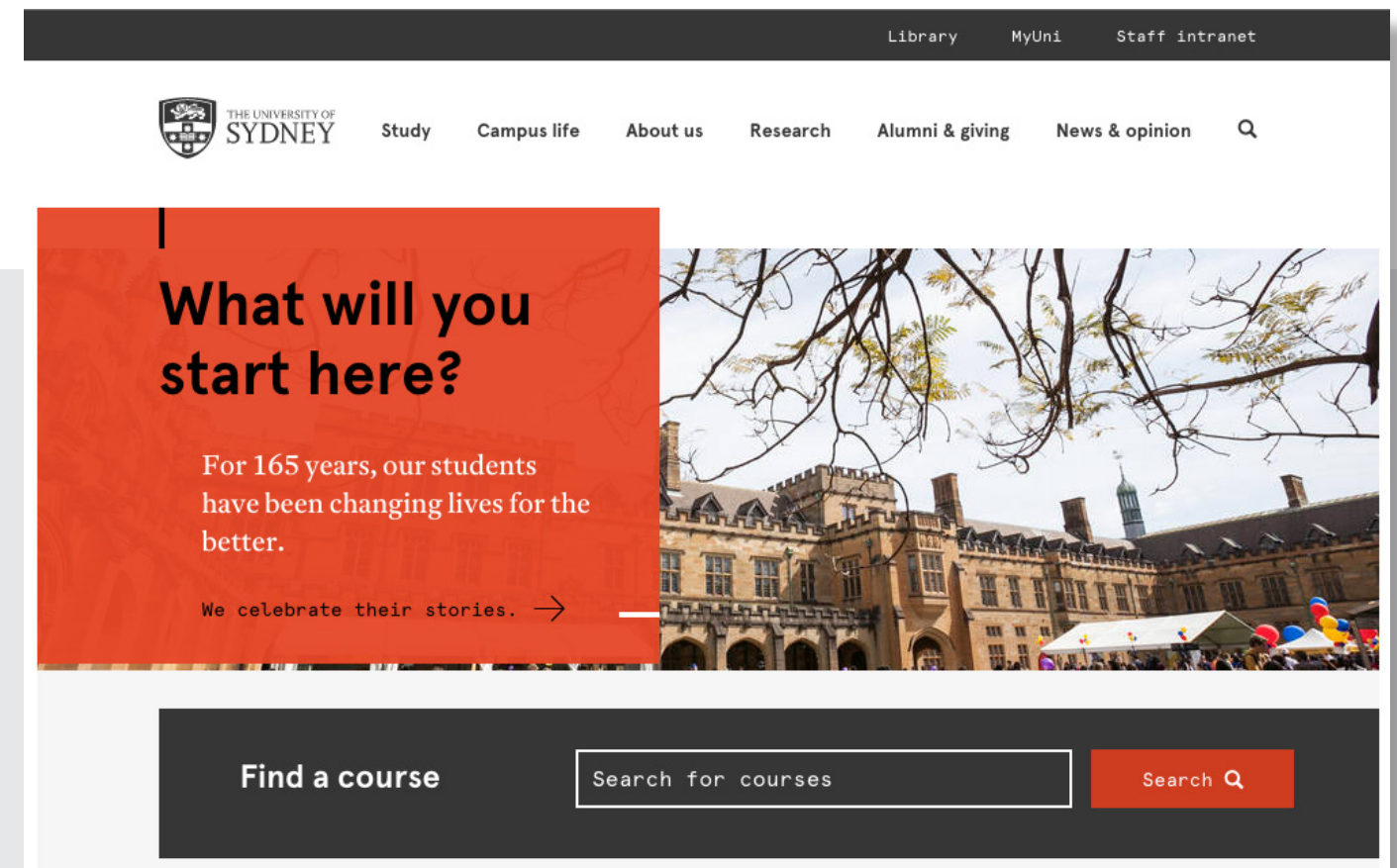


# Courses: UX

UX optimised re-design  
of course search, results  
listings & course pages



*University of Sydney Home Page*

Document\_

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# Version Control, Audience & Signatories

## Version Control

| Date                      | Version | UX Document                   | UX Wireframes                           | Author  | Note   |
|---------------------------|---------|-------------------------------|---|---|--|
| Monday 2nd November 2015  | V1      | 151102_SydneyCourses_v1.1     | http://zui7zu.axshare.com<br>P:Sydney01 | Rachael Page, Snr UX Architect,<br>Marketing & Communications | Draft started. Supporting information provided by<br>Aditya Aditya, BA and Reviewers listed below. |
| Wednesday 13th April 2016 | V2      | 160413_SydneyCourses_<br>v2.0 | http://157kgh.axshare.com<br>P:Sydney01 | Rachael Page, Snr UX Architect,<br>Marketing & Communications | Final Draft  |
|                           |         |                               |   |   |  |
|                           |         |                               |   |   |  |

## Reviewers

| Staff Name        | Role                                      | Version reviewed | Date & Document name of requested changes / or 'None' |
|-------------------|---|------------------|---|
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| Lisa McCullough   | Manager, Information Systems              |                  |   |
| Sue Lalor         | Executive Manager, Operations             |                  |   |
| Thushara Fernando | Manager, Information Quality              |                  |   |
| Kunal Bansal      | Web Programing Manager                    |                  |   |

## Approvers

| Staff Name      | Role  | Approved version | Date & Document name of requested changes / or 'None' |
|-----------------|---|------------------|---|
| Michelle Carlin | Director, Global Student Recruitment                                |                  |   |
| Marian Theobald | Director, Marketing and Communications & Chief<br>Marketing Officer |                  |   |

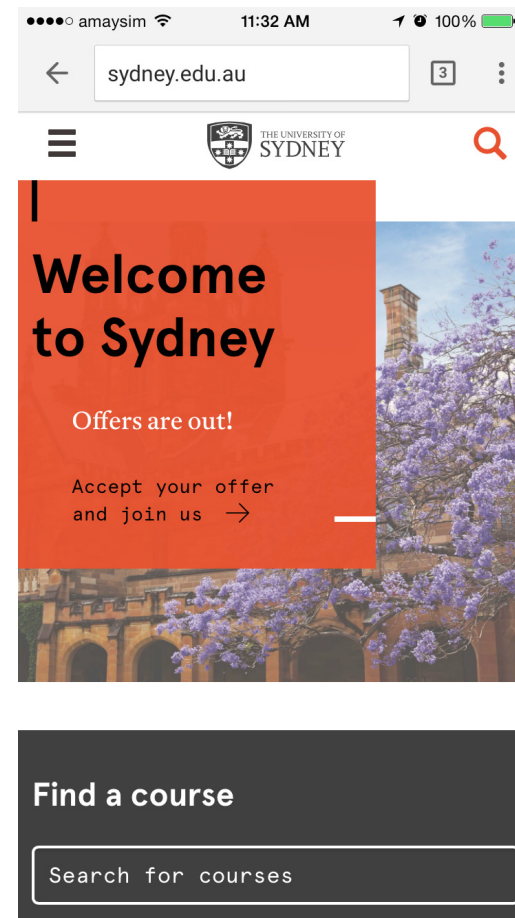
**Author: Rachael Page, B.Eng. (Hons), Page Design**  
**For follow-up contact via: [www.pageportfolio.net](http://www.pageportfolio.net)**

**Assisted by: James Kane, BA (Hons), MPhil, PhD – Analyst**  
**Aditya Aditya – Business Analyst**

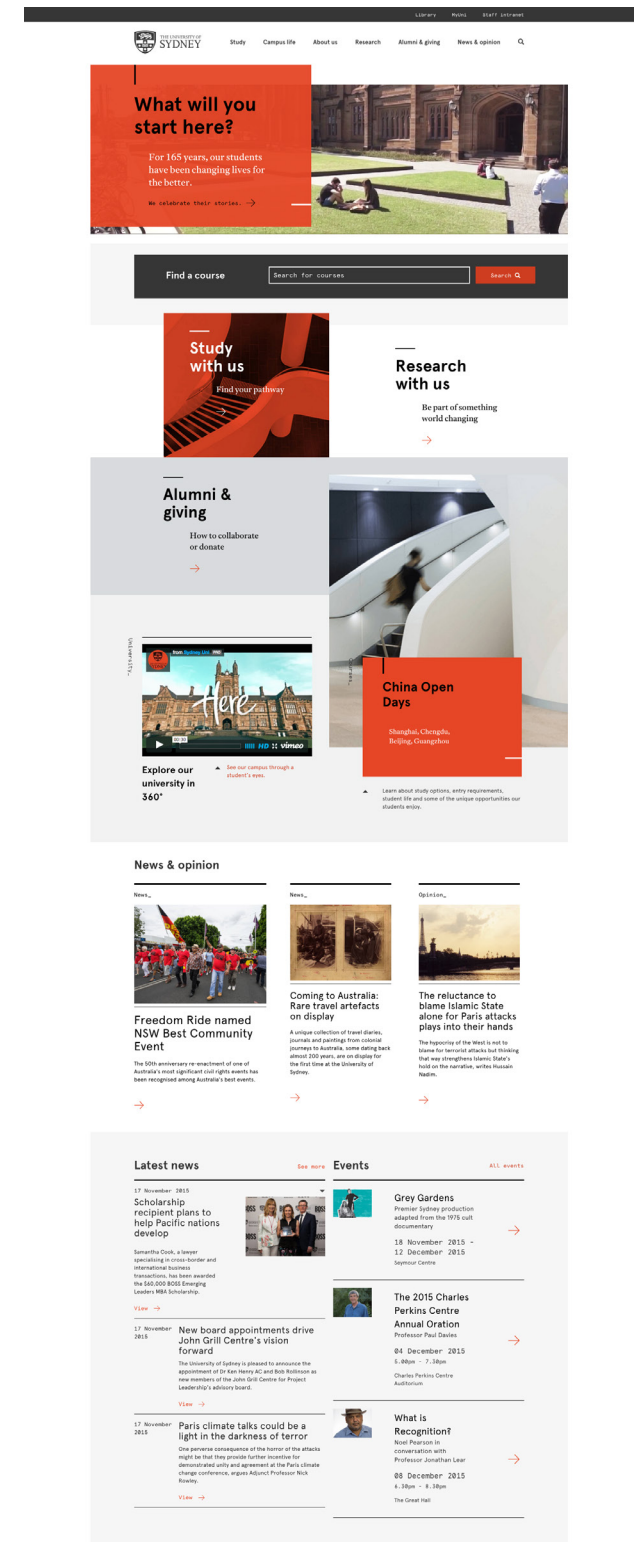


# Supporting Documents

| Document Name                          | Date published | Link  | Priority to read and Relevance                                |
|--|----------------|---|---|
| BAG pre-read for Sydney courses        | 26/10/15       | <a href="https://www.dropbox.com/s/7pcvo6uosr3pboa/BAG-Pre-Read-for-Sydney-Courses-v0.1.pptx?dl=0">https://www.dropbox.com/s/7pcvo6uosr3pboa/BAG-Pre-Read-for-Sydney-Courses-v0.1.pptx?dl=0</a>   |   |
| Content by field Sydney courses        | 21/10/15       | <a href="https://www.dropbox.com/s/d0ad4npecxzegca/content-by-field-Sydney-Courses-as-at-04-03-2015.xlsx?dl=0">https://www.dropbox.com/s/d0ad4npecxzegca/content-by-field-Sydney-Courses-as-at-04-03-2015.xlsx?dl=0</a>   |   |
| Copy of web redesign                   | 21/10/15       | <a href="https://www.dropbox.com/s/9ululgqn8bns3v8/Copy-of-web-redesign-prj-27-01-2015-GT-Model-Sydney-Courses-to-content-mapping-%28version-1%29.xlsx?dl=0">https://www.dropbox.com/s/9ululgqn8bns3v8/Copy-of-web-redesign-prj-27-01-2015-GT-Model-Sydney-Courses-to-content-mapping-%28version-1%29.xlsx?dl=0</a> |   |
| Draft- UOS web content principles      | 20/10/15       | <a href="https://www.dropbox.com/s/kqnpdgbixt6fzyz/DRAFT-UoS-Web-Content-Principals-v1-Full.pptx?dl=0">https://www.dropbox.com/s/kqnpdgbixt6fzyz/DRAFT-UoS-Web-Content-Principals-v1-Full.pptx?dl=0</a>   |   |
| IA navigation final                    | 20/10/15       | <a href="https://www.dropbox.com/s/rrp31djwvnfo92k/IA-Navigation-Final-05052015.xlsx?dl=0">https://www.dropbox.com/s/rrp31djwvnfo92k/IA-Navigation-Final-05052015.xlsx?dl=0</a>   |   |
| IA Tagstore                            | 20/10/15       | <a href="https://www.dropbox.com/s/bwmtxotwn577mf5/IA-TagStore-V16.xlsx?dl=0">https://www.dropbox.com/s/bwmtxotwn577mf5/IA-TagStore-V16.xlsx?dl=0</a>   | 2. These are tags, but there's no structure (which is needed) |
| Proposed vs Baseline tree jack results | 20/10/15       | <a href="https://www.dropbox.com/s/f4pilxfavevq8at/Proposed-vs.-Baseline-TreeJack-results-3.0.pdf?dl=0">https://www.dropbox.com/s/f4pilxfavevq8at/Proposed-vs.-Baseline-TreeJack-results-3.0.pdf?dl=0</a>   |   |
| SRU- Top online course searches        | 22/10/15       | <a href="https://www.dropbox.com/s/9328yscxy2skvme/SRU-TopOnlineCourseSearches%5B1%5D.pdf?dl=0">https://www.dropbox.com/s/9328yscxy2skvme/SRU-TopOnlineCourseSearches%5B1%5D.pdf?dl=0</a>   |   |
| Sydney courses – analysis other uni    | 22/10/15       | <a href="https://www.dropbox.com/s/zukgz6u8bf1ypfu/Sydney-Courses-analysis-other-uni.pptx?dl=0">https://www.dropbox.com/s/zukgz6u8bf1ypfu/Sydney-Courses-analysis-other-uni.pptx?dl=0</a>   |   |
| Sydney courses fields                  | 20/10/15       | <a href="https://www.dropbox.com/s/bae9wk39ngdjo1i/Sydney-Courses-fields.docx?dl=0">https://www.dropbox.com/s/bae9wk39ngdjo1i/Sydney-Courses-fields.docx?dl=0</a>   |   |
| Sydney courses BRD V0.1                | 20/10/15       | <a href="https://www.dropbox.com/s/0x0sg1afjypvsjj/Sydney_courses_BRD-V0.1.docx?dl=0">https://www.dropbox.com/s/0x0sg1afjypvsjj/Sydney_courses_BRD-V0.1.docx?dl=0</a>   |   |
| Sydney courses BRD V0.2                | 21/10/15       | <a href="https://www.dropbox.com/s/ydqjy1y7x8ejhh6/Sydney_courses_BRD-V0.2.docx?dl=0">https://www.dropbox.com/s/ydqjy1y7x8ejhh6/Sydney_courses_BRD-V0.2.docx?dl=0</a>   |   |
| SydUni digital guidelines              | 20/10/15       | <a href="https://www.dropbox.com/s/tv92cjaudhs1p9v/SydUni-Digital-Guidelines.pdf?dl=0">https://www.dropbox.com/s/tv92cjaudhs1p9v/SydUni-Digital-Guidelines.pdf?dl=0</a>   |   |
| UOS – Personas                         | 20/10/15       | <a href="https://www.dropbox.com/s/n8k3l7lwp522mep/University-of-Sydney-Personas-v3.0-FINAL.pptx?dl=0">https://www.dropbox.com/s/n8k3l7lwp522mep/University-of-Sydney-Personas-v3.0-FINAL.pptx?dl=0</a>   |   |
| UOS – Web content strategy             | 20/10/15       | <a href="https://www.dropbox.com/s/zotk3y36ly0f0pq/University-of-Sydney-Web-Content-Strategy-Final-v9.1.pdf?dl=0">https://www.dropbox.com/s/zotk3y36ly0f0pq/University-of-Sydney-Web-Content-Strategy-Final-v9.1.pdf?dl=0</a>   | 1. Overarching Digital Marketing strategy                     |
| UOS – JIRA user stories                | 04/11/15       | <a href="https://www.dropbox.com/s/zotk3y36ly0f0pq/University-of-Sydney-Web-Content-Strategy-Final-v9.1.pdf?dl=0">https://www.dropbox.com/s/zotk3y36ly0f0pq/University-of-Sydney-Web-Content-Strategy-Final-v9.1.pdf?dl=0</a>   |   |
| User research workshop                 | 22/10/15       | <a href="https://www.dropbox.com/s/t917ussahm25xxa/User-Research-Workshop.pages?dl=0">https://www.dropbox.com/s/t917ussahm25xxa/User-Research-Workshop.pages?dl=0</a>   |   |



Homepage viewed on  
mobile



Homepage viewed on  
desktop  
as of 18th November 2015,  
before project started



## Sydney Uni Fonts

Apercu - H1 + H2 + Body copy

72 heading, 48 page head, 20 body

Antwerp - serif font, (Tagline on website heading)

36 subtitle

Scope\_

# Requirements & Scope Summary

See Requirements document for full details

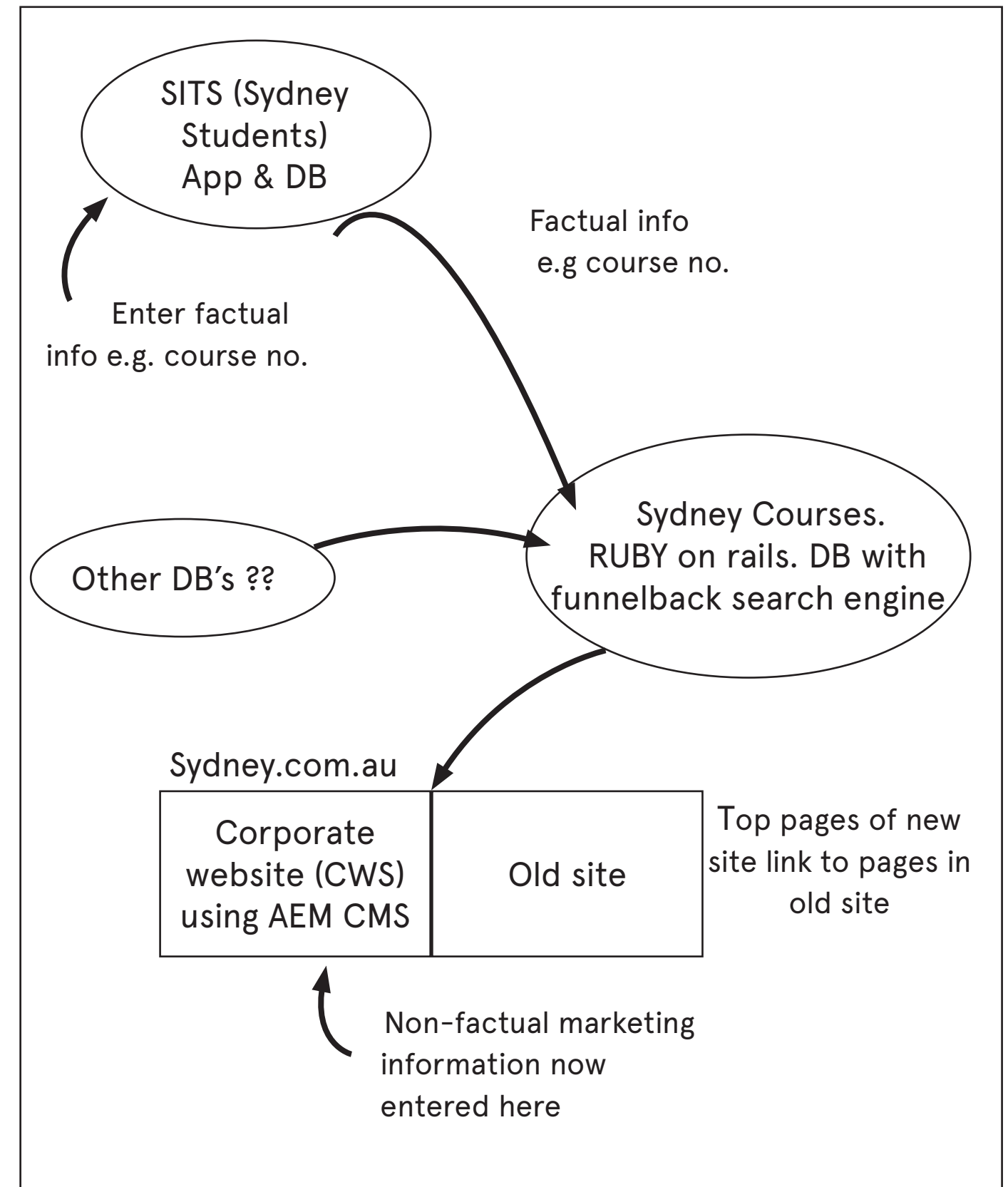
- Sydney Courses has 1.5 million hits per year
- It's the top visited page after the homepage
- It's a critical tool in recruitment of new students
- 188 fields of factual and marketing information per course
- AEM CMS with Funnelback search engine

Sydney Courses is an application that extracts course information from Sydney Student and displays that information online at sydney.edu.au through the "Find a course" link.

The primary purpose of Sydney Courses is to provide prospective students with information that encourages them to choose to study at the University of Sydney; a secondary purpose is to provide current students with information about available courses and study options.

## Current state

Sydney Courses has 188 separate fields, some of which hold factual information about courses and units of study, while others hold marketing content that is designed to "sell" the course to students.



# Requirements & Scope Summary (Cont.)

ICT rebuilt Sydney Courses in 2014, and the new version went live at the end of last year. It is now a stable and robust system, and much faster than the previous version.

All course information, including marketing content, is entered into SITS and is then extracted into an operational database. Funnelback, the University's search engine, and an application built in Ruby on Rails interacts with that operational database to present course data on the corporate website. The operational database has no front end, and all Sydney Courses content, including marketing content, is entered through the SITS eVision portal.

## **Business objective**

The objective is to ensure Sydney Courses is seen as a fit-for-purpose website that is easy to manage and has a more modern and engaging interface for its audience with improved look and feel of site in line with relaunched corporate website and to provide students with course information covering both rational as well as emotional needs in order to support course-related decisions including the decision to study at Sydney and the information which can be reused across multiple channels, e.g. mobile/tablet, web and hard-copy.

## **Project scope**

This section will elaborate on the scope defined in the Business Concept and reflects agreed scope after the analysis of Business requirements has been completed.

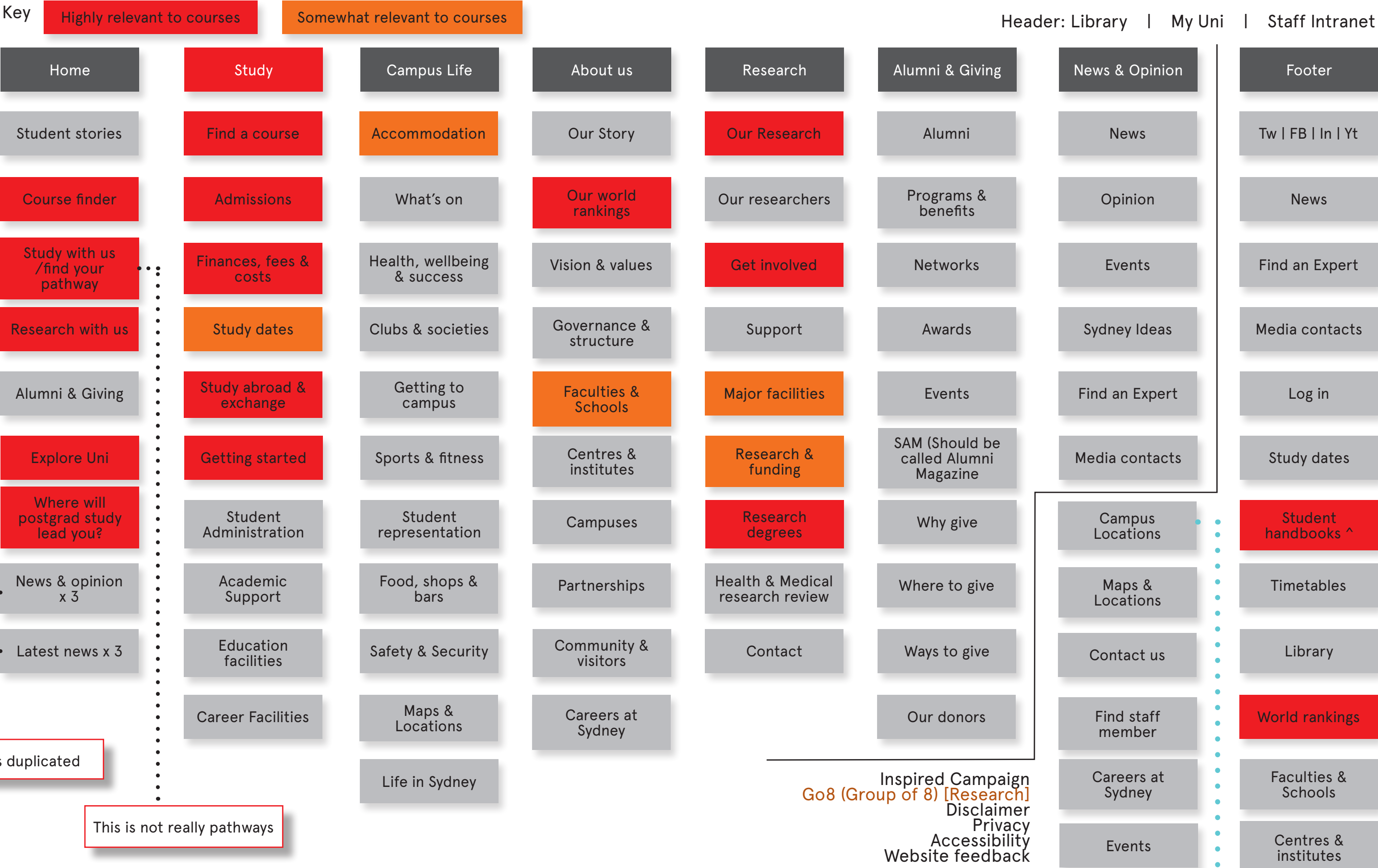
## **In-scope**

The main five scope items are:

- Rebuild Sydney courses as per solution architect defined by ICT and make AEM as an interface to Sydney Courses
- New look & feel and navigation.
- Define and implement a governance model for Sydney Courses.
- Improvements in data capture and data quality for Sydney Courses data.
- Enhance search experience using tagging and AEM capabilities.

