Dalyell Mobility experience	Study abroad opportunities for Dalyell Scholars link	Associate Director, Sydney Global Mobility, Sydney Future Students, Cara Bonnington cara.bonnington@sydney.edu.au
Dalyell Mobility scholarships	Administration of the Dalyell mobility scholarship to study abroad	Scholarships Adviser, Sydney Global Mobility, Sydney Future Students, Hilary Camarda h.camarda@sydney.edu.au
Credit and Mobility	Enquiries around curricular requirements for Dalyell Scholars undertaking mobility experiences	Faculty and Student Services, Mobility team mobility.facultyservices@sydney.edu.au

Dalyell Stream Publications		
Feature of the stream/Offering	Purpose and function	Contact/s
Dalyell stream compendium	Overview of the design and features of the Dalyell stream and roles and responsibilities	Head, Curriculum and Quality Education portfolio dvc.e-curriculum@sydney.edu.au
Dalyell stream intranet pages		
Interdisciplinary Studies Handbook	Contains details of Dalyell units and enrichment units on offer and a list of Dalyell Faculty Leads and Coordinators	

Dalyell Scholars' Guide	A guide for current Dalyell scholars giving an overview of both curricular and co-curricular features of the stream and 'need to know' information about their candidature	Digital Experience and Communications Manager Rachael Cunningham rachael.cunningham@sydney.edu.au
Current students pages - Dalyell	Information for current students https://www.sydney.edu.au/students/dalyell-scholars.html	NB : include Benedict Malherbe in requests to upload the content benedict.malherbe@sydney.edu.au Student and Staff Communication and Information, Student Administration Services (SAS) student.website@sydney.edu.au please copy: Head, Curriculum and Quality Education portfolio dvc.e-curriculum@sydney.edu.au
Prospective students pages - Dalyell	Information for prospective students and current students who may be eligible to become Dalyell Scholars including the namesake, design of the stream: https://www.sydney.edu.au/study/study-options/undergraduate-courses/dalyell-scholars.html	Head of Student Marketing, Marketing, Communications and Engagement, External Engagement portfolio Ellen Gregory ellen.gregory@sydney.edu.au
Academic Excellence Scheme webpage	Coordination of list of Dalyell courses that are excluded https://www.sydney.edu.au/study/how-to-apply/undergraduate/admission-pathways/academic-excellence-scheme.html	please copy: Head, Curriculum and Quality Education portfolio dvc.e-curriculum@sydney.edu.au

Dalyell Stream Publications (cont)		
Feature of the stream/Offering	Purpose and function	Contact/s
Sydney Courses pages	Information for prospective students on courses and curriculum components	Strategic Projects Manager Marketing and Communications Philip Cookson philip.cookson@sydney.edu.au
Faculty sites with Dalyell stream references	Faculty-specific information faculty eg. sydney.edu.au/science	please copy: Head, Curriculum and Quality Education portfolio dvc.e-curriculum@sydney.edu.au Manager, Information Quality Sydney Future Students Thushara Fernando Thushara.fernando@sydney.edu.au
Dalyell Stream Canvas pages (these pages are used to post information to current Dalyell students from their relevant Faculties)	<p>The Education Innovation team manage access to this site. The Dalyell Faculty Leads/ coordinators/ faculty manage the upload of content to the Dalyell Canvas site.</p> <p>The adding/removing of students from the site is a manual process completed by the Student Life team, with the support of Educational Innovation (EI) team. EI complete a bulk update and then Student Life team manually cross reference the outcomes of a progression round with the list of students with access to the site, making updates where required.</p>	<p>Contact for requesting access to the Dalyell Canvas sites: Educational innovation ei.helpdesk@sydney.edu.au</p> <p>Contact for adding or removing students: Student Life team</p> <p>Co-curricular Programs Manager, Office of Student Life, Education portfolio Chau Le chau.le@sydney.edu.au</p>