Scope\_

# Current site navigation & relevant areas





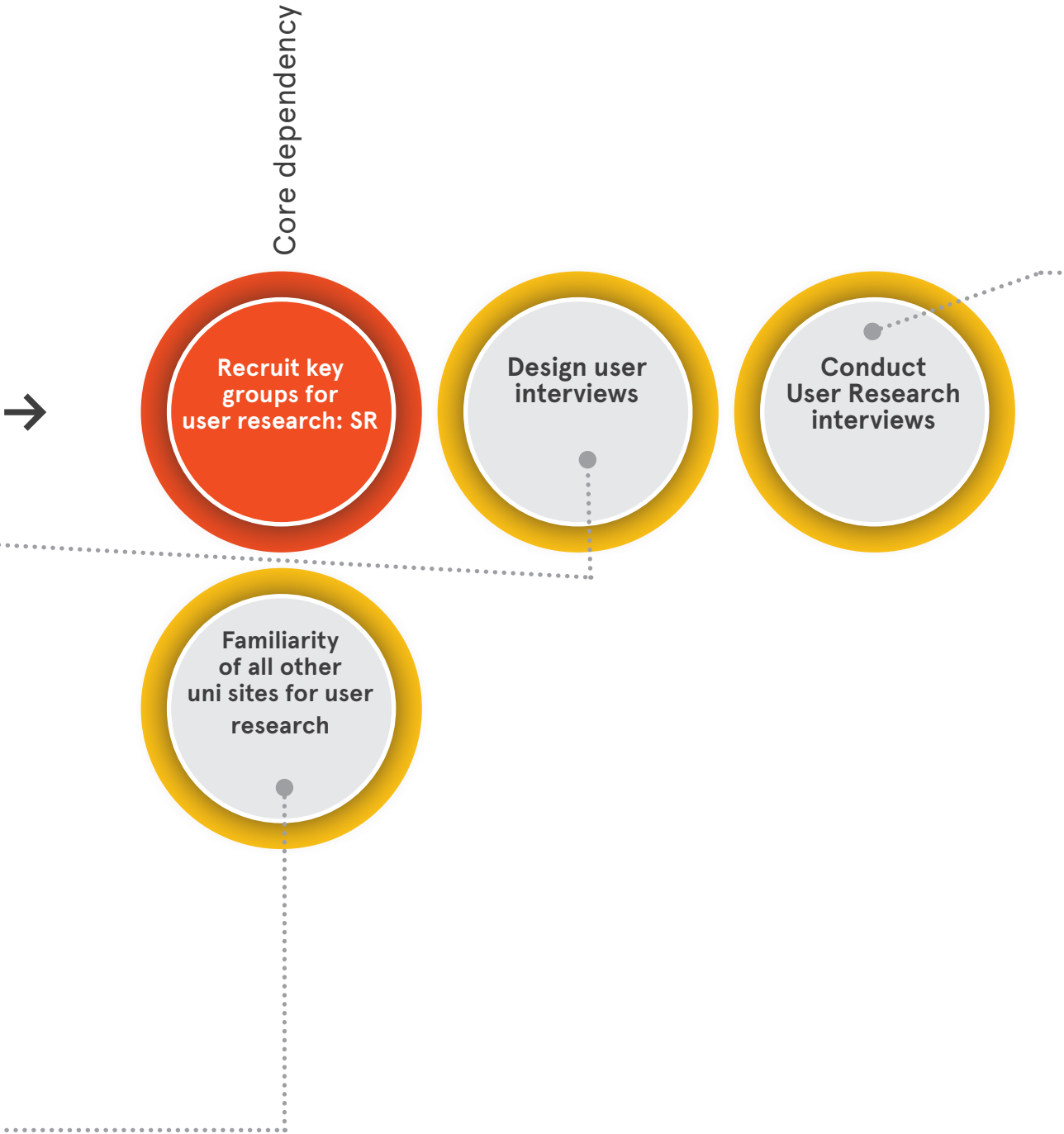
# Project Phases

2015 / 2016\_

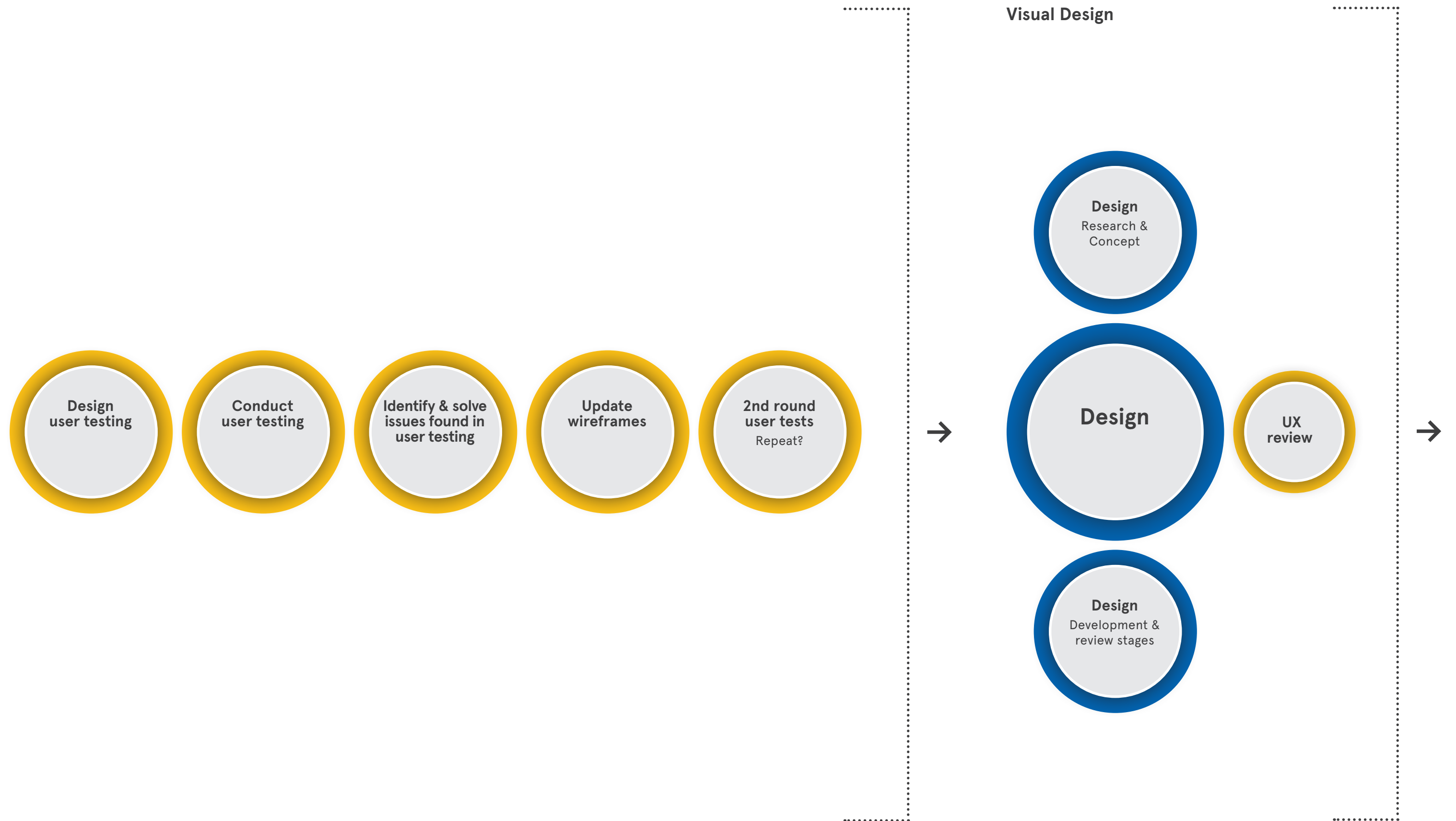
## Set up / Research



## User Research







## Prototyping & Delivery of Project

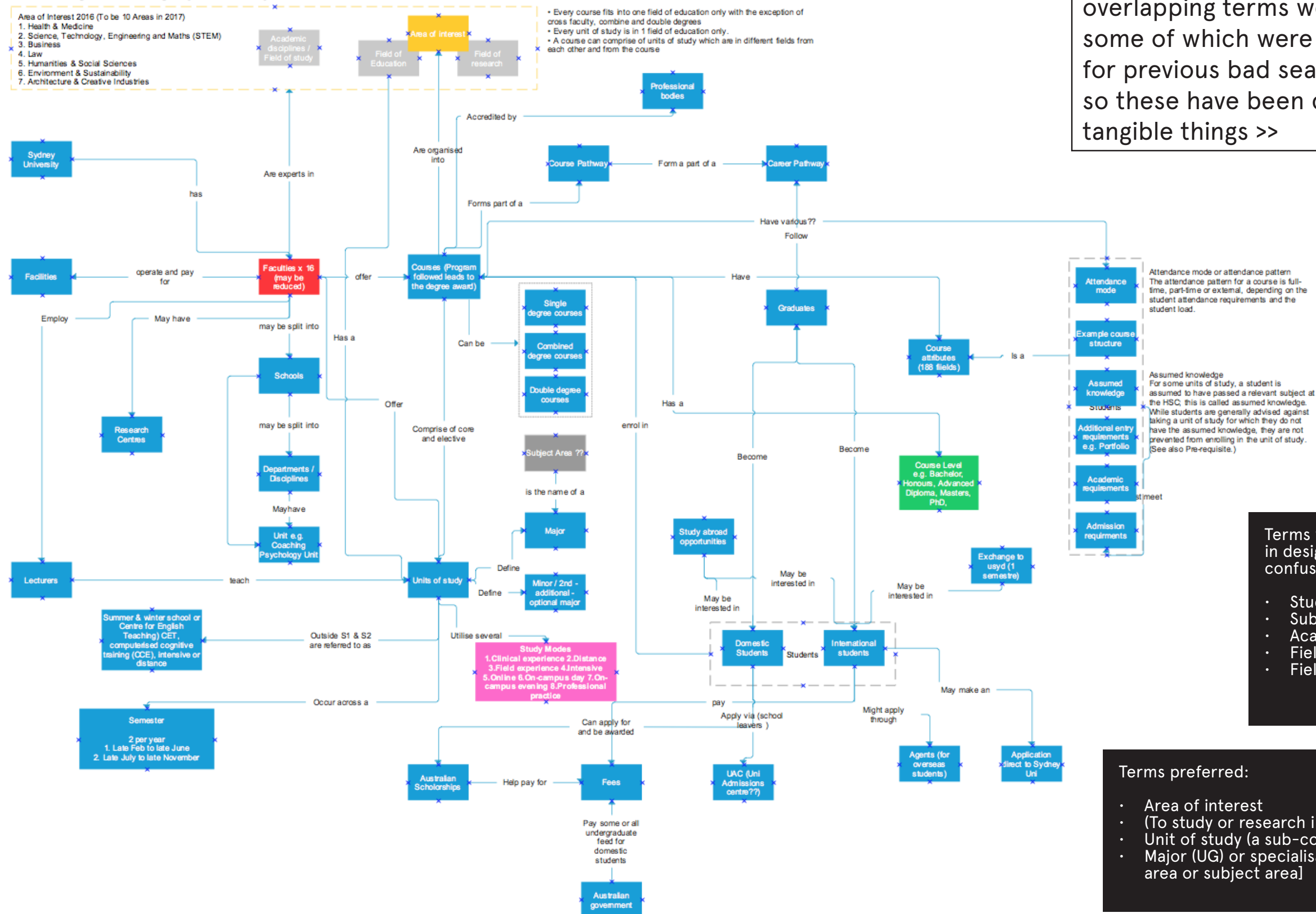


IA\_

# Model of University

The Uni has evolved over 165 years and this is an approximation of the current Structure, elements and relationships with some additions (e.g. career pathway).

## Interchangeable & slightly differently defined terms





# University Information Architecture

Area of Interest, Faculty, Course Level  
and Study Mode chosen since the others  
can't be defined / don't work for USYD

## 7 Areas of Interest (AOI) (Area of Study / Field of Research) (USYD)

{Used in Undergraduate & Postgraduate Prospectus}

- 01 Health & Medicine
- 02 Science, Technology, Engineering and Maths (STEM)
- 03 Business
- 04 Law
- 05 Humanities & Social Sciences
- 06 Environment & Sustainability
- 07 Architecture & Creative Industries

**Note that Business and Law are currently combined but will be split out in future**

## 21 Areas of Study (USYD)

{Used in old site}

- Aboriginal and Indigenous studies
- Agriculture and environmental studies
- Architecture, Design and Planning
- Arts, humanities and media studies
- Business, commerce, marketing and management
- Dentistry
- Economics
- Education, teaching and training
- Engineering and Project Management
- Health and sports sciences
- Information Technologies
- Law
- Medicine
- Music
- Nursing
- Pharmacy
- Science and technology
- Social sciences
- Social work
- Veterinary and animal science
- Visual and creative arts

**Note that these have been used because the search functionality is so poor. Cease using to avoid confusion.**

## 16 Faculties (USYD)

- 01 Agriculture and Environment
- 02 Architecture, Design and Planning
- 03 Arts and Social Sciences
- 04 Business School
- 05 Dentistry
- 06 Education and Social Work
- 07 Engineering and Information Technologies
- 08 Health Sciences
- 09 Law School
- 10 Medicine School
- 11 Nursing and Midwifery
- 12 Pharmacy
- 13 Science
- 14 Sydney College of the Arts
- 15 Sydney Conservatorium of Music
- 16 Veterinary Science

**Note that these are being reduced to around 8 in future however CET Centre for English Teaching added**

## 6 Course Levels (USYD) {Universal}

\*Coursework #Research

- 01 Bachelor \* only #Capstone element
- 02 Honours # only
- 03 Graduate Certificate \*
- 04 Graduate Diploma \*
- 05 Masters \* or #
- 06 PhD # only

## 8 Study Modes (USYD)

- 1.Clinical experience
- 2.Distance
- 3.Field experience
- 4.Intensive
- 5.Online
- 6.On-campus day
- 7.On-campus evening
- 8.Professional practice

One or more relevant per course and per unit of study

## 18 +3 Areas of Study (UAC)

- Architecture/Building/Design/Planning
- Arts, humanities and media studies
- Business, commerce, marketing and management
- Dentistry
- Economics
- Education, teaching and training
- Engineering and Project Management
- Health and sports sciences
- Information Technologies
- Law
- Medicine
- Music
- Nursing
- Pharmacy
- Science and technology
- Social sciences
- Social work
- Tourism/Hospitality/Management (not offered at usyd)

*Pathway courses*

*Single degrees across several fields of study*

*Combined degrees across several fields of study*

## 11 Fields of Education (ABS)

- 01 Natural and Physical Sciences
- 02 Information Technology
- 03 Engineering and Related Technologies
- 04 Architecture and Building
- 05 Agriculture, Environmental and Related Studies
- 06 Health
- 07 Education
- 08 Management and Commerce
- 09 Society and Culture
- 10 Creative Arts
- 11 Food, Hospitality and Personal Services
- 12 Mixed Field Programmes

# Definitions relevant to Courses

Sources: 1. An online document of definitions: <http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2011/77&RendNum=0>  
2. The University Dictionary - <https://dictionary.sydney.edu.au/>

**Most relevant definitions copied below:**

## **Assumed knowledge**

For some units of study, a student is assumed to have passed a relevant subject at the HSC; this is called assumed knowledge. While students are generally advised against taking a unit of study for which they do not have the assumed knowledge, they are not prevented from enrolling in the unit of study. (See also Pre-requisite.)

## **Attendance mode or attendance pattern**

The attendance pattern for a course is full-time, part-time or external, depending on the student attendance requirements and the student load.  
Australian Qualifications Framework (AQF) The framework for recognition and endorsement of qualifications established by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

## **Australian Tertiary Admissions Rank (ATAR)**

A measure of overall academic achievement in the HSC that helps universities rank applicants for university selection. The ATAR is a rank of any student's performance relative to other students, is calculated from the aggregate of scaled marks in ten units of the HSC (2 best English units plus 8 other units, including only 2 category B units) and is presented as a number between 0.00 and 99.95 with increments of 0.05. The ATAR replaced the Universities Admissions Index (UAI) in June 2009.

## **Commonwealth Supported Place (CSP)**

(Previously known as a HECS Place.) A student in a Commonwealth Supported Place makes a contribution towards the cost of their education (known as the student contribution) while the Australian Government contributes the majority of the cost.

## **Combined degree**

A combined degree is a single program with a single set of course resolutions leading to the award of two degrees (unless otherwise specified in the resolutions). (See also Double Degree.)

## **Core unit of study**

A unit of study that is compulsory for a particular course or subject area. (See also Unit of study.)

## **Co-requisite**

A unit of study which (unless it has already been completed) must be undertaken concurrently with a given unit of study. These are determined by the faculty or board of studies concerned, and published annually.. (See also Pre-requisite, Waiver.)

## **Course**

A program of study at the University of Sydney.

## **Award course**

A formal course of study that will see attainment of a recognised award.

Award courses are approved by Academic Board. The University broadly classifies courses as undergraduate, postgraduate coursework or postgraduate research. (See also Bachelor's degree, Course rules, Diploma, Doctorate, Major, Master's degree, Minor, PhD, Stream.)

## **Non-award course**

Studies undertaken by students that do not lead to an award from the University. Non-award courses include professional development programs. (See also Cross-institutional enrolment.)

## **Coursework**

An award course not designated as a research award course. While the program of study in a coursework award course may include a component of original work, other forms of instruction and learning normally will be dominant.

## **Research**

A course in which at least 66 per cent of the overall course requirements involve students undertaking supervised research over a prescribed period of time, leading to the production of a thesis or other piece of written or creative work.

**Course Code / alias** (use course rather than program in course areas)

A unique five-character alpha-numeric code which identifies a University course.

## **Course outline**

List of all units of study required to qualify for the award of the course

## **Credit points**

The value of the contribution each unit of study provides towards meeting course completion requirements. Each unit of study has a six credit point value assigned to it. The total number of credit points required for completion of award courses will be specified in the Senate Resolutions relevant to the award course.

## **DIET**

A student chooses units of study for a course according to the course resolutions (rules)

## **Delivery mode**

Indicates how students receive the instruction for a unit of study. The delivery mode must be recorded for each unit as distinct from the attendance mode

## **Department**

A department is the academic unit responsible for teaching and examining a unit of study. It may be called a school, a department, a centre or a unit within the University. (See also School.)

## **Double degree**

A double degree is a program where students are permitted by participating faculties (and/or by specific resolutions within a single award) to transfer between courses in order to complete two awards.

## **Equivalent Full-Time Student Load (EFTSL)**

The equivalent full-time student load (EFTSL) for a year. It represents the annual study load of a student undertaking a particular course of study on a full-time basis.

## **Faculty**

A formal part of the University's academic governance structure, consisting mainly of academic staff members and headed by a dean, which is responsible for all matters

IA\_

# Definitions (Cont.)

concerning the award courses that it supervises. Usually, a faculty office administers the faculty and student or staff enquiries related to its courses. The University Calendar sets out the constitution of each of the University's faculties. (See also Board of studies, Supervising faculty.)

## Honours

Some degrees may be completed 'with Honours'. This may involve either the completion of a separate Honours year or additional work in the later years of the course. Honours are awarded in a class (Class I, Class II – which may have two divisions, or Class III).

## NSW Higher School Certificate (HSC)

The NSW Higher School Certificate (HSC), which is normally completed at the end of year 12 of secondary school. The Australian Tertiary Admissions Rank (ATAR) is computed from a student's performance in the HSC and gives a maximum rank of 99.95.

## Load

The sum of the weights of all the units of study in which a student is enrolled. The weight is determined by the proportion of a full year's work represented by the unit of study in the degree or diploma for which the student is a candidate. Student load is measured in terms of Equivalent Full-Time Student Load (EFTSL). (See also Equivalent Full-Time Student Load (EFTSL))

## Major

A field of study chosen by a student to represent their principal interest. This would consist of specified units of study from later stages of the award course. Students select and transfer between majors by virtue of their selection of units of study. One or more majors may be awarded upon the graduand's assessment of study. (See also Course, Minor, Stream.)

## Minor

Studies undertaken to support a major. Minor studies require smaller number of credit points than a major. Students select and transfer between minors (and majors) by virtue of their selection of units of study. One or more minors may be awarded upon the graduand's assessment of study. (See also Course, Major, Stream.)

## MPhil

The Master of Philosophy (MPhil) is a Master's by research degree offered by some (but not all) of the University's faculties. (See also Course, Master's degree.)

## PhD

The Doctor of Philosophy (PhD) and other doctorate awards are the highest awards available at the University. A PhD course is normally purely research-based. The candidate submits a thesis that is an original contribution to the field of study. (See also Course, Doctorate.)

## Postgraduate

A term used to describe a course leading to an award such as graduate diploma, a master's degree or PhD which usually requires prior completion of a relevant undergraduate degree (or diploma) course. A 'postgraduate' is a student enrolled in such a course. (See also Course – Coursework, Course – Research.)  
Postgraduate Education Loans Scheme (PELS)  
(See FEE-HELP.)

## Pre-requisite

A unit of study that is required to be successfully completed before another unit of study can be attempted. Pre-requisites can be mandatory (compulsory) or advisory. (See also Assumed knowledge, Co-requisite, Qualifier, Waiver.)

## Program

Each degree is composed of various units of study. The way the units are put together for a degree is referred to as a student's 'program'.

## Prohibited combinations of units of study

When two or more units of study contain a sufficient overlap of content, enrolment in any one such unit prohibits enrolment in any other identified unit. (See also Unit of Study.)

## Student type

Student type identifies whether a student is local or international and the type of study the student is undertaking. (See also Domestic student, Exchange Student, International student.)

## Study Abroad Program

A scheme administered by the International Office that allows international students who are not part of an exchange program to take units of study at the University of Sydney, but not towards an award program. In most cases the units of study taken here are credited towards an award at their home institution. (See also Exchange student.)

## Subject area

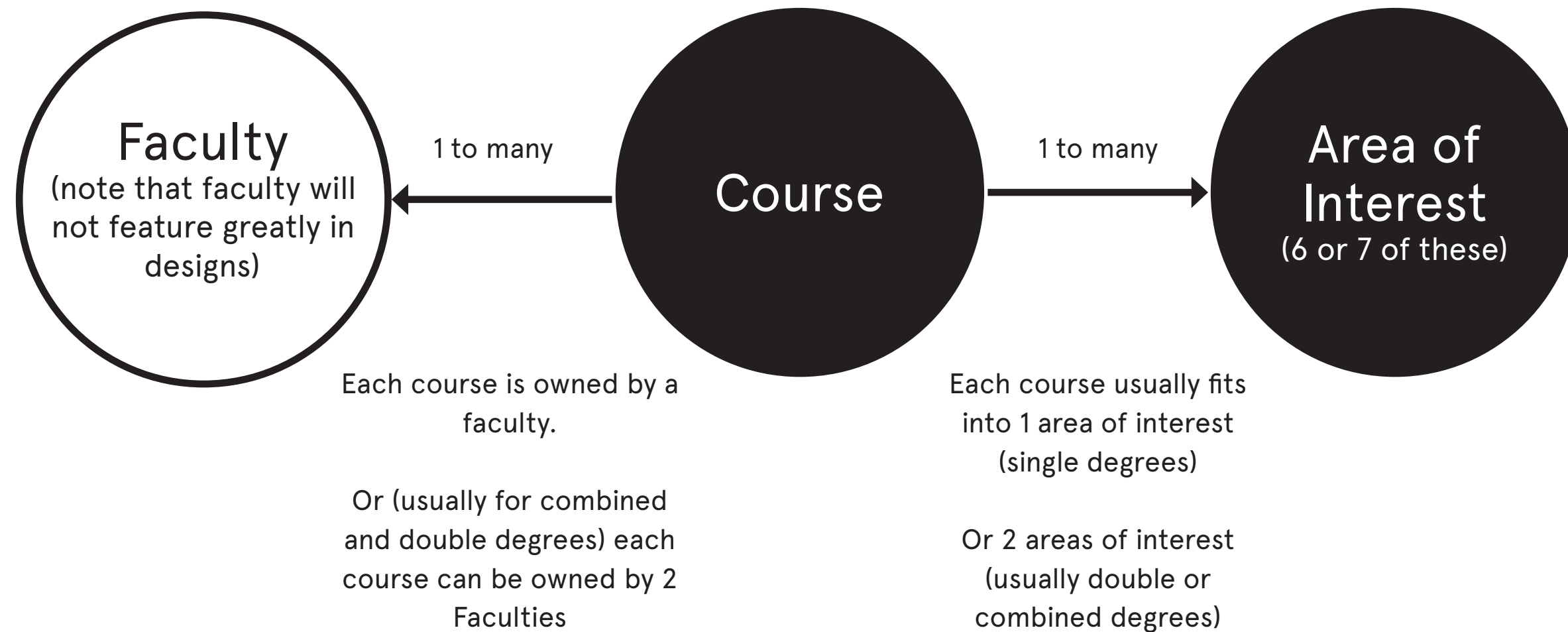
A unit of study may be associated with one or more subject areas. The subject area can be used to define prerequisite and course rules, e.g. the unit of study 'History of Momoyama and Edo Art' may count towards the requirements for the subject areas 'Art History and Theory' and 'Asian Studies'.

## Subject area (my understanding)

A major (UG) or specialisation (PG) – a collection of loose terms which further define a degree course to reflect the focus of the units chosen

Note – there are no formal entries in the online glossary defining "program" or "pathway" however in terms of how used : On home page 'Study with us, Find your pathway' which shows that courses have pathways (NB I recommend here that 'pathway' is replaced with 'course'. Pathway is also used when referencing alternative entry to courses. We also want to use pathway in relation to 'career pathways' and 'course pathways')

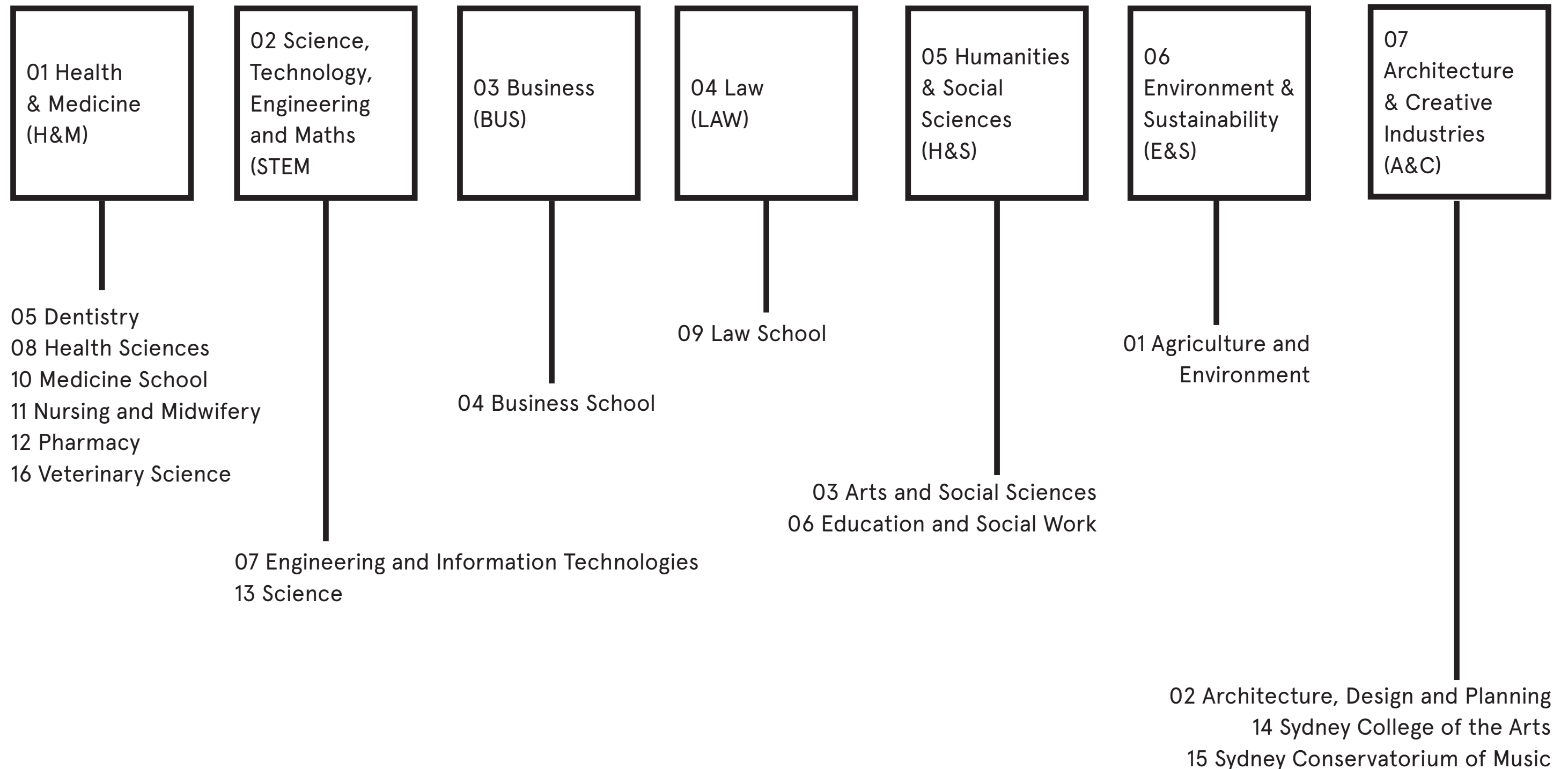
# Classifying degrees for Search Results



Whilst most of the 16 faculties fit into 1 area of interest, this relationship is not being used as we can't say that all degrees in a faculty fit into one area of interest or the same one as the faculty.



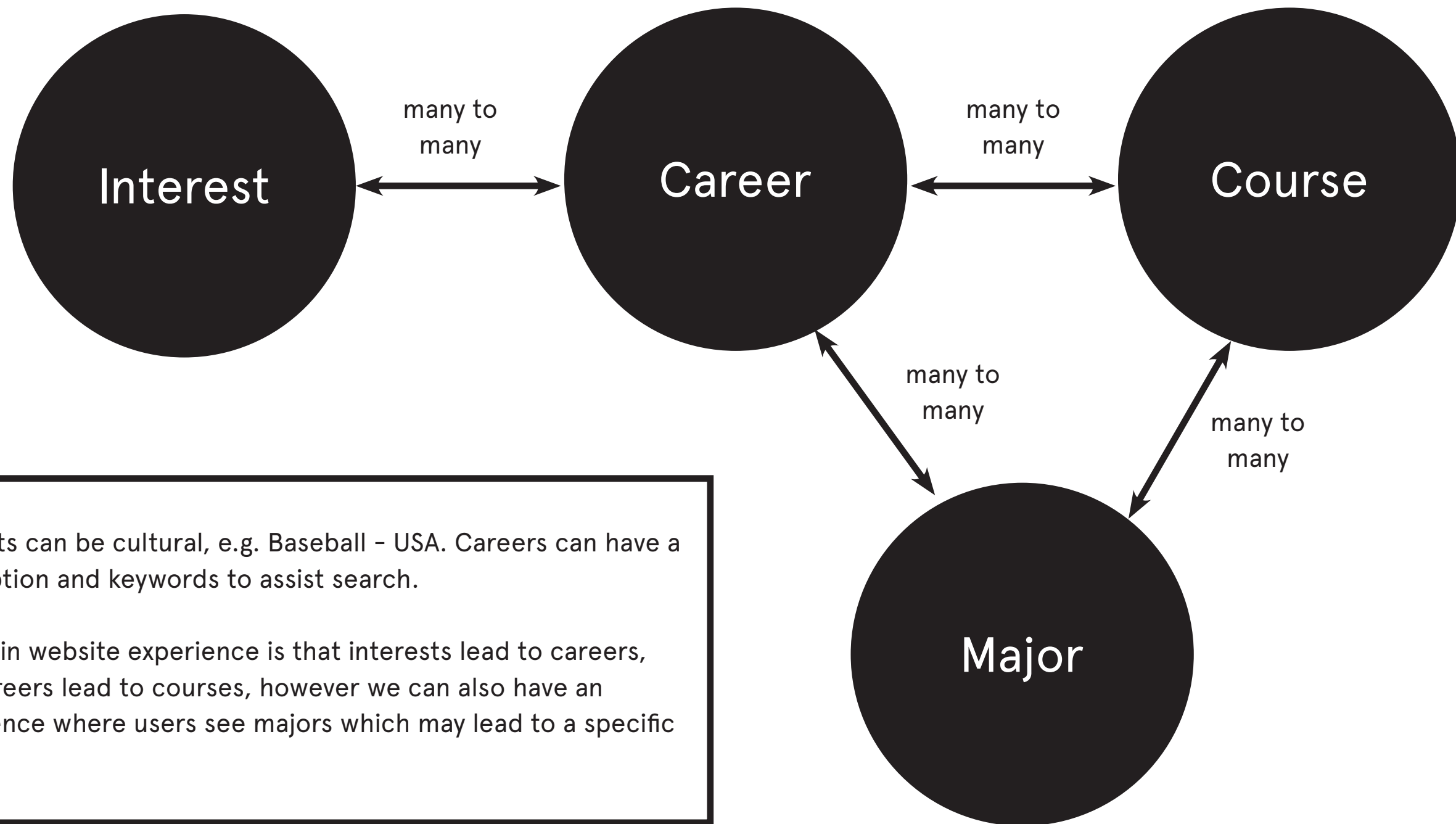
# Mapping Area of Interest (Aol) to Faculties 2016



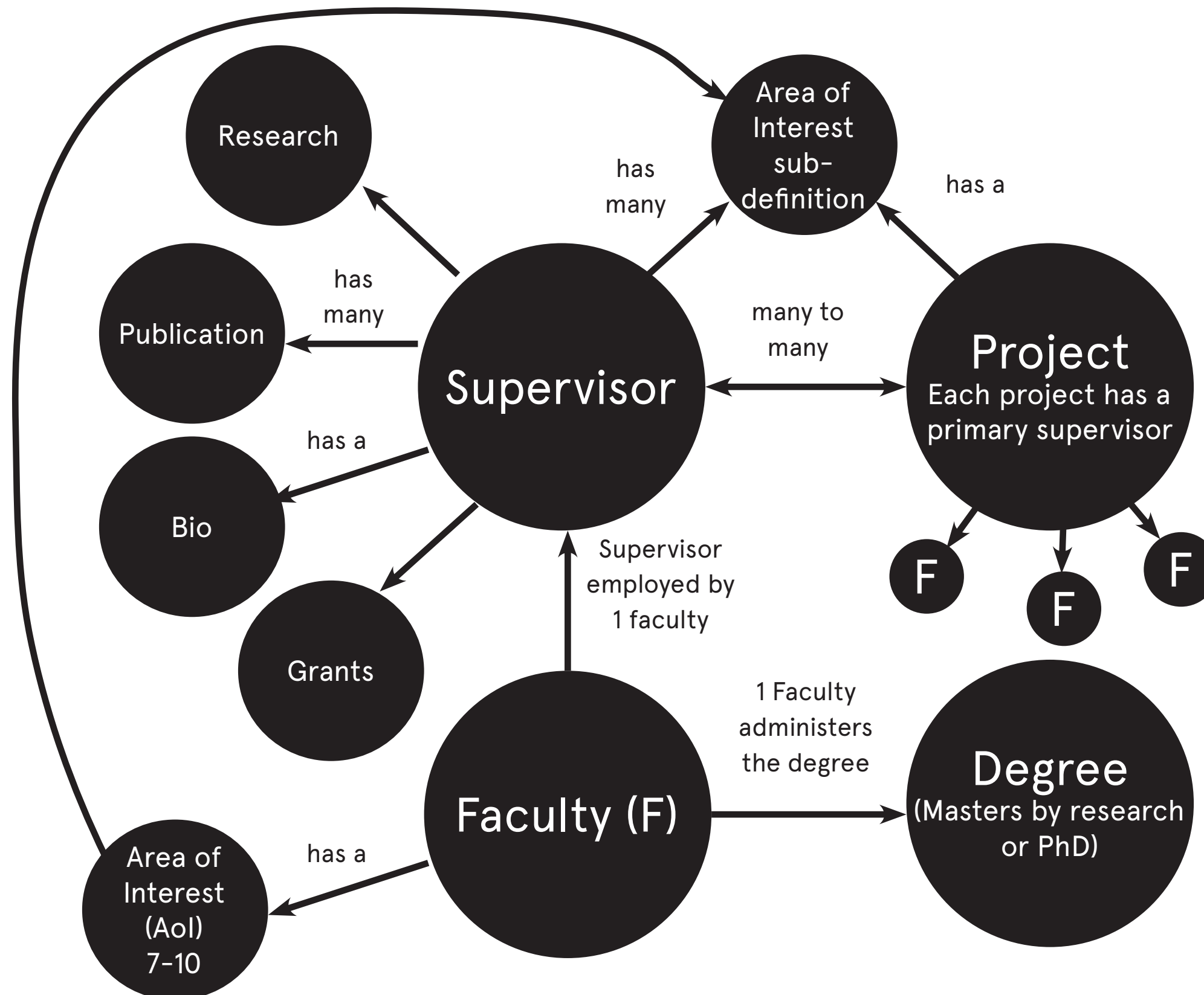


# Interest, Career, Course and Major Mapping

For 'Template E -Explore by interests and careers' and 'Template F - Pathway Diagram Page'



# Research Supervisor, Project, Faculty and Degree Mapping

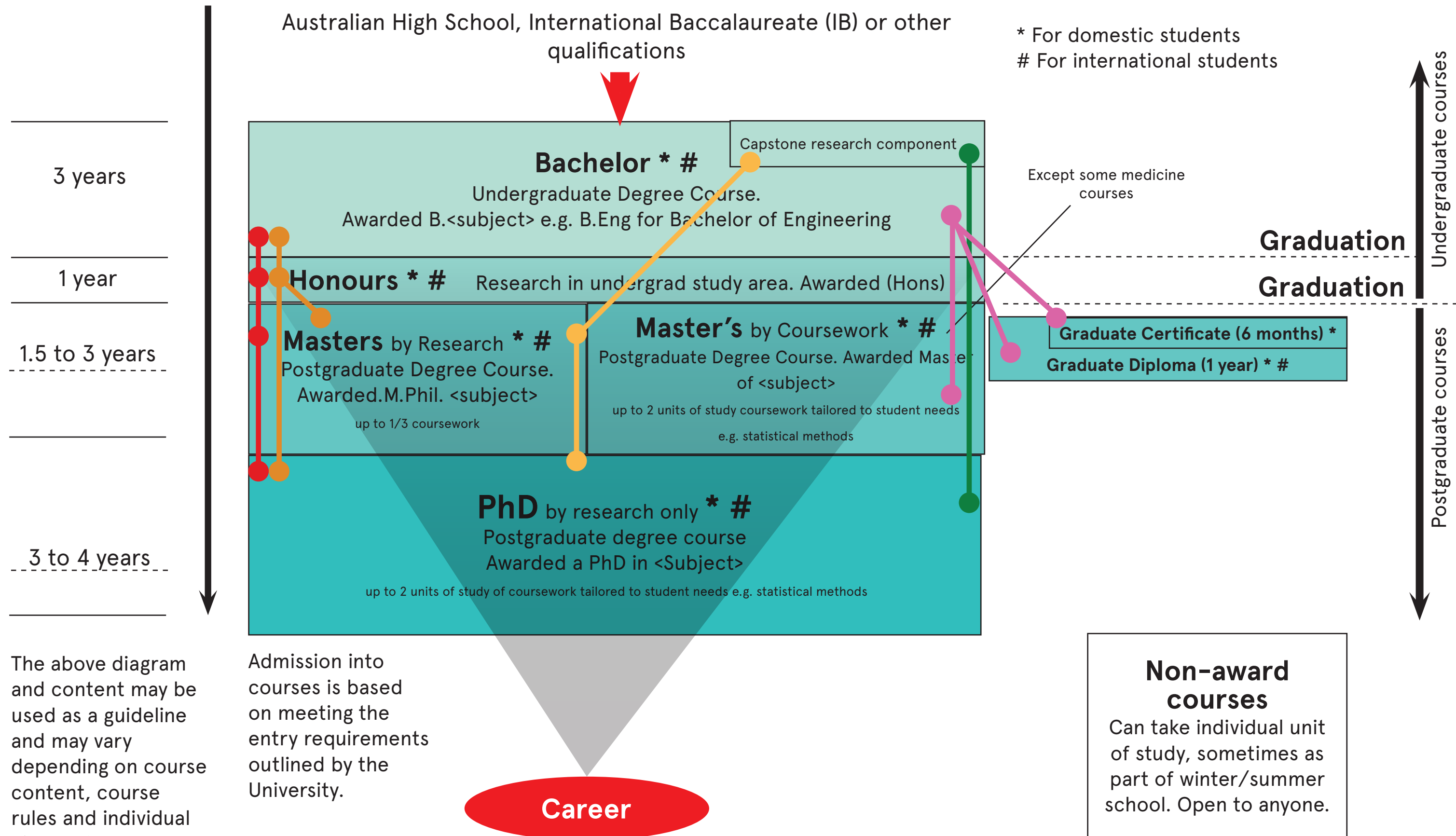


A supervisor can have many projects, and a project can have many supervisors (from different faculties), but there is a primary supervisor for each Project. Each supervisor belongs to a faculty and if they are the primary supervisor, then the project belongs to their faculty. That faculty administers the degree.

Each faculty fits within one or more areas of interest. The project fits within the area of interest of the faculty to which the primary supervisor belongs. The project would likely fit within a further sub-definition e.g. Science > Chemistry > something > something > something > Ecotoxicology.

The supervisor may also have 1 or more grants which can be active or expired, which can be apportioned to a particular project.

# Course Hierarchy, Pathways & Rules



# Popular Course Pathways in Order of Popularity



1. Bachelor only
2. Bachelor – Master's
3. Bachelor – Honours
4. Bachelor – Honours – PhD
5. Bachelor – Graduate Diploma
6. Bachelor – Graduate Certificate
7. Bachelor – Honours – Master's
8. Bachelor – Master's
9. Bachelor – Honours – Master's – PhD: *this is rare, and would really only happen if a student wasn't eligible for direct entry to PhD, e.g. had Second Class Hons and then wanted to use the Master's (research) as a means to progress to the PhD.*
10. Bachelor – Master's – PhD
11. Bachelor – Master's (cw with embedded research project) – PhD

## Other pathways for PG

Graduate Diploma – Master's (cw)

Graduate Certificate – Master's (cw)

Masters (cw with embedded research project) – PhD.

**Bachelor (including significant research project) – PhD:** *This is mostly for international students who have done a 4 year Bachelor's degree equivalent to our Honours.*

Note that Graduate Certificates and Graduate Diplomas are the first components of a Master's program and once awarded, students are unable to progress into the larger award.

Process\_

# Combined and Double Degrees

These are separate and distinct terms, however people are using the terms interchangeably, mistakenly.

**Combined Degree** – A combined degree is a single program with a single set of course resolutions leading to the award of two degrees (unless otherwise specified in the resolutions).

In practice, combined degrees are of shorter duration than doing the two independently, for example:

<http://sydney.edu.au/courses/bachelor-of-arts-and-bachelor-of-economics> >>> 4 years, as opposed to

**Double degree** – A program where students are permitted by participating faculties (and/or by specific resolutions within a single award) to transfer between courses in order to complete two awards, for example:

<http://sydney.edu.au/courses/bachelor-of-arts> >>> 3 years

<http://sydney.edu.au/courses/bachelor-of-economics> >>> 3 years

Meanwhile a double degree invariably has requirements to complete “foundation” studies before moving on to the advanced subjects, i.e. UoS, for example

<http://sydney.edu.au/courses/bachelor-of-science-advanced-and-doctor-of-medicine>

## Double Degree

|          |                         |
|----------|-------------------------|
| Bachelor | Bachelor                |
| Bachelor | Masters or Doctor (PhD) |

**Awarded 2 degrees**

## Combined Degree

|          |  |                         |
|----------|--|-------------------------|
| Bachelor |  | Bachelor                |
| Bachelor |  | Masters or Doctor (PhD) |

**Awarded 2 degrees in shorter time**



# How Student situation affects their Journey

When we know about the student such as citizenship, visa, year of study, country of qualification and qualification type, accurate information can be given, such as entry requirement, fees and course availability. We call these the '**Global Personalisation Values**' in the interface.

A domestic student is either:

- an Australian or New Zealand Citizen
- or an Australian permanent resident,
- or holder of a permanent Australian humanitarian visa

Otherwise a student is international

This is important because fees and course availability vary depending on the citizenship status of the student.

Part time courses are not usually available to international students who normally require a student visa because it's a condition of the visa that they study full-time. Entry Requirements for different qualification currently have to be looked up on a complex and hidden away PDF.

HECS funding is also affected. Australian citizens on an undergraduate course and some postgraduate Australian citizens qualify for CSP (help from the Australian Government) but New Zealand citizens need to pass a further test.

To receive HECS funding, NZ Citizens need:

- A current SCV (Special Category Visa)
- First entered AU as an independant minor aged under 18
- At entry did not have a spouse or defacto partner
- Have been pysicaly in AU for 8/10 last years and 18/24 past months
- Meet other eligibility criteria for HELP assistance under 'Higher Education Support Act 2003'

By detecting country, setting defaults and/or asking the user 4 simple questions, we can greatly simplify their experience and show them relevant infomation (e.g entry requirement), accurate fees and give links directly to the correct method of application, and many other similar advantages

Excerpt from new interface showing implementation of **global personalisation values**

**Entry, Fees, Funding & How to Apply**

All depends on your qualification and citizenship status Global personalisation values

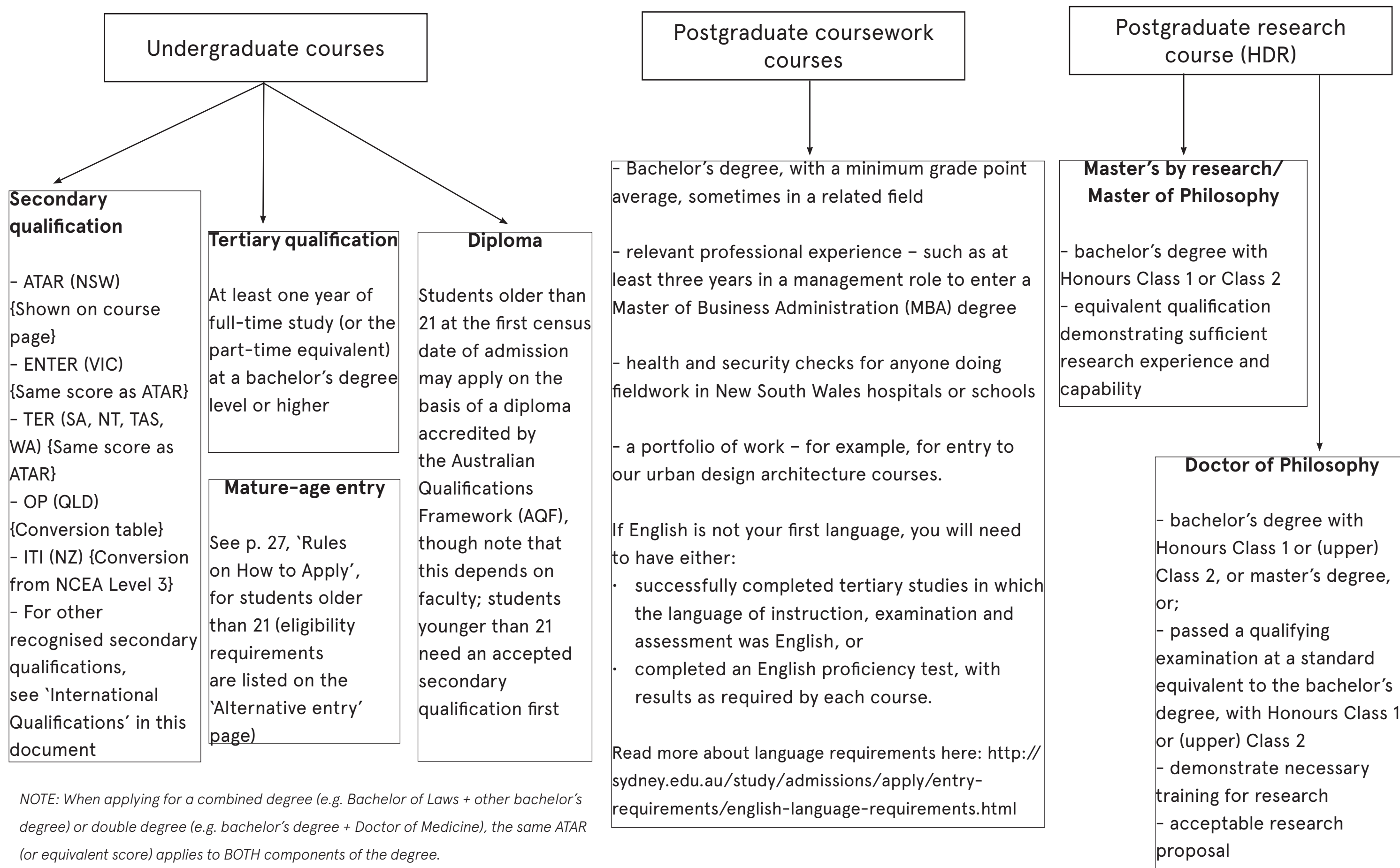
My qualification is

I would like to start study in the year

I am

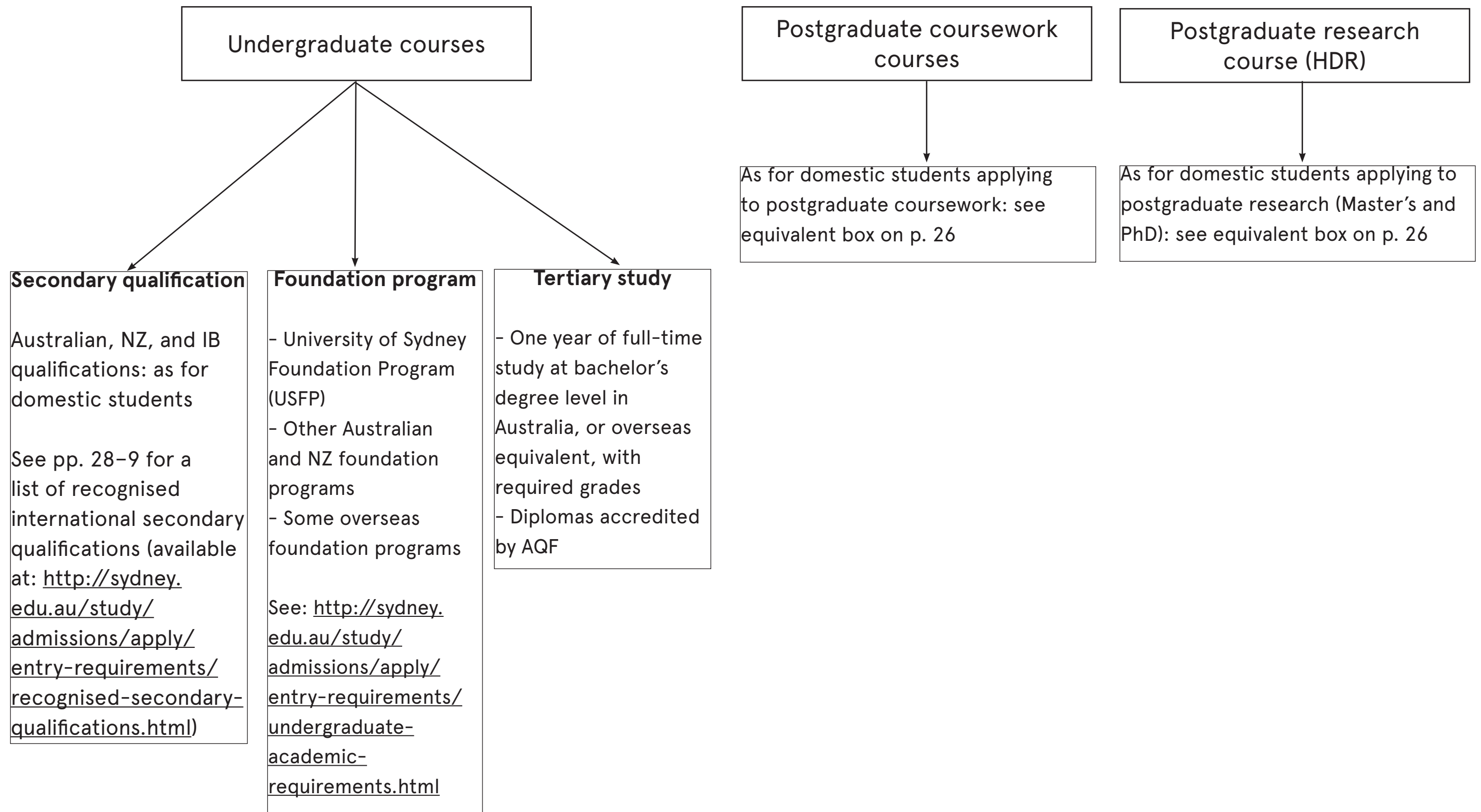
with current / expected visa

# Entry Requirements Domestic



NOTE: When applying for a combined degree (e.g. Bachelor of Laws + other bachelor's degree) or double degree (e.g. bachelor's degree + Doctor of Medicine), the same ATAR (or equivalent score) applies to BOTH components of the degree.

# Entry Requirements International



# International qualifications (Undergraduates)

On the course pages, in place of the ATAR score, the user will need to know what the entry requirement is. The process for doing this is to 1. identify them as an international student, 2. select their country and 3. select their secondary qualification, whereby the course page will display the mark they need to enter that course. This page lists the countries and qualifications and gives an example mark and states the expected range.

**Undergraduate, international entry requirements:** <http://sydney.edu.au/study/admissions/apply/entry-requirements/undergraduate-academic-requirements.html>

**AMERICAS** - [http://sydney.edu.au/content/dam/corporate/documents/study/admissions/apply/entry-requirements/ug-academic-requirements/Sydney\\_Uni\\_2016\\_Americas\\_Entry\\_Qualifications.pdf](http://sydney.edu.au/content/dam/corporate/documents/study/admissions/apply/entry-requirements/ug-academic-requirements/Sydney_Uni_2016_Americas_Entry_Qualifications.pdf)

**ASIA** - [http://sydney.edu.au/content/dam/corporate/documents/study/admissions/apply/entry-requirements/ug-academic-requirements/Sydney\\_Uni\\_2016\\_Asia\\_Entry\\_Qualifications.pdf](http://sydney.edu.au/content/dam/corporate/documents/study/admissions/apply/entry-requirements/ug-academic-requirements/Sydney_Uni_2016_Asia_Entry_Qualifications.pdf)

**CHINA** - <http://sydney.edu.au/content/dam/corporate/documents/study/admissions/apply/entry-requirements/ug-academic-requirements/GaoKao-Entry-scores-2015.pdf>

**EUROPE** - [http://sydney.edu.au/content/dam/corporate/documents/study/admissions/apply/entry-requirements/ug-academic-requirements/Sydney\\_Uni\\_2016\\_Europe\\_Entry\\_Qualifications.pdf](http://sydney.edu.au/content/dam/corporate/documents/study/admissions/apply/entry-requirements/ug-academic-requirements/Sydney_Uni_2016_Europe_Entry_Qualifications.pdf)

**INDIAN SUB\_CONTINENT** - [http://sydney.edu.au/content/dam/corporate/documents/study/admissions/apply/entry-requirements/ug-academic-requirements/Sydney\\_Uni\\_2016\\_India\\_Sub\\_Continent\\_Entry\\_Qualifications.pdf](http://sydney.edu.au/content/dam/corporate/documents/study/admissions/apply/entry-requirements/ug-academic-requirements/Sydney_Uni_2016_India_Sub_Continent_Entry_Qualifications.pdf)

**Recognised secondary qualificatios by country (listed out below):** <http://sydney.edu.au/study/admissions/apply/entry-requirements/recognised-secondary-qualifications.html>

| Country  | Format      | Range         |
|--|-------------|---------------|
| • Reifezeugnis   | NN.NN       | NN.NN - NN.NN |
| • Matura   |             |               |
| • Reifeprüfungszeugnis   |             |               |
| • Maturazeugnis  |             |               |
| Australia  |             |               |
| • Higher School Certificate (HSC) – New South Wales and Australian Capital Territory                 | NN.NN       | NN.NN - NN.NN |
| • Tertiary Entrance Rank (TER) – South Australia, Northern Territory, Tasmania and Western Australia |             |               |
| • Equivalent National Tertiary Entrance Rank (ENTER) – Victoria                                      |             |               |
| • Overall Position (OP) – Queensland   |             |               |
| • Universities Admissions Index (UAI) – pre-2009 high school qualification                           |             |               |
| Belgium  |             |               |
| • Diploma d'Aptitude a acceder a l'enseignement superieur  |             |               |
| • Bekwaamheidsdiploma dat verleert tot het hoger onderwijs   |             |               |
| • Getuigschrift van hoger secundair onderwijs  |             |               |
| • Certificat d'humanities  |             |               |
| Bosnia and Herzegovina   |             |               |
| • Bosnia and Herzegovina Secondary School Leaving Certificate  |             |               |
| Bulgaria   |             |               |
| • Zrelostno Svidetelstvo   |             |               |
| • Diploma za Zavrsheno Sredno Obrazovanie  |             |               |
| Canada   |             |               |
| • Alberta High School Diploma  |             |               |
| • British Columbia Senior Secondary School Graduation Diploma  | N.N         | N.N - N.N     |
| • Manitoba High School Graduation Diploma  |             |               |
| • High School Graduation   |             |               |
| Austria  | Certificate |               |



| Country  | Format | Range     |
|--|--------|-----------|
| · New Brunswick High School Graduation Diploma   |        |           |
| · Nova Scotia High School Completion Certificate   |        |           |
| · Ontario Secondary School Diploma   | NN     | NN - NN   |
| · Prince Edward Island High School Graduation Certificate  |        |           |
| · Quebec Diploma of Collegial Studies  | NN     |           |
| · Saskatchewan Complete Division IV Grade XII Standing   |        |           |
|  |        |           |
| China  |        |           |
| · Achievement of a Tier 1 result in the National Higher Education Entrance Examination, commonly known as the Gao Kao (view Tier 1 scores listed by province). | NNN    | NNN - NNN |
|  |        |           |
| Croatia  |        |           |
| · Croatian Matura, 2010 and onwards  |        |           |
|  |        |           |
| Czech Republic   |        |           |
| · Vysvedceni o Maturitni Zkousce   |        |           |
| · Maturita   |        |           |
|  |        |           |
| Denmark  |        |           |
| · Studentereksamen (from a Gymnasium)  |        |           |
| · Bevis for Hojere Forberedelseksamen  |        |           |
| · Tekniskeksamen   |        |           |
| · Handelseksamen   |        |           |
|  |        |           |
| Eire (Republic of Ireland)   |        |           |
| · Leaving Certificate  |        |           |
| · Matriculation Certificate  |        |           |
|  |        |           |
| Fiji   |        |           |
| · Fiji Seventh Form Certificate  |        |           |
|  |        |           |
| Finland  |        |           |
| · Ylioppilastutkintotodistus   |        |           |
| · Studenteksamensbetyg   |        |           |
|  |        |           |
| France   |        |           |

| Country  | Format | Range       |
|--|--------|-------------|
| · French Baccalaureat  | NN.N   | NN.N - NN.N |
|  |        |             |
| General International Qualifications   |        |             |
| · GCE A Levels   |        |             |
| · International Baccalaureat Diploma   |        |             |
|  |        |             |
| Germany  |        |             |
| · Abiturientenzeugnis  | N.N    | N.N - N.N   |
| · Reifezeugnis   |        |             |
| · Zeugnis der Allgemeinen Hochschulreife   |        |             |
| · Zeugnis der Reife  |        |             |
|  |        |             |
| Greece   |        |             |
| · State University/General Entrance Examination  |        |             |
| · Greek Panhellenic Examination  |        |             |
| · Greek Certificate of Access  |        |             |
|  |        |             |
| Hong Kong  |        |             |
| · Hong Kong Diploma of Secondary Education, from 2012 onwards                                      | NN     | NN - NN     |
| · Completion of at least three Hong Kong Advanced Level subjects in one academic year, before 2013 |        |             |
|  |        |             |
| Hungary  |        |             |
| · Gimnaziumi Erettsegi Bizonyitvany  |        |             |
| · Erettsegi Vizsga   |        |             |
| · Matura   |        |             |
| · Szakkozepiskolai Erettsegi_kepesity Bizonyitvany   |        |             |
|  |        |             |
| Iceland  |        |             |
| · Studentsprof (from a Gymnasium)  |        |             |
|  |        |             |
| India  |        |             |
| · All India Senior School Certificate (CBSE)   | NN.N   | NN.N - NN.N |
| · Indian School Certificate  | NN     | NN - NN     |



# International qualifications (Undergraduates)

| Country   | Format | Range            |
|---|--------|------------------|
| · Indian Higher Secondary Certificate   | NN     | NN - NN          |
| Israel  |        |                  |
| · Teudat Bagrut   |        |                  |
| Italy   |        |                  |
| · Diploma di Maturita Classica  |        |                  |
| · Diploma Maturita Scientifica  |        |                  |
| · Diploma di Maturita Linguistica   |        |                  |
| Kenya   |        |                  |
| · Certificate of Secondary Education  |        |                  |
| · Kenya Advanced Certificate of Education                                     |        |                  |
| Korea   |        |                  |
| · Korea Republic College Scholastic Ability Test                              |        |                  |
| Lebanon   | NNN    | NNN - NNN        |
| · Lebanese Baccalaureat   |        |                  |
| Liechtenstein   |        |                  |
| · Liechtenstein Maturitätszeugnis   |        |                  |
| Luxembourg  |        |                  |
| · Diplome de Fin d'Etudes Secondaires   |        |                  |
| Macedonia   |        |                  |
| · Macedonian Secondary School Leaving Certificate or Matura, 2008 and onwards |        |                  |
| Malaysia  | N, NN  | N - N, NN - NN   |
| · Sijil Tinggi Perskolahan Malaysia (STPM)                                    | N.NN   | N.NN - N.NN      |
| · Malaysian Matriculation Certificate (Matrikulasi)                           | NN, AN | NN - NN, AN - AN |
| · Malaysian UEC   |        |                  |

| Country  | Format | Range     |
|--|--------|-----------|
| Malta  |        |           |
| · University of Malta Advanced Matriculation Examinations                              |        |           |
| Montenegro   |        |           |
| · Montenegro Secondary School Leaving Certificate, 2010 and onwards                    |        |           |
| Netherlands  |        |           |
| · Voorbereidend Wetenschappelijk Onderwijs (VWO), from a Gymnasium, Atheneum or Lyceum |        |           |
| New Zealand  |        |           |
| · National Certificate in Educational Achievement (NCEA)                               |        |           |
| Norway   | N.N    | N.N - N.N |
| · Examen Artium  |        |           |
| · Vitnemal Den Videregaende Skole  |        |           |
| · Eksamen fra Okonomisk Gymnas   |        |           |
| Poland   |        |           |
| · Matura   |        |           |
| · Swiadectwo Dojrzalosci Liceum Ogolnoksztalcacego                                     |        |           |
| · Swiadectwo Dojrzalosci Liceum Zawodowego   |        |           |
| · Swiadectwo Dojrzalosci Technikum Zawodowego  |        |           |
| · Swiadectwo Dojrzalosci Technikum   |        |           |
| · Egzamin Maturalny  |        |           |
| Portugal   |        |           |
| · Carta do Curso Complementar Liceus   |        |           |
| · Certificado de fim de Estudos Secundarios  |        |           |
| · Diploma de Decimo Segundo Ano de Escolaridad   |        |           |
| · Certidao do Decimo Segundo Ano   |        |           |
| · Diploma Tecnico Profissional   |        |           |
| Romania  |        |           |
| · Diploma de Bacalaureat (Maturitate)  |        |           |

| Country  | Format    | Range                     |
|--|-----------|---------------------------|
| Scotland   | N.N, NN.N | N.N – N.N,<br>NN.N – NN.N |
| · Scottish National Courses at Higher and Advanced Higher levels, 2000 onwards                                     |           |                           |
| · Scottish Certificate of Education (SCE), 2001 and earlier  |           |                           |
| Serbia   |           |                           |
| · Serbian School Leaving Certificate (Diploma o Završenok Srednjoj Skolij), from 2006 onwards, with required score |           |                           |
| Singapore  | NNN       | NNN – NNN                 |
| · Singapore GCE A levels   |           |                           |
| Slovak Republic  |           |                           |
| · Vysvedceni o Maturitni Zkousce   |           |                           |
| · Maturita (with required score)   |           |                           |
| Slovenia (Republic of)   |           |                           |
| · Slovenian Matura (Splosna Matura)  |           |                           |
| · Secondary School Leaving Certificate (Maturitetno Spricevalo) from 1994, with required score                     |           |                           |
| South Africa   |           |                           |
| · J.M.B. Matriculation Certificate   |           |                           |
| · South African Senior Certificate (prior to 2008)   |           |                           |
| · South African National Senior Certificate (2008 onwards)   |           |                           |
| Spain  |           |                           |
| · Technico Especialista  |           |                           |
| · Curso pre-universitaria  |           |                           |
| · Curso de Orientacion Universitaria   |           |                           |
| · Titulo de Bachillerato   |           |                           |
| Sri Lanka  | N, NN     | N – N, NN – NN            |
| · Sri Lankan A Levels  |           |                           |
| Sweden   | NN.N      | NN.N – NN.N               |

| Country   | Format  | Range              |
|---|---------|--------------------|
| · Studentexamen   |         |                    |
| · Gymnaisie Kompetenz   |         |                    |
| · Avgangsbetyg fran Gymnaieskolan   |         |                    |
| Switzerland   |         |                    |
| · Federal Maturity Certificate (Certificate de Maturite)  |         |                    |
| · Baccalaureat  | NN.N    | NN.N – NN.N        |
| · Maturitätszeugnis   |         |                    |
| · Attestato di Maturita   |         |                    |
| Tanzania  |         |                    |
| · Tanzanian Advanced Certificate of Secondary Education   |         |                    |
| Thailand  | NN, N.N | NN – NN, N.N – N.N |
| · Thailand Certificate of Secondary Education (Matayom 6)   |         |                    |
| Uganda  |         |                    |
| · Uganda Advanced Certificate of Education  |         |                    |
| United Kingdom  |         |                    |
| · GCE A Levels – a minimum of three Advanced Level subjects are required (no more than four Advanced Level subjects will be considered) |         |                    |
| United States of America  | NN      | NN – NN            |
| · Required SAT or ACT results with evidence of graduation from a senior secondary qualification   |         |                    |
| Zimbabwe  |         |                    |
| · Zimbabwe School Examinations Council (ZIMSEC) GCE A Levels  |         |                    |

# How courses are built

The process by which students build a course involves three main steps:

## 1. Pick a course, e.g. Bachelor of Commerce

A course will include:

- core **junior units of study**: these are units of study taken in the first year of a bachelor's degree, i.e. 1000-level subjects
- core **senior units of study**: these are units of study taken in the second, third, fourth, and fifth (+) years of a bachelor's degree, i.e. 2000-level and 3000-level subjects.

When a course is chosen, the core units that must be completed in order to satisfy the requirements of that course are known.

## 2. Choose a major (if available), e.g. Accounting

Choosing a major is usually optional. A major (or 'specialisation', in postgraduate courses) will feature both core and elective units of study. Some degrees have 'optional majors' in addition to 'core majors', e.g. the Critical Studies optional major in a Bachelor of Visual Art. Students must take certain core units and a specified number of elective units to complete a particular major. Core majors are chosen first, followed by optional majors (where available), i.e. the choice of the first major could affect the choice of the second.

Even if a student does not wish to complete a major, they may still end up choosing a particular combination of units that leads to a major by default. The student may then opt not to have this major listed on their award document.

## 3. Choose elective units of study

Electives are taken in addition to the core units of study that students must complete in order to fulfil the requirements of a course and/or major.

At all stages, the student should be able to see unit of study details before choosing a major, in order to assist their decision. When choosing a unit, the prerequisites, corequisites, and prohibitions should be taken into consideration, as they will affect the future selection of further units of study.

Each unit of study is offered in one or more semesters, and so, can only be taken in a semester in which it is offered.



# How courses are built

Presentation by Aditya Aditya

(Meeting regarding the process of how to build a course manually: 17 February 2016)

Course → Bachelor of Commerce

Rule → Junior Core Units in Year 1

Senior Core Unit in Final Year

Choose  
If Major → Accounting

Select Major →  
Business Rules -

- Prerequisites →
- Core → 2<sup>nd</sup> year
- Electives →

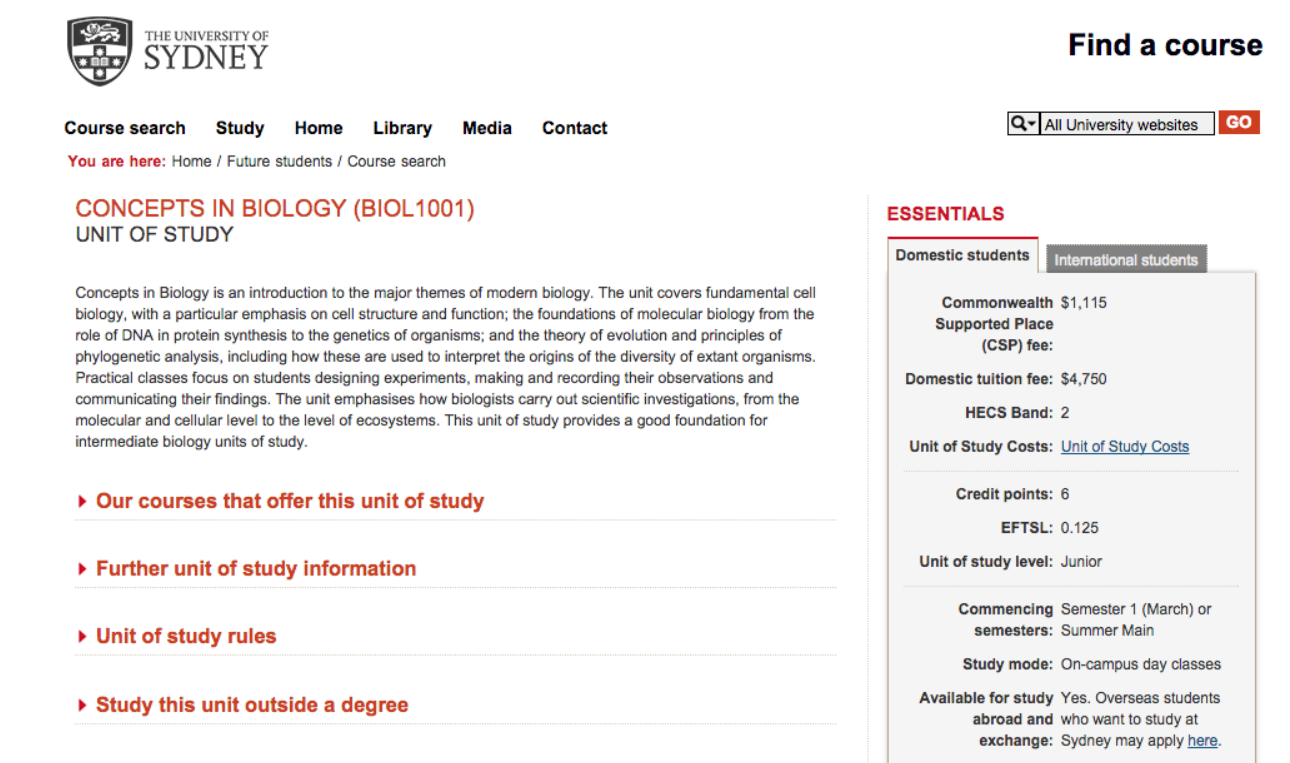
| Year | Semester | Unit of Study  | Credits* | Fee* |
|------|----------|--|----------|------|
| 1    | 1        | <div>Business Law<br/>Business Statistics<br/>Business Economics<br/>Business Calculus</div> | 24       |      |
|      | 2        | <div>Business Law<br/>Business Statistics<br/>Business Economics<br/>Business Calculus</div> | 24       |      |
| 2    | 1        | <div>Business Law<br/>Business Statistics<br/>Business Economics<br/>Business Calculus</div> | 24       |      |
|      | 2        | <div>Business Law<br/>Business Statistics<br/>Business Economics<br/>Business Calculus</div> | 24       |      |
| 3    | 1        | <div>Business Law<br/>Business Statistics<br/>Business Economics<br/>Business Calculus</div> | 24       |      |
|      | 2        | <div>Business Law<br/>Business Statistics<br/>Business Economics<br/>Business Calculus</div> | 144      |      |

\* - Automated from SITS



# How Fees are Calculated: Current issues

In 2017, all undergraduate courses are to be standardised so that each course has the same cost, independent of which Units of Study are chosen, with the exception of CSP students.



The screenshot shows the University of Sydney website with the 'Find a course' search bar. The search results for 'CONCEPTS IN BIOLOGY (BIOL1001) UNIT OF STUDY' are displayed. The page includes a description of the unit, a list of courses that offer this unit of study, and further unit of study information. The 'ESSENTIALS' section for domestic students lists the following details:

- Commonwealth Supported Place (CSP) fee: \$1,115
- Domestic tuition fee: \$4,750
- HECS Band: 2
- Unit of Study Costs: [Unit of Study Costs](#)
- Credit points: 6
- EFTSL: 0.125
- Unit of study level: Junior
- Commencing Semester 1 (March) or semesters: Summer Main
- Study mode: On-campus day classes
- Available for study: Yes. Overseas students abroad and who want to study at exchange: Sydney may apply [here](#).

How does a student find the Units of Study, and know what area of study they fall into? The current course pages sometimes hide the Units of Study link under the 'Course outline' consertina and sometimes do not list the units of study at all (they are found in the handbook) but there's no reference to that, only copy stating that 'current students should look at the handbook, and Unit of study pages do not list the 'Area of Study' for the unit - So it's basically guess-work for the student.

| Area of study   | Cost     |
|---|----------|
| <b>Band 1</b>   |          |
| Humanities, behavioural science, social studies, foreign languages, visual and performing arts, clinical psychology, education, nursing | \$6256   |
| <b>Band 2</b>   |          |
| Mathematics, statistics, computing, built environment, other health, allied health, science, engineering, surveying, agriculture        | \$8917   |
| <b>Band 3</b>   |          |
| Law, accounting, administration, economics, commerce, dentistry, medicine, veterinary science   | \$10,440 |

The cost shown is the annual student contribution amount for 1 Equivalent Full-Time Student Load (EFTSL) in 2016.

## Estimate your fees

Using the table above, you can calculate the cost of your individual units of study in three steps.

- Express your unit of study as a fraction of your overall degree.**  
For example, if your course is 48 credit points in total then one 6 credit-point unit of study will be 6 over 48 (or 0.125).
- Multiply the fraction by the student contribution.**  
For example, an arts unit of study worth 0.125 would be multiplied by the Band 1 student contribution (\$6256).
- This gives you the total student contribution payable for that unit of study.**  
For example, 0.125 x 6256 is \$782.

Remember, if you're taking units of study across multiple faculties you will most likely need to use multiple student contribution bands.

26 Areas of study are listed here, whereas in the UG prospectus, 6 are listed and in other media 21 are listed and other classification systems are also in use.

?!?!?!?

In user interviews, many prospective students did not understand the terms 'Unit of Study', 'Credit Points', and reference to the 'Student Contribution' here assumes that they are completely accross CSP (Commonwealth supported places) and the HECS-HELP scheme, which they are unlikely to be, especially as The University has not explained the terms.



# How Fees will be Calculated: Policy changes

| HOW FEES WILL BE CALCULATED   |                       |                       |                       |  |
|---|-----------------------|-----------------------|-----------------------|--|
| FULL COURSE   | 2016                  | 2017                  | 2018                  | Note   |
|   |                       |                       |                       |  |
| UG course, domestic student, CSP  | Select Uos to see fee | Select Uos to see fee | Select Uos to see fee | Indicative fee can be displayed, but acutal UoS need to be chosen to get an accurate fee |
| UG course, fee paying (dom or international student)                                | Select Uos to see fee | Fee per course        | Fee per course        |  |
| UG course, fee paying (dom or international student) for double or combined degrees | Select Uos to see fee | Fee per course        | Fee per course        |  |
| PG course, fee paying   | Fee per course        | Fee per course        | Fee per course        |  |

## Pages affected:

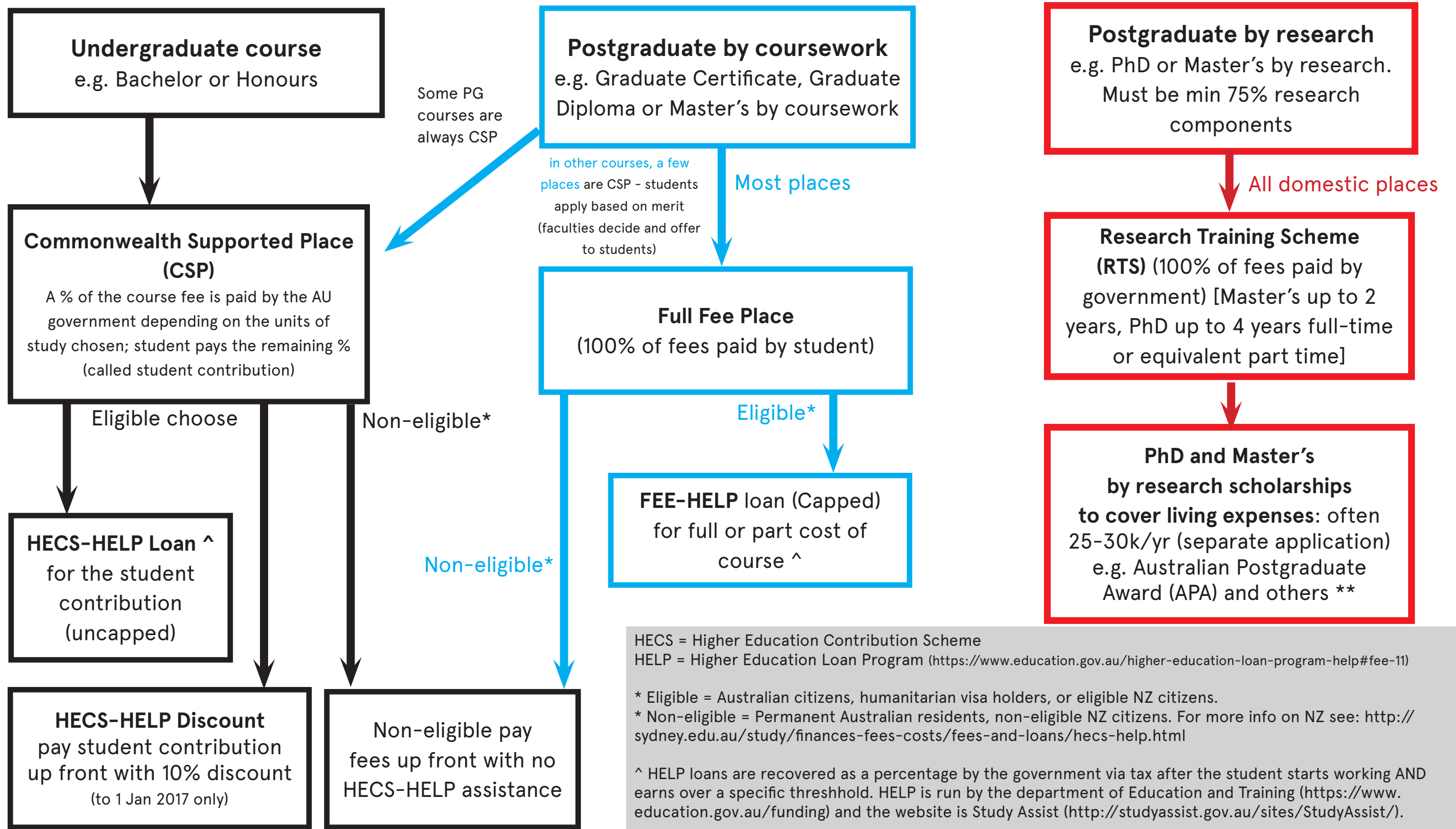
Template H - Course Page (Coursework), Template N - Course Builder, Template I - Unit of Study.

In 2016, only PG courses will refer the student to see fees on the course page.

From 2017 onwards, all students except CSP will be directed to the course page to see the fee.

i.e. Full Fee paying Domestic and Full fee paying international will be referred to their course page to see fees and changes to the Unit of Study pages will be needed because 2 fee boxes will no longer be needed in the 'Do as part of a course' tab (See designs later in document).

# Fee Funding for Domestic students



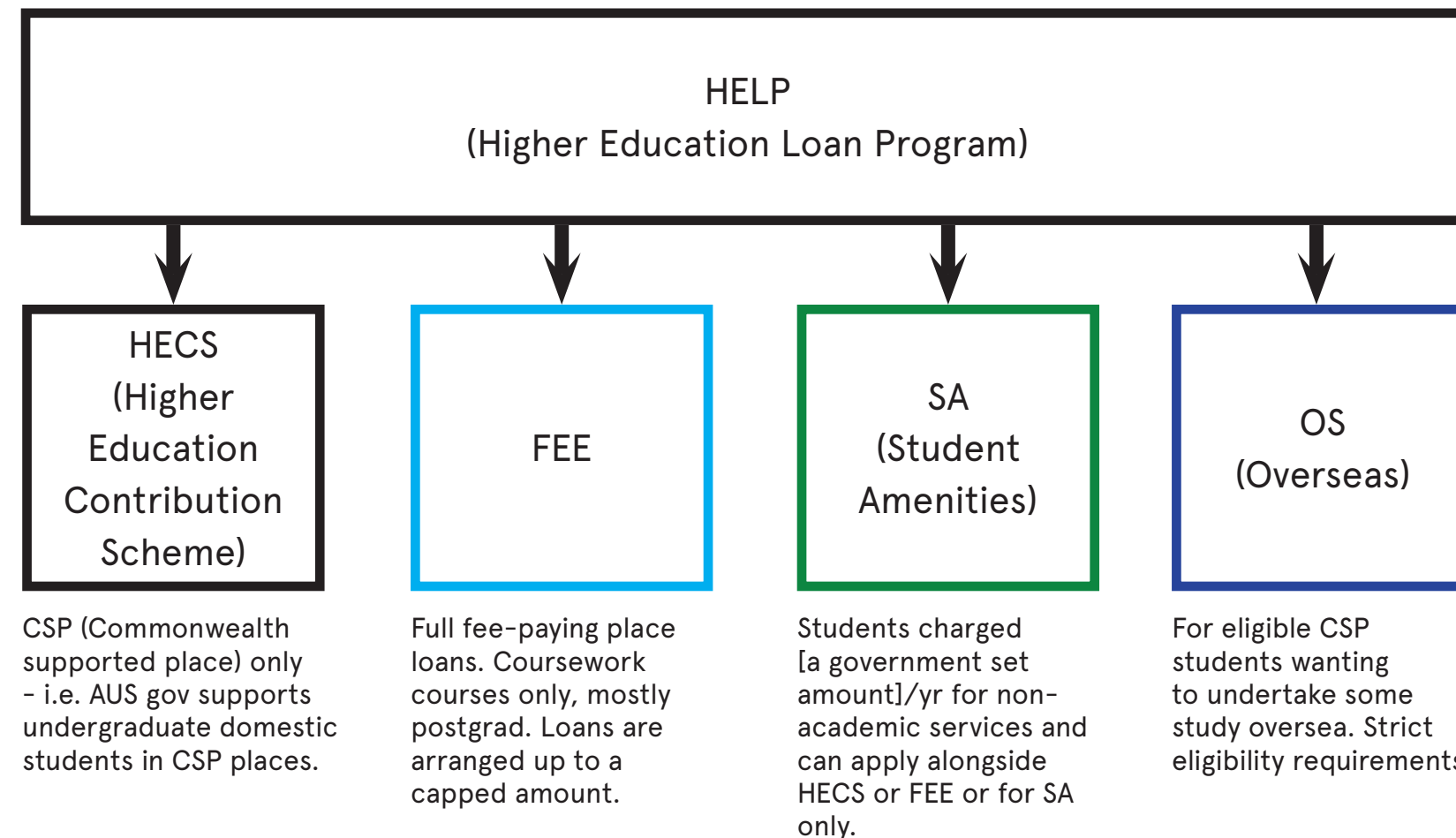
Approved by Dayashi Mudonkothy - Manager of Hecs and Fees

Process\_

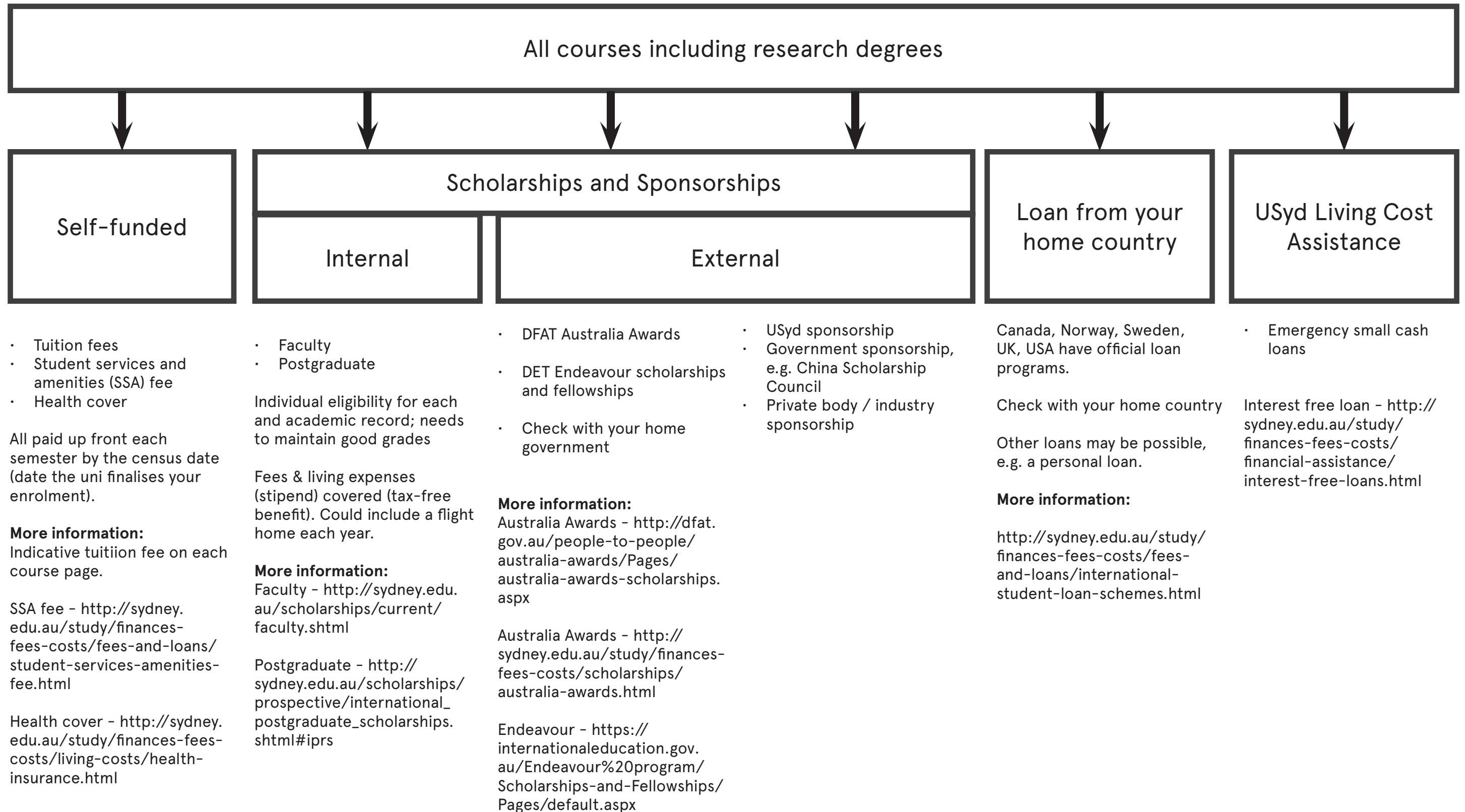
# Fee Funding for Domestic students

Types of HELP available

- HECS-HELP
- FEE-HELP
- SA-HELP
- OS-HELP

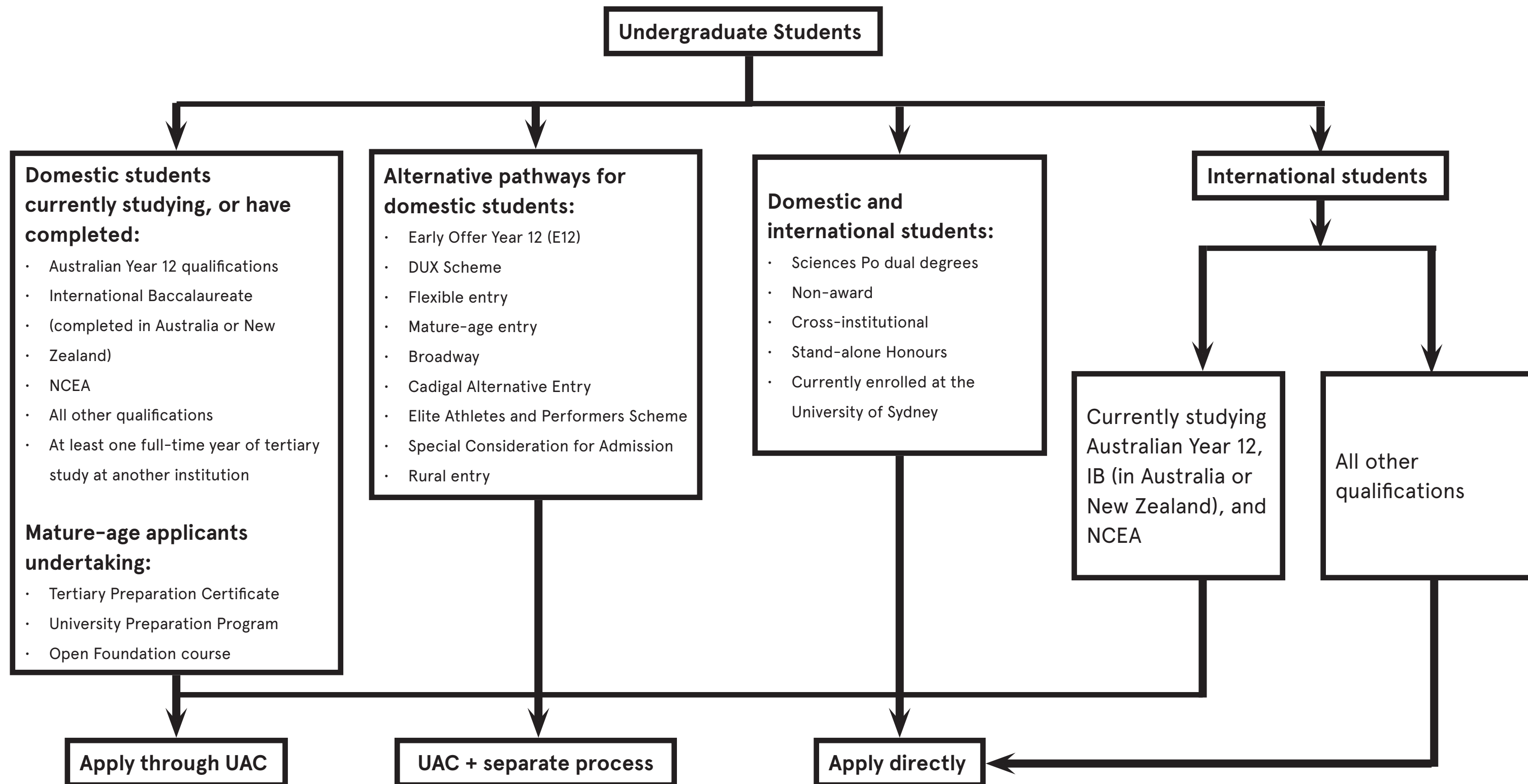


# Fee Funding for International students



Process\_

# Rules on how to apply - UAC / direct

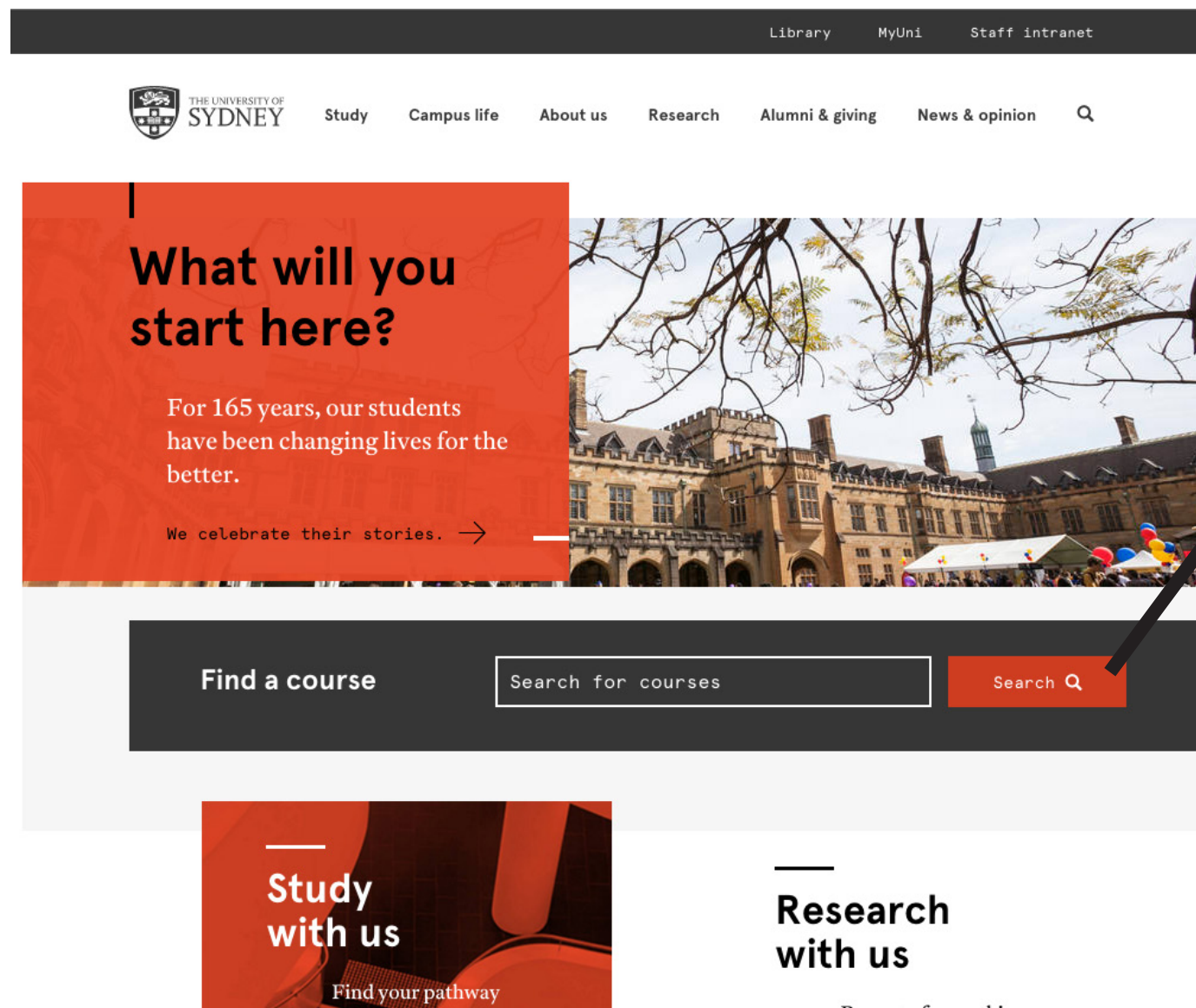




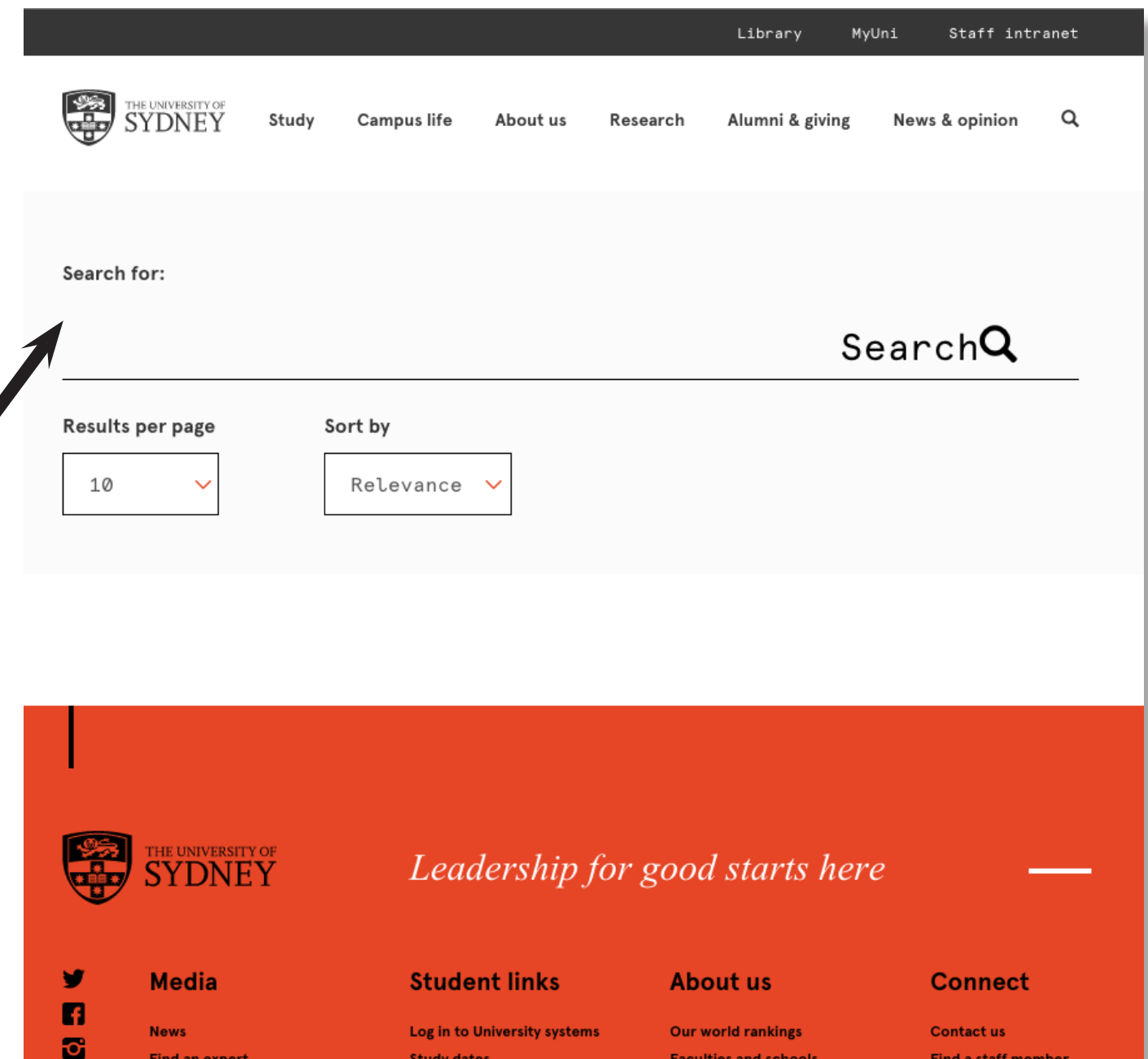
Current search & courses pages\_

# Homepage

<http://sydney.edu.au/>



<http://sydney.edu.au/s/search.html>

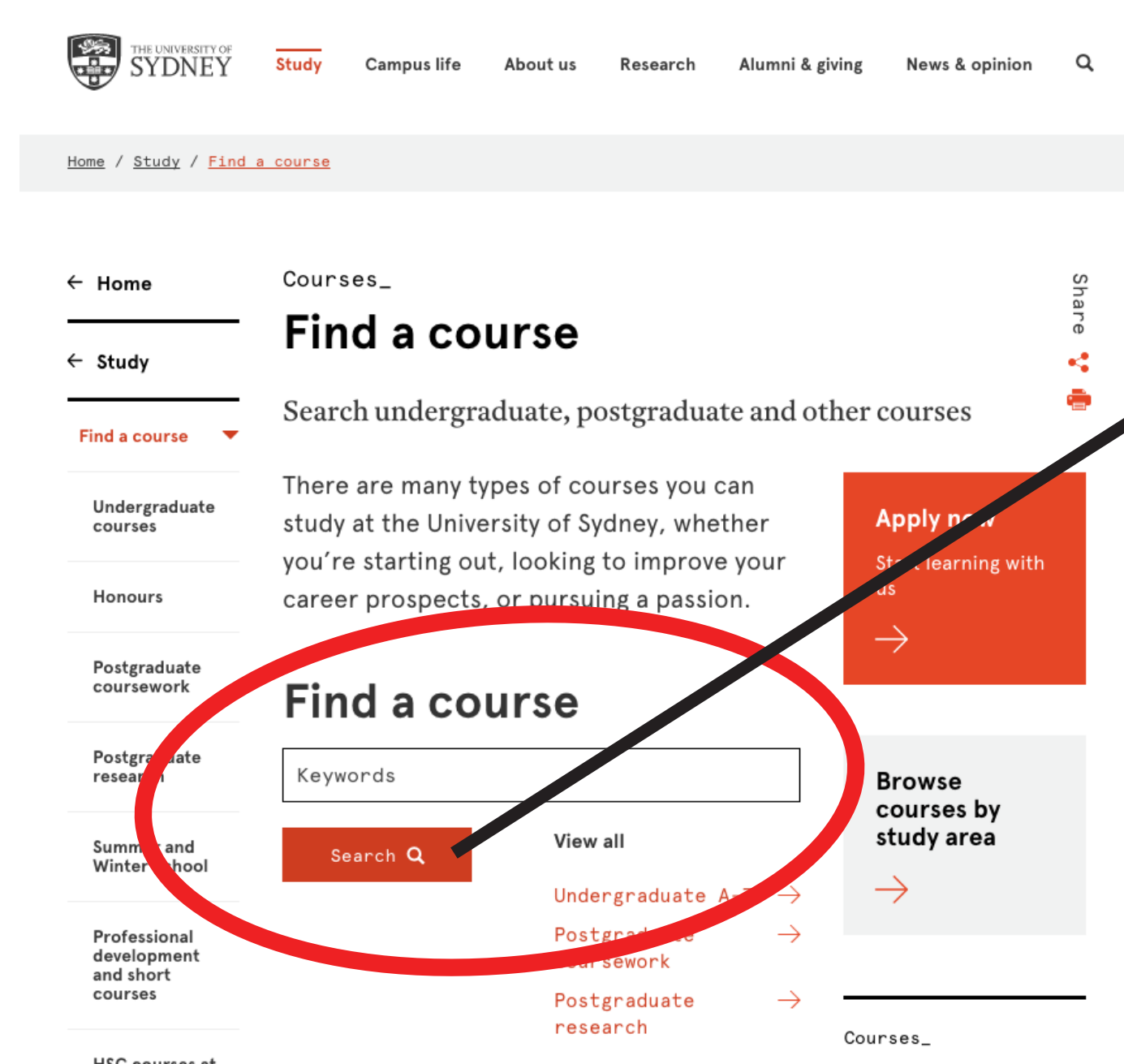


Users often want to see a full list of courses (to give context) as evidenced by the fact that 10% of users are entering no search term before hitting 'search'

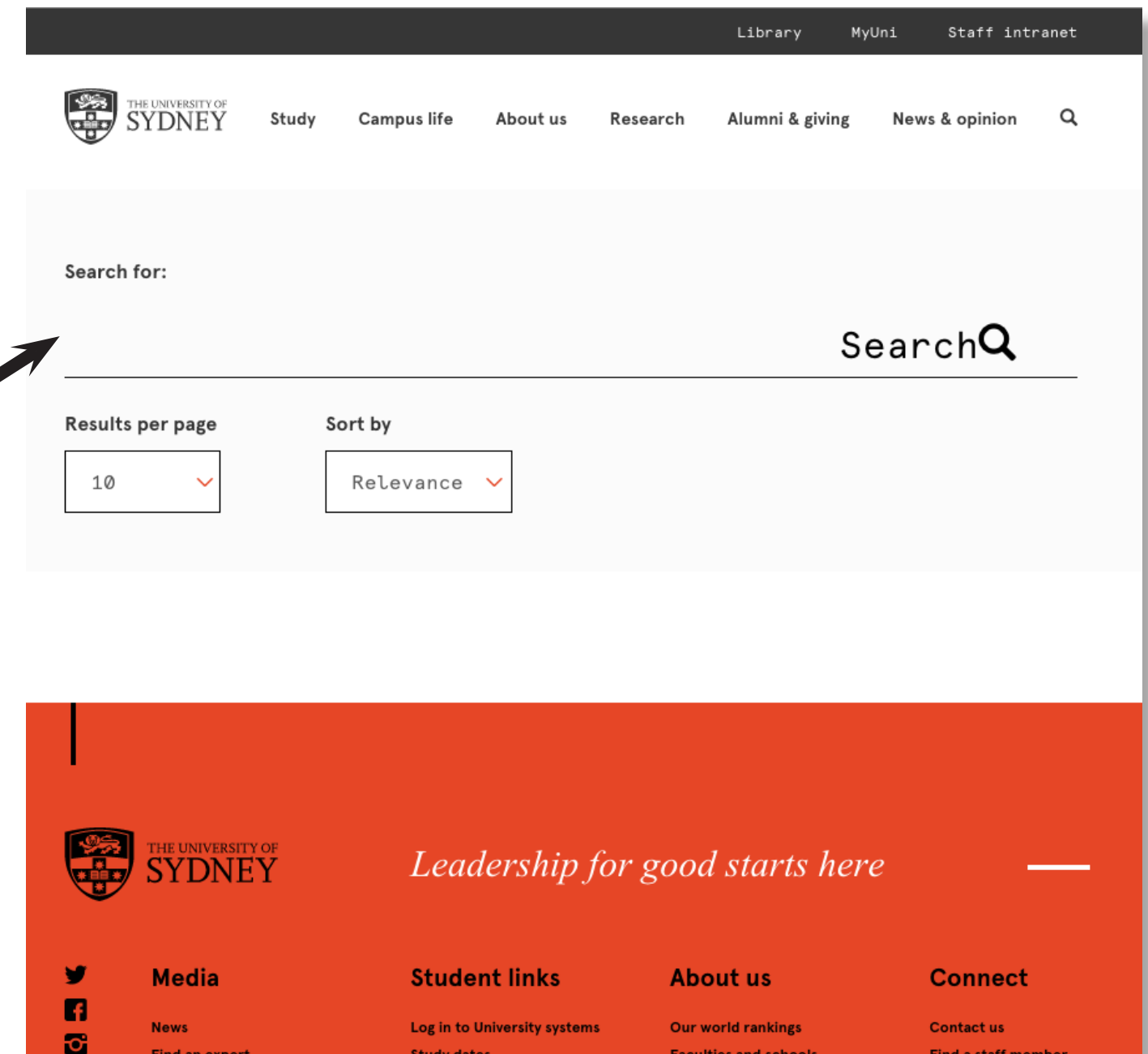
Current search & courses pages\_

# Find a course page

<http://sydney.edu.au/study/find-a-course.html>



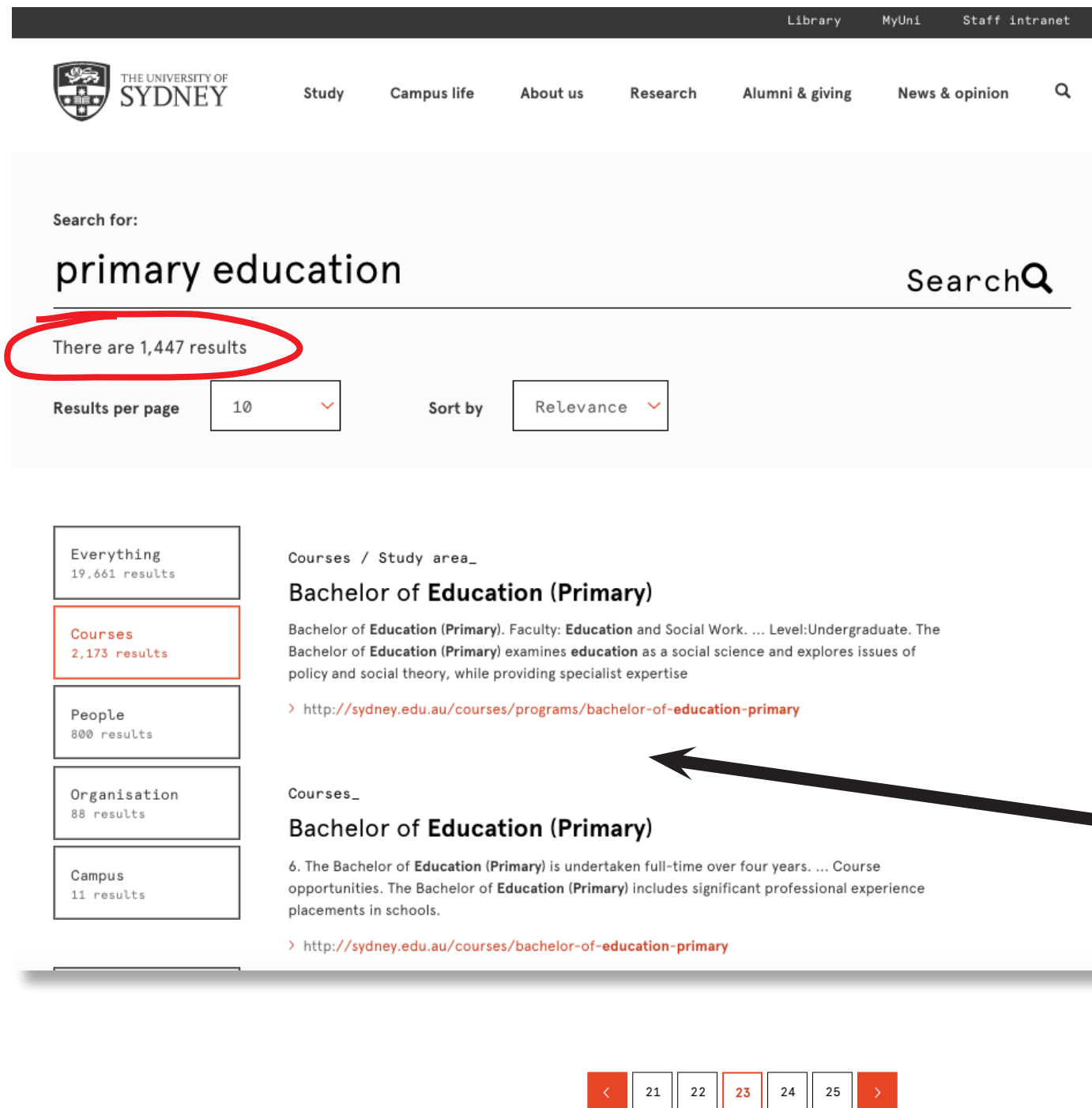
<http://sydney.edu.au/s/search.html>



Current search & courses pages\_

# Search results listings page

<http://sydney.edu.au/s/search.html?collection=Usyd&f.Content+type%7Cx=courses&query=Primary%20Education>



The screenshot shows the University of Sydney search results page. At the top, there's a navigation bar with links like Library, MyUni, and Staff intranet. Below that is the University of Sydney logo and a main navigation menu with links like Study, Campus life, About us, Research, Alumni & giving, and News & opinion. The search bar contains the text 'primary education' and a 'Search' button. Below the search bar, it says 'There are 1,447 results'. There are filters for 'Results per page' (set to 10) and 'Sort by' (set to Relevance). On the left, there's a sidebar with filters: 'Everything' (19,661 results), 'Courses' (2,173 results), 'People' (800 results), 'Organisation' (88 results), and 'Campus' (11 results). The 'Courses' filter is highlighted with a red box. The main content area shows two results for 'Bachelor of Education (Primary)'. The first result is under 'Courses / Study area\_' and the second is under 'Courses\_'. Both results have the same title and description. A red arrow points from the text 'Only 2 results are seen on the page...' to the first result. At the bottom, there's a pagination bar showing pages 21, 22, 23, 24, and 25, with page 23 highlighted.

## Feedback from student ambassador:

The new Sydney Courses website is more confusing than the previous Sydney Courses website and provides less information.

This should at least be linked back to the <http://sydney.edu.au/courses/> actual Sydney Courses website which allows you to filter by postgraduate and undergraduate. E.g.: primary education brings back 1400+ results, the old Sydney Courses page returns 27, the first option being the one that I wanted.

The "Find a Course" link under Study doing a search all is incredibly deceptive and confusing to students.

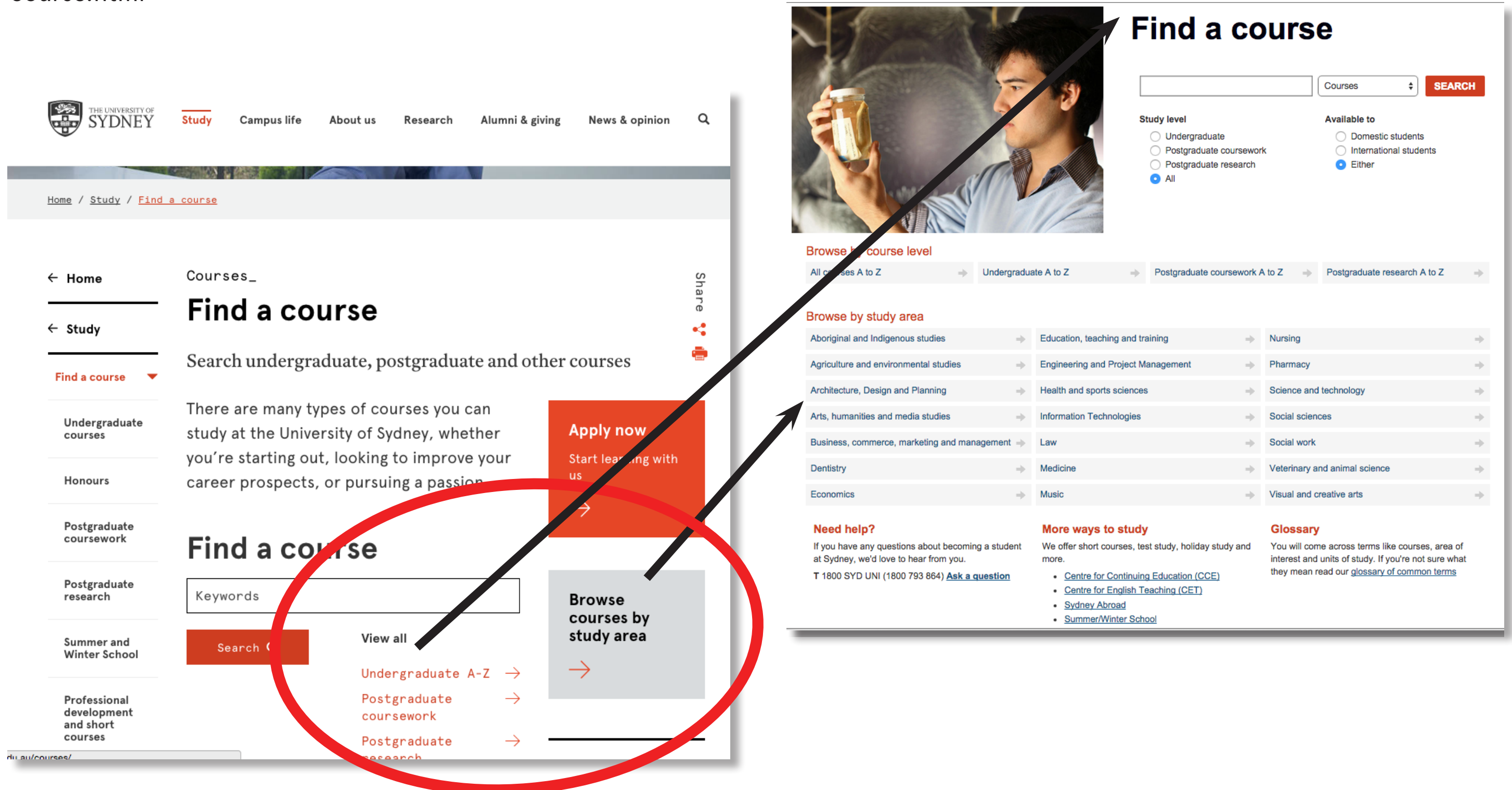
Only 2 results are seen on the page, one a study area and one a course, they have the same title, fooling the user into thinking they are the same result, but one is a 'program'. The difference between a program and a course is not evident by clicking into both of these results. The rest of the results over more than 25 further search results pages are never viewed by the user and it's not even evident from many more pages of results there are, as only 5 are shown at the bottom of the page.

Current search & courses pages\_

# Old search page (Still in use)

Find-a-course page at <http://sydney.edu.au/study/find-a-course.html>

also leads to </courses/search/>



**Find a course**

Search undergraduate, postgraduate and other courses

There are many types of courses you can study at the University of Sydney, whether you're starting out, looking to improve your career prospects, or pursuing a passion.

**Find a course**

Keywords

**Search**

**View all**

- Undergraduate A-Z →
- Postgraduate coursework →
- Postgraduate research →

**Browse courses by study area** →

**Apply now**  
Start learning with us →

**Find a course**

Courses ▾ **SEARCH**

**Study level**

- ☐ Undergraduate
- ☐ Postgraduate coursework
- ☐ Postgraduate research
- ☒ All

**Available to**

- ☐ Domestic students
- ☐ International students
- ☒ Either

**Browse by course level**

All courses A to Z → Undergraduate A to Z → Postgraduate coursework A to Z → Postgraduate research A to Z →

**Browse by study area**

|  |                                      |                                 |
|--|--------------------------------------|---------------------------------|
| Aboriginal and Indigenous studies →            | Education, teaching and training →   | Nursing →                       |
| Agriculture and environmental studies →        | Engineering and Project Management → | Pharmacy →                      |
| Architecture, Design and Planning →            | Health and sports sciences →         | Science and technology →        |
| Arts, humanities and media studies →           | Information Technologies →           | Social sciences →               |
| Business, commerce, marketing and management → | Law →                                | Social work →                   |
| Dentistry →                                    | Medicine →                           | Veterinary and animal science → |
| Economics →                                    | Music →                              | Visual and creative arts →      |

**Need help?**  
If you have any questions about becoming a student at Sydney, we'd love to hear from you.  
T 1800 SYD UNI (1800 793 864) [Ask a question](#)

**More ways to study**  
We offer short courses, test study, holiday study and more.

- [Centre for Continuing Education \(CCE\)](#)
- [Centre for English Teaching \(CET\)](#)
- [Sydney Abroad](#)
- [Summer/Winter School](#)

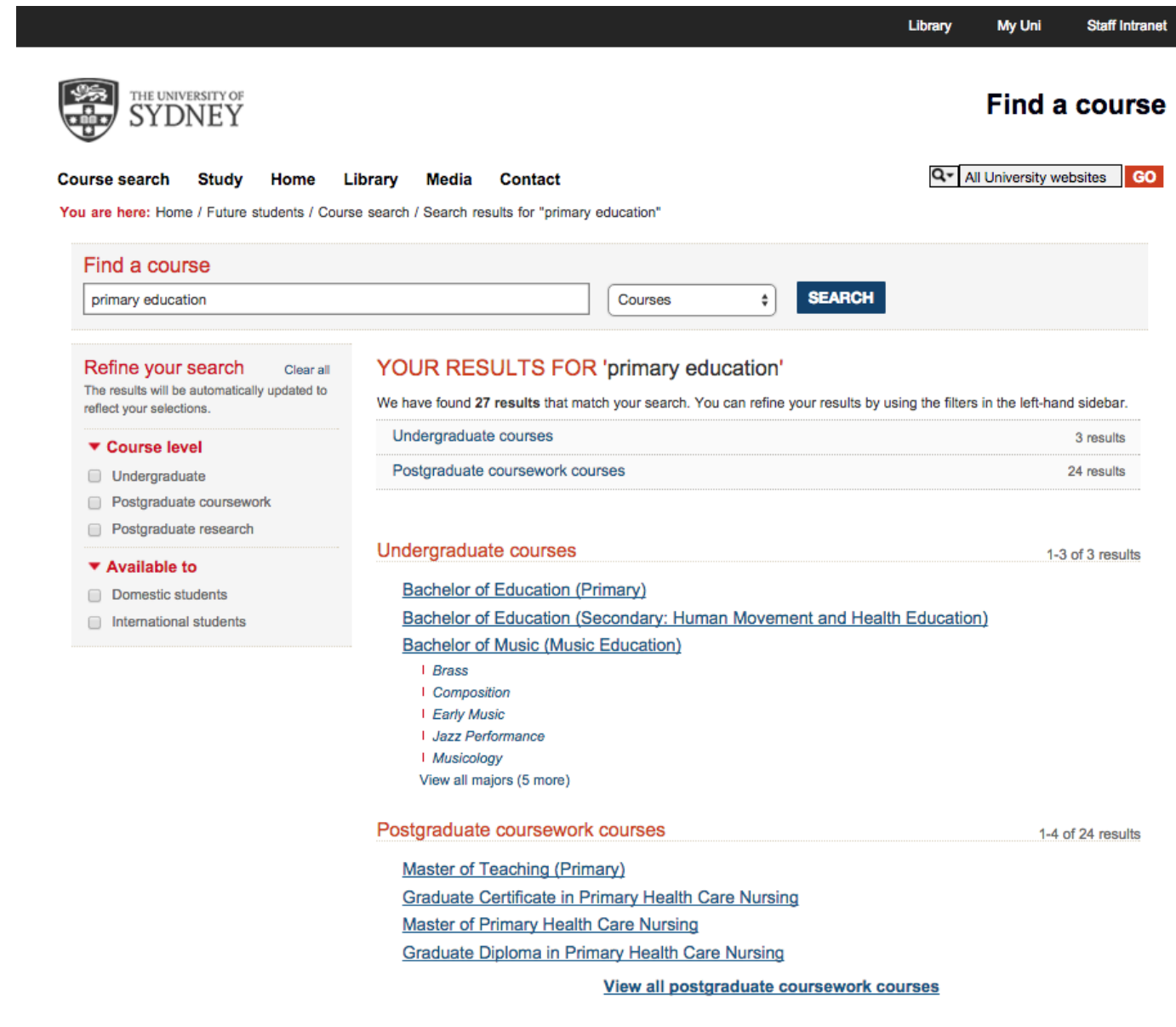
**Glossary**  
You will come across terms like courses, area of interest and units of study. If you're not sure what they mean read our [glossary of common terms](#)



Current search & courses pages\_

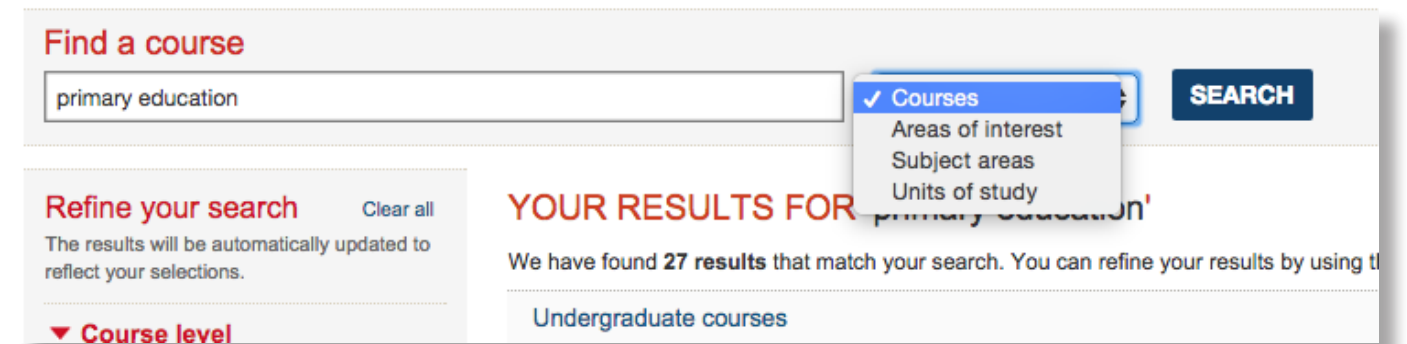
# Old search results listings page (Still in use)

[http://sydney.edu.au/courses/search?utf8=%E2%9C%93&query=primary+education&query\\_type=Course&commit=Search&course\\_level%5B%5D=&available\\_to=](http://sydney.edu.au/courses/search?utf8=%E2%9C%93&query=primary+education&query_type=Course&commit=Search&course_level%5B%5D=&available_to=)



The screenshot shows the 'Find a course' search results page. At the top, there's a navigation bar with 'Library', 'My Uni', and 'Staff Intranet'. Below it, the University of Sydney logo and 'Find a course' title are visible. A search bar contains 'primary education' and a dropdown menu is open, showing options: 'Courses' (selected), 'Areas of interest', 'Subject areas', and 'Units of study'. A 'SEARCH' button is next to the search bar. Below the search bar, there's a 'Refine your search' section with 'Clear all' and a 'Course level' dropdown. The main results section is titled 'YOUR RESULTS FOR 'primary education'' and shows 'We have found 27 results that match your search. You can refine your results by using the filters in the left-hand sidebar.' The results are categorized into 'Undergraduate courses' (3 results) and 'Postgraduate coursework courses' (24 results). Under 'Undergraduate courses', there are links for 'Bachelor of Education (Primary)', 'Bachelor of Education (Secondary: Human Movement and Health Education)', and 'Bachelor of Music (Music Education)'. Under 'Postgraduate coursework courses', there are links for 'Master of Teaching (Primary)', 'Graduate Certificate in Primary Health Care Nursing', 'Master of Primary Health Care Nursing', and 'Graduate Diploma in Primary Health Care Nursing'. A link to 'View all postgraduate coursework courses' is at the bottom.

This page has a 're-search' field defaulted to 'courses',



This close-up shows the search bar with 'primary education' entered. The dropdown menu is open, showing 'Courses' as the selected option. Other options include 'Areas of interest', 'Subject areas', and 'Units of study'. A 'SEARCH' button is visible to the right of the search bar.

Other searches are 'Areas of interest', 'Subject areas', and 'Units of study' but these all sound the same, or at least the difference isn't obvious. School students repeatedly said they didn't know what a Unit of study was in user interviews.

Being able to filter by course level and 'available to domestic/international' may be something students want to do, but perhaps not in this functional form and the terms are not understood. Being domestic or international has rules attached which are not explained.

**Explanation of this page from internal staff (note this is pretty incomprehensible, and so isn't good UX):**

Within courses/search, the site is broken down by courses, pathways and programs. "programs" = search for "areas of interest", pathways = search for "subject areas", courses = search for "courses". Study area breakdown is only reached by browsing, ditto a-z.

You can also limit searches on /courses/ by study level and international vs domestic on the front page, and by other limiters on search results page, but the proportion of people using them is infinitesimal, probably because this is all so confusing and opaque.



Current search & courses pages\_

# Course Page

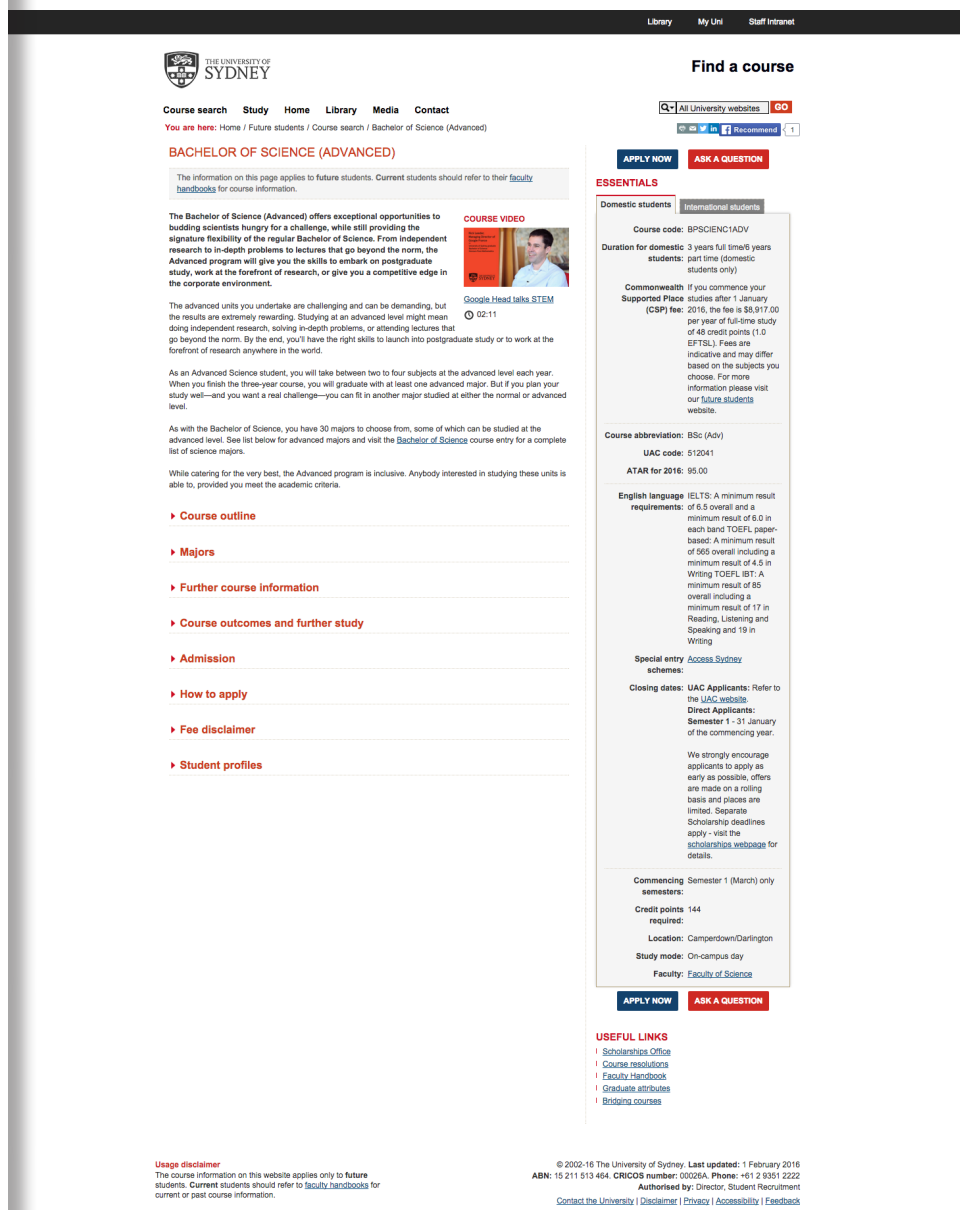
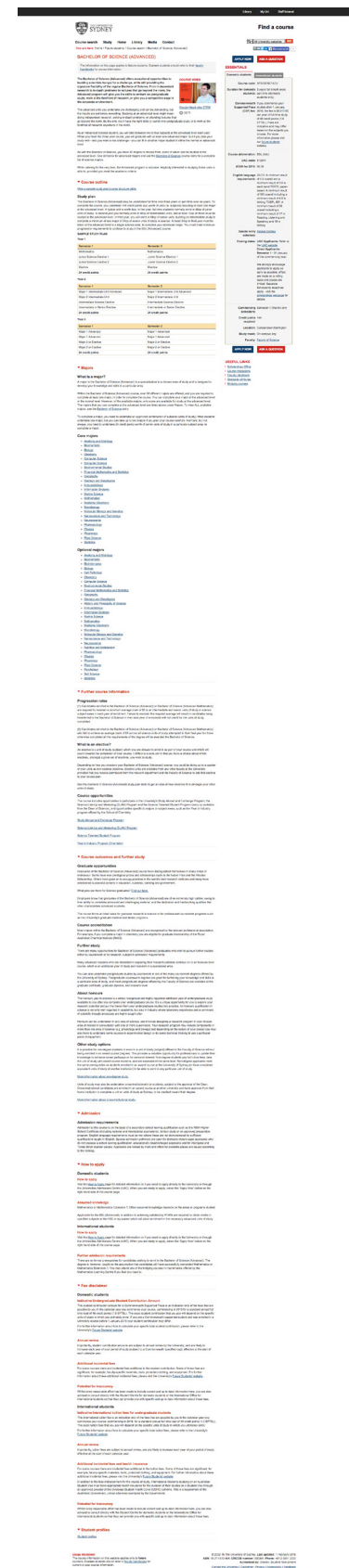
Course page  
with all  
consertinas  
open

Example course page <http://sydney.edu.au/courses/bachelor-of-science-advanced>

The video titled 'Google head talks STEM' is not very visible, but in any case belongs on the STEM inspiration page.

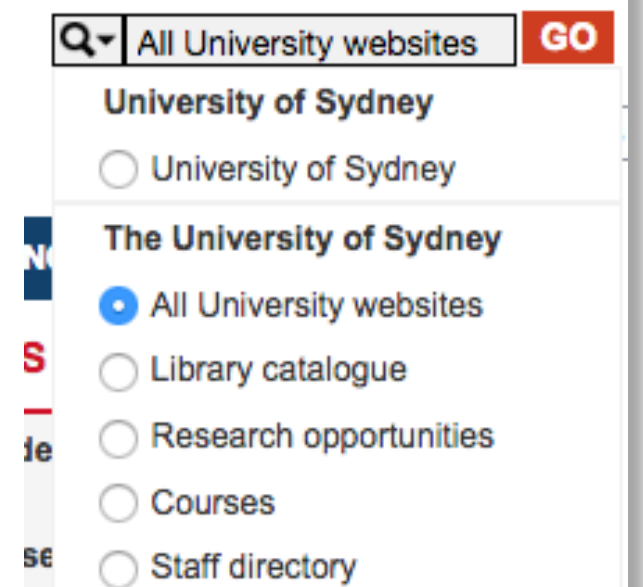
The search bar is not very visible and has not been used in user interviews to search again. Defaults to search 'All university websites' rather than to 'Courses' search when on a course page which is a poor experience, should default to course search.

When the user searches again, the dropdown is not visible, unless it's clicked, which is unlikely, since there's no indication what's in the dropdown. Instead the search bar should indicate what is being searched and that should be defaulted to 'courses'.



Course page with all consertinas closed  
(default)

## Find a course



Search Dropdown

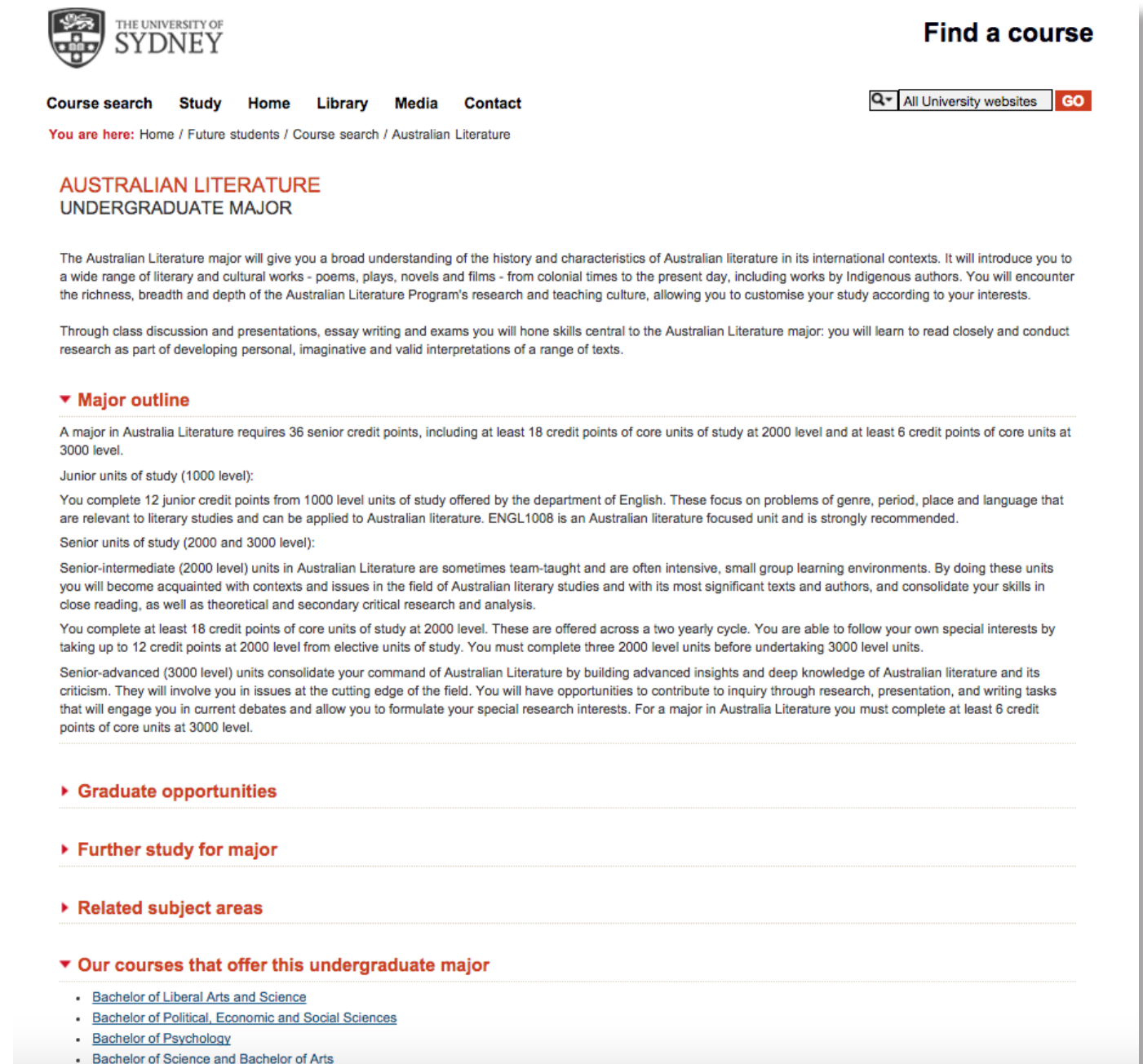
# Major / Stream Page

## Example Major Page – Australian Literature

<http://sydney.edu.au/courses/pathways/major-australian-literature>

### Problems with the current page:

1. The outline is confusing.
2. Excessive amount of text.
3. The page doesn't fully explain what 'Junior' and 'Senior' units of study are, and when they can be taken, e.g. the fact that 1000-level units are taken in first year, 2000-level units from second year, etc.



The screenshot shows the University of Sydney website for the Australian Literature Undergraduate Major. The page includes a navigation bar with links to Course search, Study, Home, Library, Media, and Contact. A search bar is present with a 'GO' button. The page title is 'AUSTRALIAN LITERATURE UNDERGRADUATE MAJOR'. The main content area provides a detailed description of the major, its requirements, and the units of study. The page is structured with sections for 'Major outline', 'Graduate opportunities', 'Further study for major', 'Related subject areas', and 'Our courses that offer this undergraduate major'.

**Find a course**

Course search Study Home Library Media Contact

You are here: Home / Future students / Course search / Australian Literature

## AUSTRALIAN LITERATURE UNDERGRADUATE MAJOR

The Australian Literature major will give you a broad understanding of the history and characteristics of Australian literature in its international contexts. It will introduce you to a wide range of literary and cultural works - poems, plays, novels and films - from colonial times to the present day, including works by Indigenous authors. You will encounter the richness, breadth and depth of the Australian Literature Program's research and teaching culture, allowing you to customise your study according to your interests.

Through class discussion and presentations, essay writing and exams you will hone skills central to the Australian Literature major: you will learn to read closely and conduct research as part of developing personal, imaginative and valid interpretations of a range of texts.

### ▼ Major outline

A major in Australia Literature requires 36 senior credit points, including at least 18 credit points of core units of study at 2000 level and at least 6 credit points of core units at 3000 level.

Junior units of study (1000 level):

You complete 12 junior credit points from 1000 level units of study offered by the department of English. These focus on problems of genre, period, place and language that are relevant to literary studies and can be applied to Australian literature. ENGL1008 is an Australian literature focused unit and is strongly recommended.

Senior units of study (2000 and 3000 level):

Senior-intermediate (2000 level) units in Australian Literature are sometimes team-taught and are often intensive, small group learning environments. By doing these units you will become acquainted with contexts and issues in the field of Australian literary studies and with its most significant texts and authors, and consolidate your skills in close reading, as well as theoretical and secondary critical research and analysis.

You complete at least 18 credit points of core units of study at 2000 level. These are offered across a two yearly cycle. You are able to follow your own special interests by taking up to 12 credit points at 2000 level from elective units of study. You must complete three 2000 level units before undertaking 3000 level units.

Senior-advanced (3000 level) units consolidate your command of Australian Literature by building advanced insights and deep knowledge of Australian literature and its criticism. They will involve you in issues at the cutting edge of the field. You will have opportunities to contribute to inquiry through research, presentation, and writing tasks that will engage you in current debates and allow you to formulate your special research interests. For a major in Australia Literature you must complete at least 6 credit points of core units at 3000 level.

### ► Graduate opportunities

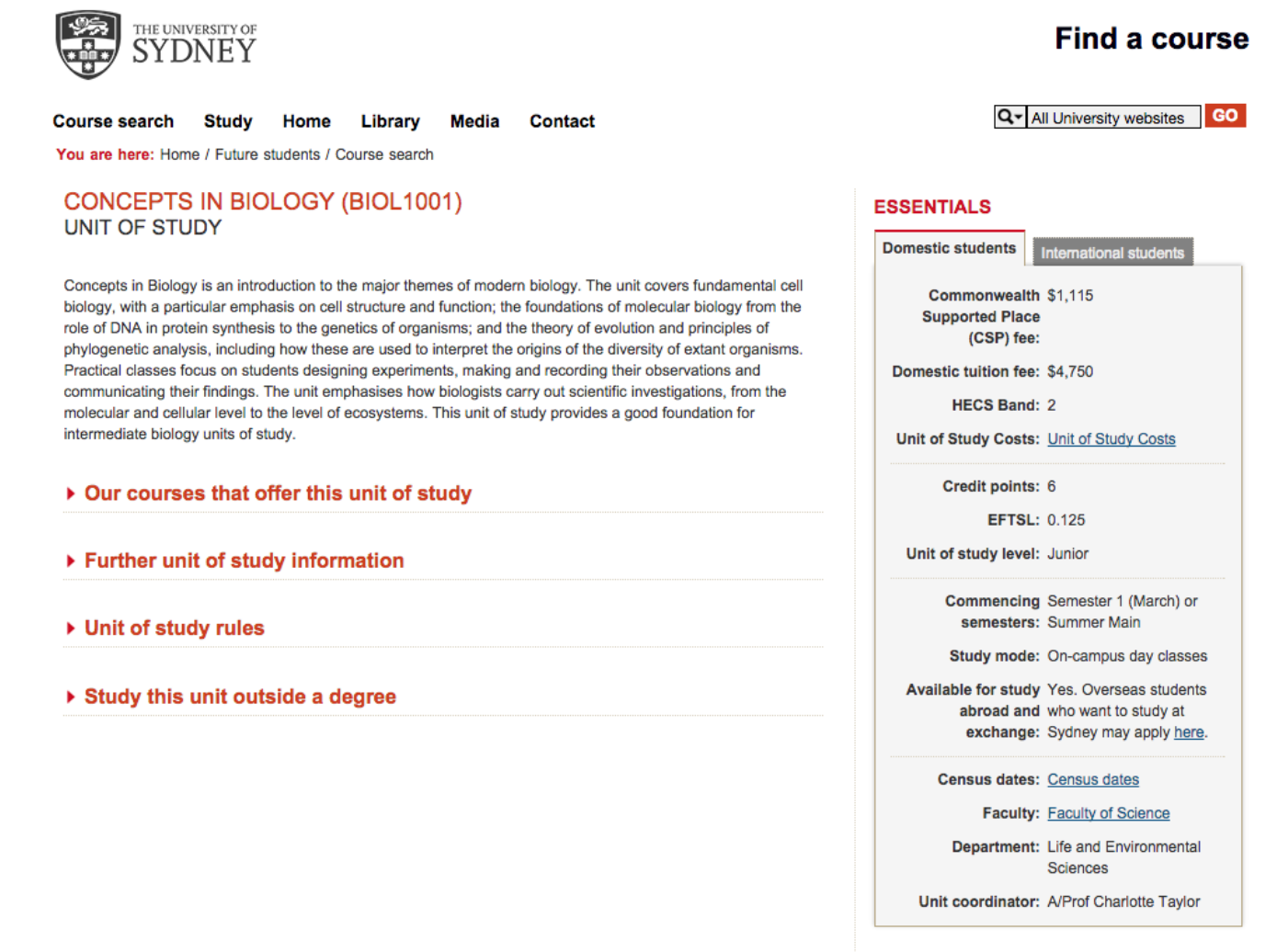
### ► Further study for major

### ► Related subject areas

### ▼ Our courses that offer this undergraduate major

- [Bachelor of Liberal Arts and Science](#)
- [Bachelor of Political, Economic and Social Sciences](#)
- [Bachelor of Psychology](#)
- [Bachelor of Science and Bachelor of Arts](#)

# Unit of Study Page



The screenshot shows the University of Sydney website interface for the 'CONCEPTS IN BIOLOGY (BIOL1001) UNIT OF STUDY'. The page is divided into several sections. At the top, there is a navigation bar with links for 'Course search', 'Study', 'Home', 'Library', 'Media', and 'Contact'. Below this, a search bar contains the text 'All University websites' and a 'GO' button. The main content area is titled 'CONCEPTS IN BIOLOGY (BIOL1001) UNIT OF STUDY'. It includes a brief description of the unit, followed by a list of links: 'Our courses that offer this unit of study', 'Further unit of study information', 'Unit of study rules', and 'Study this unit outside a degree'. On the right side, there is a sidebar titled 'Find a course' which contains a search bar and a 'GO' button. Below this, there is a section titled 'ESSENTIALS' with tabs for 'Domestic students' and 'International students'. The 'Domestic students' tab is selected, showing details such as 'Commonwealth Supported Place (CSP) fee: \$1,115', 'Domestic tuition fee: \$4,750', 'HECS Band: 2', 'Unit of Study Costs: [Unit of Study Costs](#)', 'Credit points: 6', 'EFTSL: 0.125', 'Unit of study level: Junior', 'Commencing semesters: Semester 1 (March) or Summer Main', 'Study mode: On-campus day classes', 'Available for study abroad and exchange: Yes. Overseas students who want to study at exchange: Sydney may apply [here](#).', 'Census dates: [Census dates](#)', 'Faculty: [Faculty of Science](#)', 'Department: Life and Environmental Sciences', and 'Unit coordinator: A/Prof Charlotte Taylor'.

Unit of study page – used to help students decide if they’re interested in the elements of a degree.

Issues:

1. Text heavy with poor separation of information
2. The RHS column initially looks informative, but is actually very confusing with no explanation of the items. Some are obsolete, some UoS pages have ‘Not available’ against the ‘Domestic tuition fee’ which we investigated to find that it actually meant that no-one had put a price in the field, however it gives the impression that the Unit (product) is not available. There were many more issues, detailed and solved in the next 2 pages.
3. No clear way to apply, especially if wanting to take outside of a degree – The process is that the student has to separately search for ‘undergraduate cross-institutional <faculty> course, and apply for it, however that is not mentioned anywhere on the page or on the site that I have found
4. There is no need to split this page for international and domestic students. See new wireframe designs link detailed later in this document.

# Understanding & Solving Unit of Study Page Issues

|  | Relevant to Domestic | Relevant to international | Value of information to student   | What student is expected to do with the information   | Link1 i.e. info in the current website | Link2 i.e. info in the current website | Recommendation  | (UX note) NEED TO detect if they are domestic or international student and get them to select their faculty to see prices.   |
|--|----------------------|---------------------------|---|---|--|--|---|--|
| Commonwealth Supported Place (CSP) fee:\$782 | Y                    | N                         | The amount payable by the student   | Makes an informed decision based on the cost  | CSP Link                               |  | Explain what CSP means, make it clear that this is the amount the student pays AFTER adjustment   |  |
| Domestic tuition fee:Not available           | Y                    | N                         | Student pays full fee based on the course   | Makes an informed decision based on the cost  |  |  | DFEE is a full fee which student has to pay based on the course. There is no set limit to Max number of faculties any unit could be done via. So it will 16 (total number of faculties), Ideally it is not more than 3. |  |
| International tuition fee:Not available      | N                    | Y                         | Student pays full fee based on the course   | Makes an informed decision based on the cost  |  |  | International fee is a full fee which student has to pay based on the course. The price of the course remains the same even if it is done alone   | To calculate, the Faculty which the unit will be done with needs to be selected first. We need to list an actual cost here - need to know the max no. of faculties any unit could be done via and how many units are available with more than one faculty. |
| HECS Band:1                                  | Y                    | N                         | Explains the HECS band for the CSP rate used  | It's a legal requirement. Actual legal requirement is to display the BAND.  |  |  |   | See above - depends on course being done as part of and faculty. If being done alone, is there a totally different price?  |
| Unit of Study Costs                          | Y                    | Y                         | Display unit of study cost  | There is no page currently to explain how unit of study fees is calculated. Also this will not be required from next year | Unit of Study Costs Link               |  |   | Please copy here the exact legal requirement, perhaps it's just a requirement to show the user how the fee is calculated, in which case I can cover that better than this  |
| Credit points:6                              | Y                    | Y                         | Display UoS credit points and 6 credit points is 1/8th of a year's worth of subjects usually. Or there's 4 units in a semester, 2 semesters per year i.e. 8 units per year usually. | Able to calculate the credit points to complete the course  |  |  |   | This should be a link to a page explaining how fees are calculated.  |
| EFTSL:0.125                                  | Y                    | Y                         | 1.0 EFTSL = 48 credit points/ year  | Student will come to know the study load whether they are studying full time or part time attendance mode                 |  |  |   | Yes, just display this for now, but include a link to our glossary to explain what they are and say 6CP is 1/8th of a year's worth of subjects usually. Or there's 4 units in a semester, 2 semesters per year i.e. 8 units per year usually.              |
| Unit of study level:Junior                   | Y                    | Y                         | Display the appropriate year e.g Junior, Intermediate, Senior, Honours, Year 5, and Year 6  | It helps with students course planning and confirming with course rules requirements                                      | Study level Link                       |  | Display by year instead e.g. '1st year subject' Note that a 2nd year student can be doing a junior subject.   | Find a better way of writing this e.g. 1 of 8 subjects taken in a year--- Done   |



# Understanding & Solving Unit of Study Page Issues

|   | Relevant to Domestic | Relevant to international | Value of information to student   | What student is expected to do with the information   | Link1 i.e. info in the current website | Link2 i.e. info in the current website | Recommendation  | (UX note) NEED TO detect if they are domestic or international student and get them to select their faculty to see prices.      |
|---|----------------------|---------------------------|---|---|--|--|---|---|
| Commencing semesters:Summer Main              | Y                    | Y                         | Display the next start date(s) of the unit                              | Plan their study. There can only be maximum 2 dates   |  |  | Academic Board sets the dates and they are published online. Display actual dates also e.g. 'Summer Main = 1st July'                            | Perhaps need a link to explain what Junior means? Is there a link for that? Pls find.   |
| Study mode:On-campus day classes              | Y                    | Y                         | Display study mode  | Will get to know the study mode whether they are studying: On-campus, distance or online                    | Study mode Link                        |  |   | Show actual dates next to each semester - There can be more than 1 commencement date - how many are there likely to be Adi? --- |
| Available for study abroad and exchange       | Y                    | Y                         | Has to meet Lukia   | Available for study abroad and exchange: Yes. Overseas students who want to study at Sydney may apply here. | Offline                                |  |   | Link to a definition of the study mode listed. Adi to find out how many study modes there could be maximum per UoS              |
| Census dates:Census dates                     | Y                    | Y                         | To withdraw from the unit without any penalty                           | Cut off date for students to finalise their UoS selections  |  |  |   | split into 'Usyd incoming Y/N' and 'Usyd outgoing YN'   |
| Faculty:Faculty of Arts and Social Sciences   | Y                    | Y                         | Not sure  | Will get to know in what Faculty the course fall in   |  |  |   | define census to the user UoS has a session which has a census date.  |
| Department:Philosophy                         | Y                    | Y                         | The school or department who taught the unit                            | Not sure  |  |  |   |   |
| Do as a single unit                           | Y                    | N                         |   | The process is to search for the unit of study and apply through SITS                                       |  |  | Steps 2 and 3 only below  |   |
| Cross-insitutional study *                    | Y                    | Y                         | Not sure  | Inbound and Outbound. Process for applying is within the links  | Cross-Institutional Link               | Cross-Institutional Link               | Add the process 1. Get written approval from your uni (* only), 2. Apply on the cross-insututional course name 3. Apply as if for a full course | Put a link to the actual course they apply through and show process   |
| COURSE PAGES                                  |                      |                           |   |   |  |  |   | Show the process and give a link where to apply   |
| Course abbreviation                           |                      |                           | Tells student what letters they will get after their name on graduation |   |  |  |   |   |
| English language requirement                  |                      |                           |   |   |  |  | needed for international and domestic students  |   |
| English language requirement                  |                      |                           |   |   |  |  | needed for international and domestic students  |   |
| Credit points required to complete the course |                      |                           |   |   |  |  | Needed in some form   |   |
|   |                      |                           |   |   |  |  |   |   |



Current search & courses pages\_

# Considering Majors & UoS when selecting a course

This is a sample course timetable which is offered in different forms or not at all via the course pages. Sometimes the course table has no example Unit of Study, but instead states 'select from table A', where there is no 'table A' on the page.

| Possible third <a href="#">major</a> to be chosen from those already listed or from <a href="#">majors</a> available in other faculties:  |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Biochemistry</li> <li>Bioinformatics</li> <li>Biology</li> <li>Chemistry</li> <li>Computer Science</li> <li>Education</li> <li>Environmental Studies</li> <li>Geography</li> </ul> | <ul style="list-style-type: none"> <li>Geology and Geophysics</li> <li>History and Philosophy of Science</li> <li>Industrial Relations and Human Resource Management</li> <li>Information Systems</li> <li>Management</li> </ul> | <ul style="list-style-type: none"> <li>Marketing</li> <li>Mathematics</li> <li>Microbiology</li> <li>Physics</li> <li>Plant Science</li> <li>Psychology</li> <li>Statistics</li> </ul> |

## SAMPLE DEGREE STRUCTURE

| Year 1                            |  | Year 2                                       |  | Year 3                                       |                              | Year 4                             |                                     |
|-----------------------------------|--|--|--|--|------------------------------|------------------------------------|-------------------------------------|
| Semester 1                        | Semester 2                                 | Semester 1                                   | Semester 2                                   | Semester 1                                   | Semester 2                   | Semester 1                         | Semester 2                          |
| MECO1001 AUSTRALIAN MEDIA STUDIES | MECO1002 MEDIA & COMMUNICATIONS LANDSCAPES | MECO2601 RADIO BROADCASTING                  | MECO2603 MEDIA RELATIONS                     | MECO3603 MEDIA, LAW AND ETHICS               | MECO3605 MEDIA GLOBALISATION | MECO3671 MEDIA AND COMM INTERNSHIP | MECO3609 CRITICAL PRACTICE IN MEDIA |
| TABLE A JUNIOR UNIT               | MECO1003 Principles of Media Writing       | TABLE A JUNIOR/SENIOR OR TABLE B SENIOR UNIT | MECO3601 VIDEO PRODUCTION                    | MECO3606 ADVANCED MEDIA WRITING              | MECO3602 ONLINE MEDIA        | MECO3672 INTERNSHIP PROJECT        | TABLE A OR B SENIOR UNIT            |
| TABLE A OR B JUNIOR UNIT          | TABLE A OR B JUNIOR UNIT                   | TABLE A JUNIOR/SENIOR OR TABLE B SENIOR UNIT | TABLE A JUNIOR/SENIOR OR TABLE B SENIOR UNIT | TABLE A JUNIOR/SENIOR OR TABLE B SENIOR UNIT | TABLE A OR B SENIOR UNIT     | TABLE A OR B SENIOR UNIT           | TABLE A OR B SENIOR UNIT            |
| TABLE A MAJOR JUNIOR UNIT         | TABLE A MAJOR JUNIOR UNIT                  | TABLE A MAJOR SENIOR UNIT                    | TABLE A MAJOR SENIOR UNIT                    | TABLE A MAJOR SENIOR UNIT                    | TABLE A MAJOR SENIOR UNIT    | TABLE A MAJOR SENIOR UNIT          | TABLE A MAJOR SENIOR UNIT           |
| 24 CREDITS                        | 24 CREDITS                                 | 24 CREDITS                                   | 24 CREDITS                                   | 24 CREDITS                                   | 24 CREDITS                   | 24 CREDITS                         | 24 CREDITS                          |

Each box represents one 6 credit point unit of study. This diagram is a sample structure only, and is based on a standard full-time progression over 4 years.

The core MECO units of study and semester offerings are subject to change.

Note that timetable information becomes available a specific amount of time before the unit is offered, so timetable info is not always going to be available.

Some students don't really look at or consider UoS before applying for a course, but some do, and it should be available and transparent. It's possible that many don't look at UoS because it's currently so difficult to do so and not required until after enrolment.

Some want to select Units of Study (UoS) by a major, and it's currently difficult to populate a degree structure just by selecting UoS or by selecting a major (which is a selection of UoS). An empty pdf is supplied for the student to fill in.

Some students have other responsibilities, such as work and family commitments and so times and dates are important when selecting a course, see 'Considering timetables when selecting a course'. Timetable information would sit naturally here, for example by providing a UoS list in date and time order view, and by having detail showing the day of the week and time of day, going into actual dates.

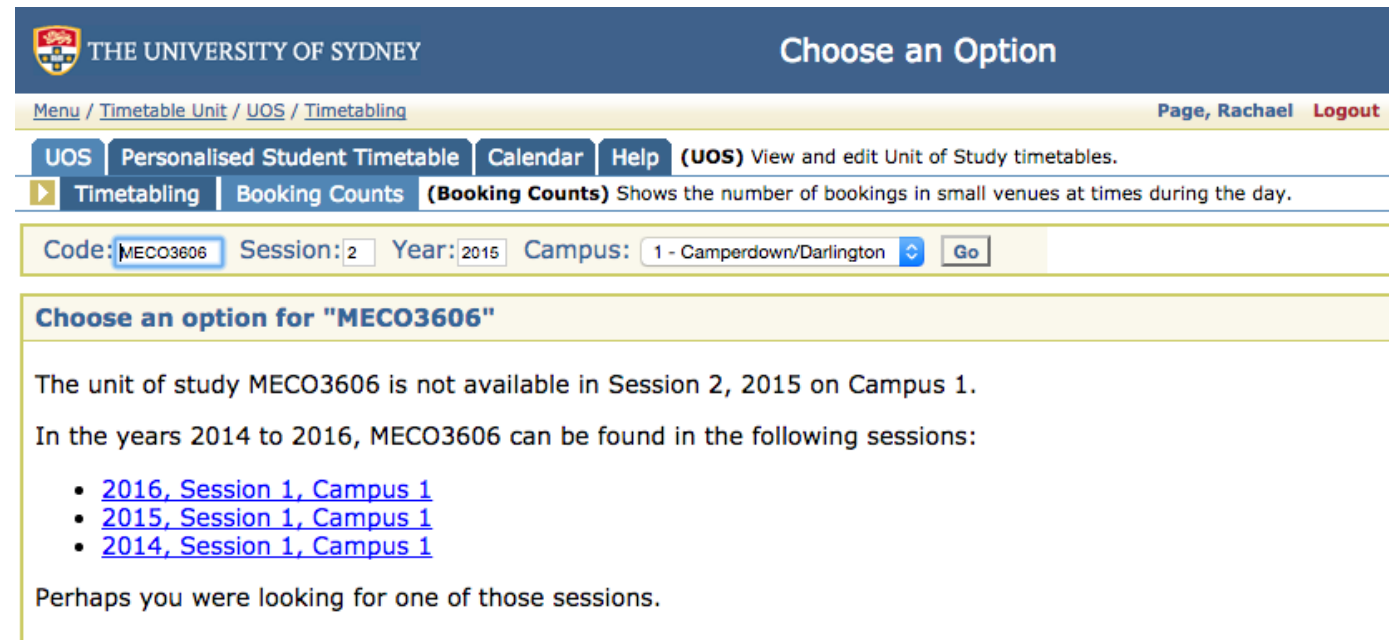
A student could view a sample structure, and optionally 'Build' their course. Potentially, any timetable clashes should be highlighted at the time, and a confirmation of the Major could be shown on the plan.

- Pre-populated degree structure
- Direct links to UoS detail page and summary pane
- UoS selection by major
- Timetable info: day of the week and time of day, and dates
- Clashes highlighted
- Location
- Study mode (online, on-campus day etc)
- Auto timetable generator for at least the coming semester

Current search & courses pages\_

# Considering timetables when selecting a course

URL = <https://web.timetable.usyd.edu.au/menu.jsp?siteMap=true>



THE UNIVERSITY OF SYDNEY Choose an Option

Menu / Timetable Unit / UOS / Timetabling Page, Rachael Logout

UOS Personalised Student Timetable Calendar Help (UOS) View and edit Unit of Study timetables.

Timetabling Booking Counts (Booking Counts) Shows the number of bookings in small venues at times during the day.

Code: MECO3606 Session: 2 Year: 2015 Campus: 1 - Camperdown/Darlington Go

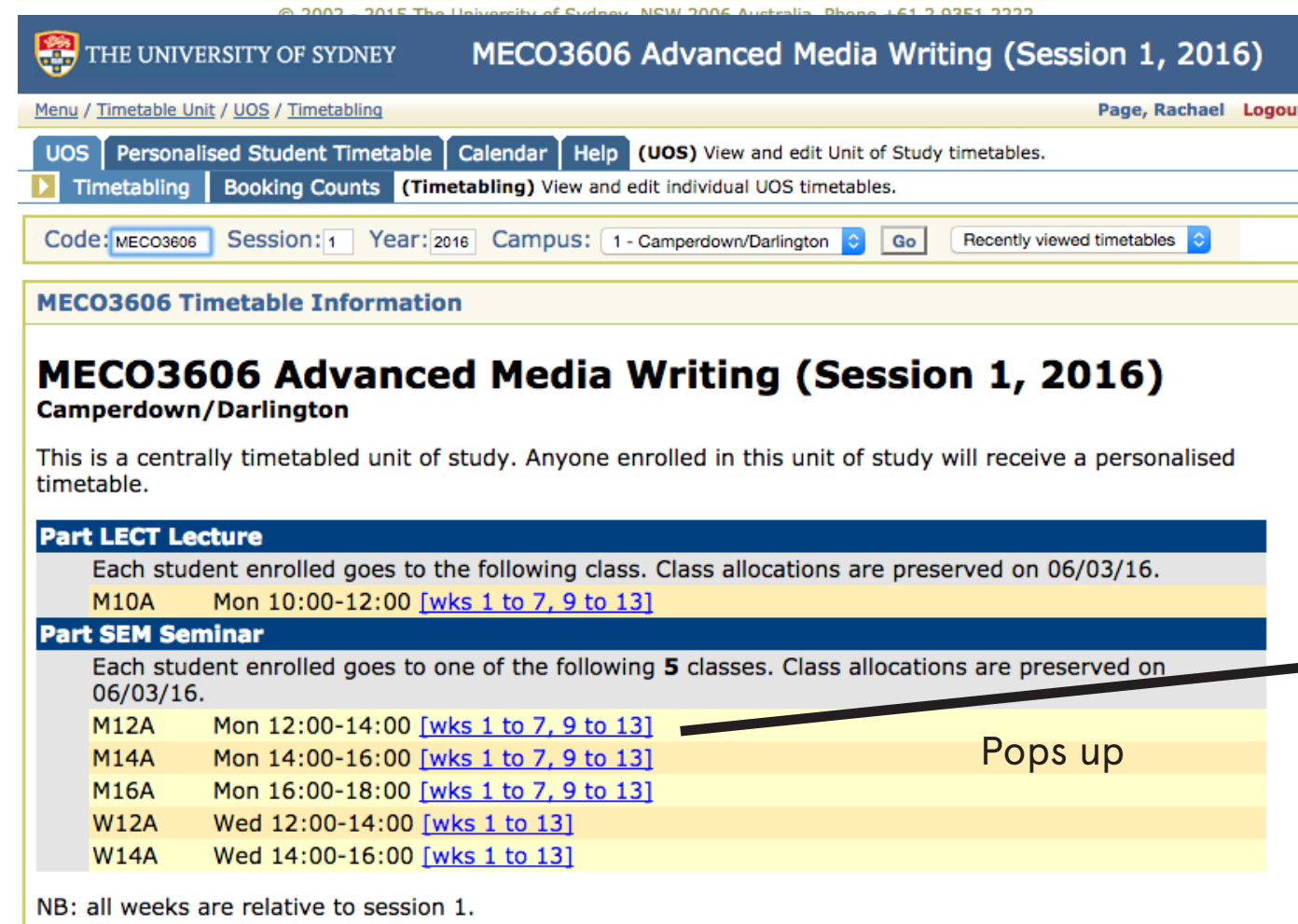
**Choose an option for "MECO3606"**

The unit of study MECO3606 is not available in Session 2, 2015 on Campus 1.

In the years 2014 to 2016, MECO3606 can be found in the following sessions:

- 2016, Session 1, Campus 1
- 2015, Session 1, Campus 1
- 2014, Session 1, Campus 1

Perhaps you were looking for one of those sessions.



THE UNIVERSITY OF SYDNEY MECO3606 Advanced Media Writing (Session 1, 2016)

Menu / Timetable Unit / UOS / Timetabling Page, Rachael Logout

UOS Personalised Student Timetable Calendar Help (UOS) View and edit Unit of Study timetables.

Timetabling Booking Counts (Timetabling) View and edit individual UOS timetables.

Code: MECO3606 Session: 1 Year: 2016 Campus: 1 - Camperdown/Darlington Go Recently viewed timetables

**MECO3606 Timetable Information**

**MECO3606 Advanced Media Writing (Session 1, 2016)**  
Camperdown/Darlington

This is a centrally timetabled unit of study. Anyone enrolled in this unit of study will receive a personalised timetable.

**Part LECT Lecture**

Each student enrolled goes to the following class. Class allocations are preserved on 06/03/16.

M10A Mon 10:00-12:00 [wks 1 to 7, 9 to 13]

**Part SEM Seminar**

Each student enrolled goes to one of the following 5 classes. Class allocations are preserved on 06/03/16.

M12A Mon 12:00-14:00 [wks 1 to 7, 9 to 13]

M14A Mon 14:00-16:00 [wks 1 to 7, 9 to 13]

M16A Mon 16:00-18:00 [wks 1 to 7, 9 to 13]

W12A Wed 12:00-14:00 [wks 1 to 13]

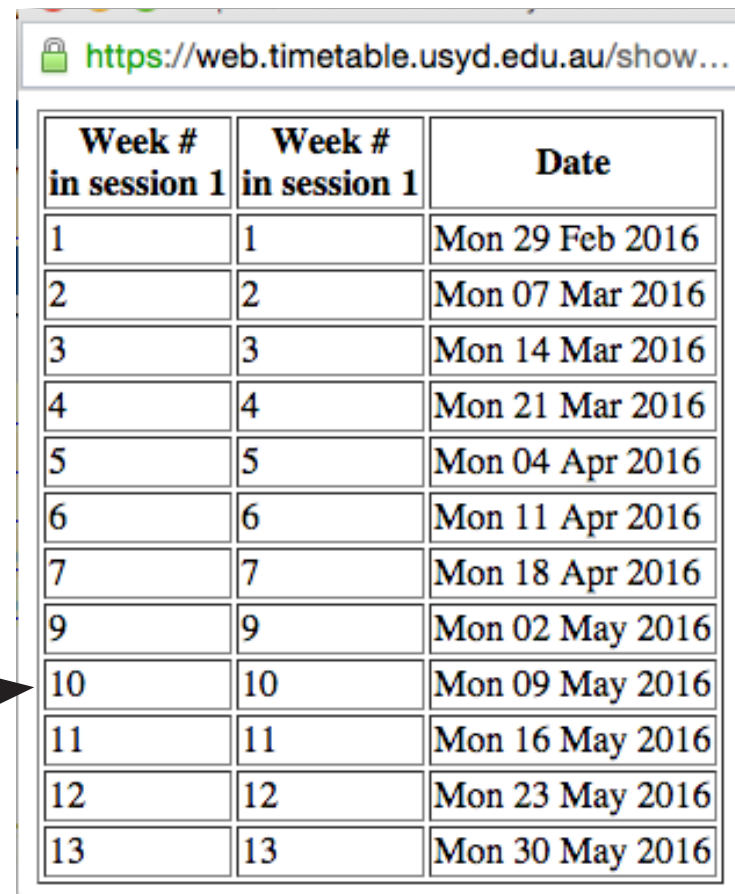
W14A Wed 14:00-16:00 [wks 1 to 13]

NB: all weeks are relative to session 1.

These screenshots are from a system called My Uni > Timetable which is only available to students with a login, i.e. not to prospective students who are searching for a course, and so it's not relevant here, except to say that it contains information which would be useful to prospective students:

- UOS Search
- UOS Location
- UOS Time
- Avoid UOS clashes

The student contact centre receives many calls from prospective students asking for detailed timetable information which is unavailable on the website



| Week #<br>in session 1 | Week #<br>in session 1 | Date            |
|------------------------|------------------------|-----------------|
| 1                      | 1                      | Mon 29 Feb 2016 |
| 2                      | 2                      | Mon 07 Mar 2016 |
| 3                      | 3                      | Mon 14 Mar 2016 |
| 4                      | 4                      | Mon 21 Mar 2016 |
| 5                      | 5                      | Mon 04 Apr 2016 |
| 6                      | 6                      | Mon 11 Apr 2016 |
| 7                      | 7                      | Mon 18 Apr 2016 |
| 9                      | 9                      | Mon 02 May 2016 |
| 10                     | 10                     | Mon 09 May 2016 |
| 11                     | 11                     | Mon 16 May 2016 |
| 12                     | 12                     | Mon 23 May 2016 |
| 13                     | 13                     | Mon 30 May 2016 |

Interviewee Ira uses this link to check unit times and clashes. A UoS Code is entered in the top, search results show below, once one result is clicked, times and week details appear (The addition of actual dates could help)

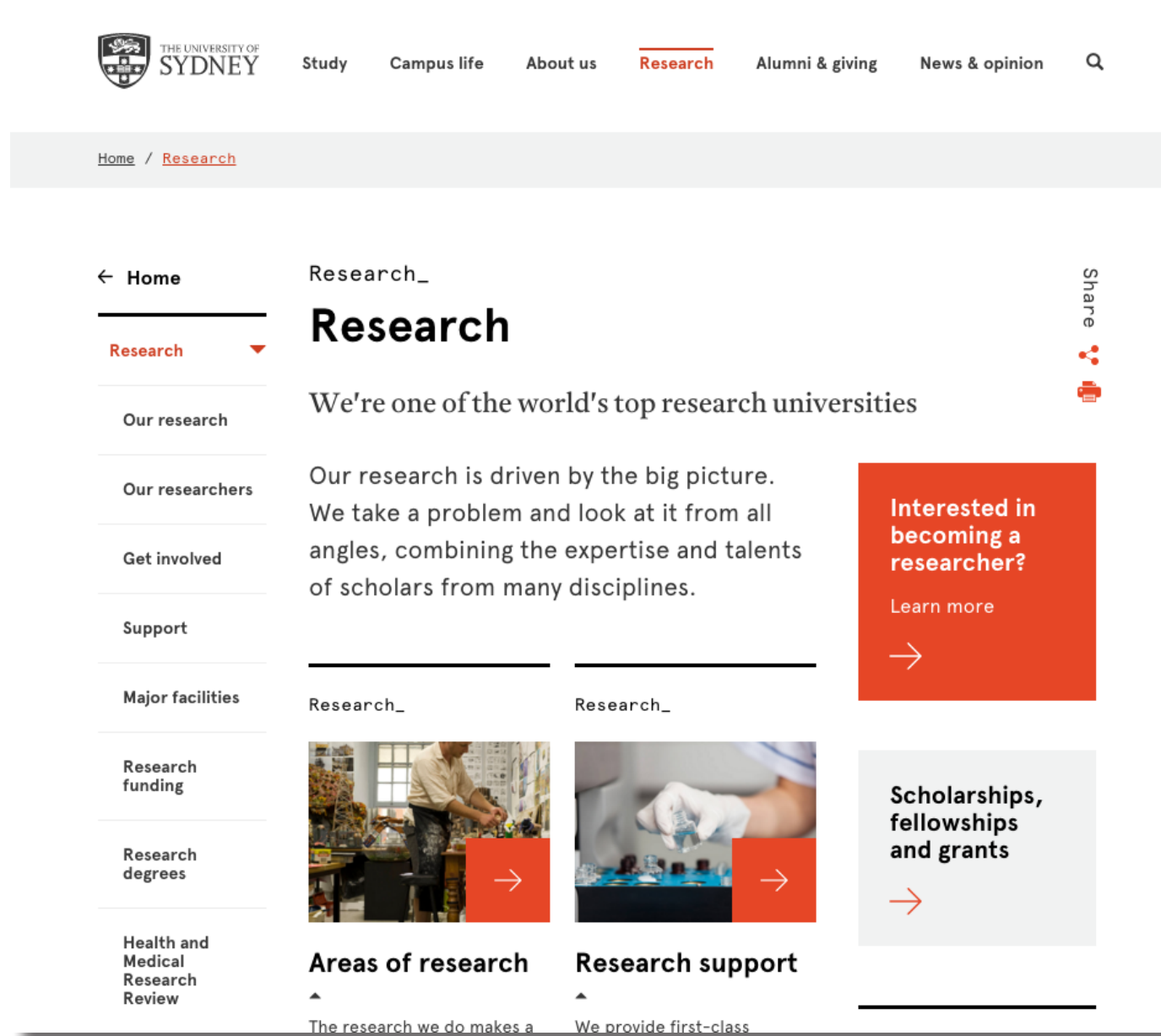
The interface is not user friendly and it would take a while to work out a full course. Date seems to be available for only 1 year in advance at most.

"I don't really see the purpose of any other search column apart from the Unit code" - Ira

Current search & courses pages\_

# Research Top Level Page

/research/ (our research areas)

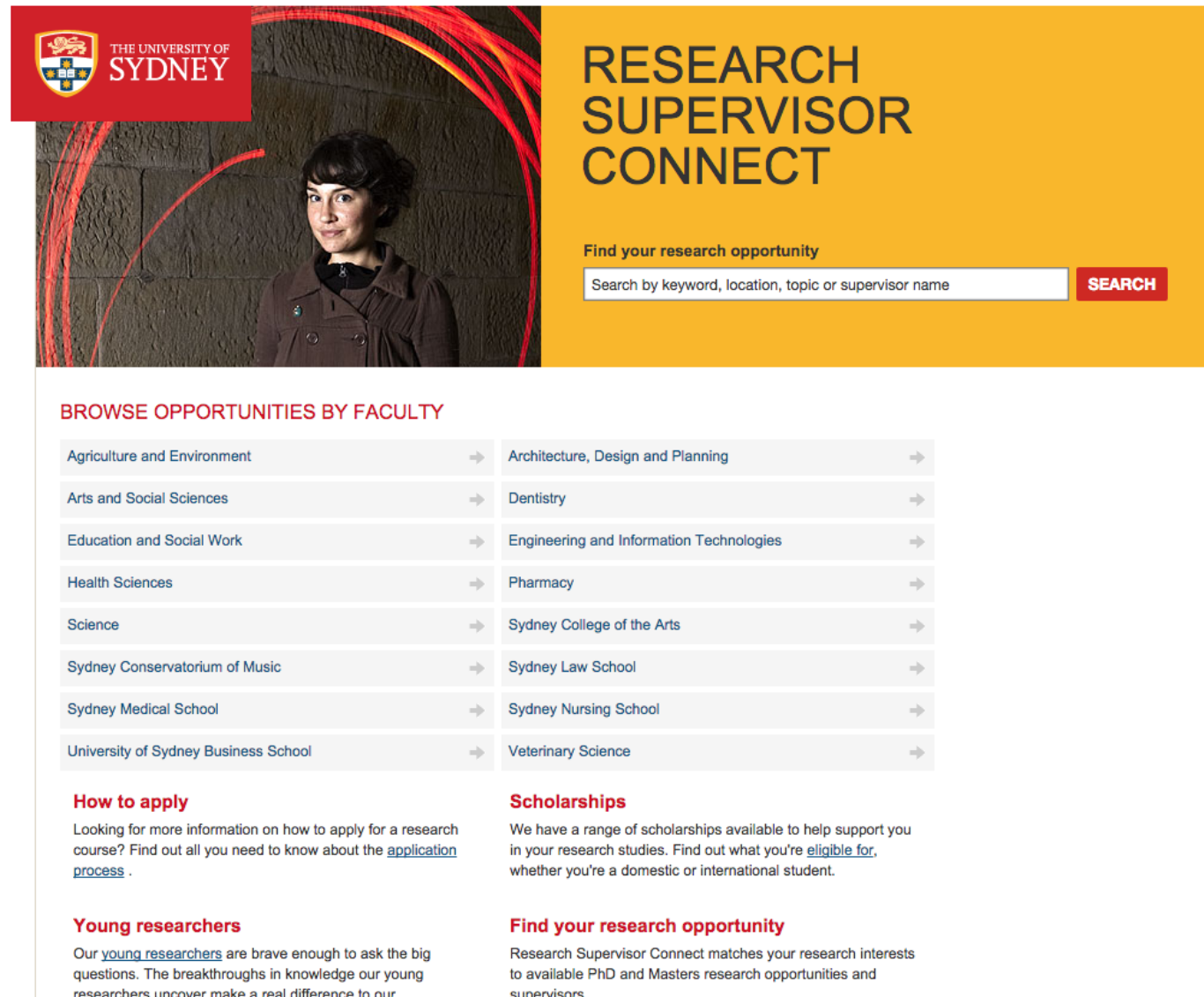


Recommend more practical content:

- What it's like to do research degree
- A PhD student story video
- Types of Research degree
- The process of applying
- Link to RSC to see progress of application
- Search research projects & supervisors
- Search research courses
- Search research funding – Domestic, International and others



# Research Opportunities Search Page



<http://sydney.edu.au/research-opportunities.shtml>  
(PhD topic search)

Found via:

<http://sydney.edu.au/study/find-a-course/postgraduate-research.html>

<http://sydney.edu.au/study/admissions/apply/entry-requirements/postgraduate-research.html>

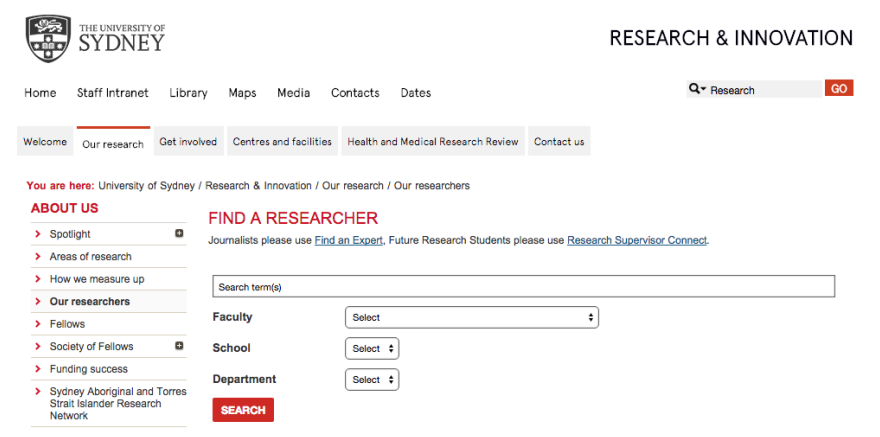
<http://sydney.edu.au/research/involved/degrees.shtml>

<http://sydney.edu.au/research/involved/index.shtml>

**Search Analyst (comments)** people browse (often browsing multiple pages of projects) and/or conduct several searches to try to find things (43% of those who keyword search conduct at least two searches). Given the high number of page views to visits (8 pages per visitor), I'd say they probably try both strategies. Especially since 60% of visits only view a single page.

I'm looking at one poor visitor who conducted 45 searches and looked at 9 projects in a single visit.

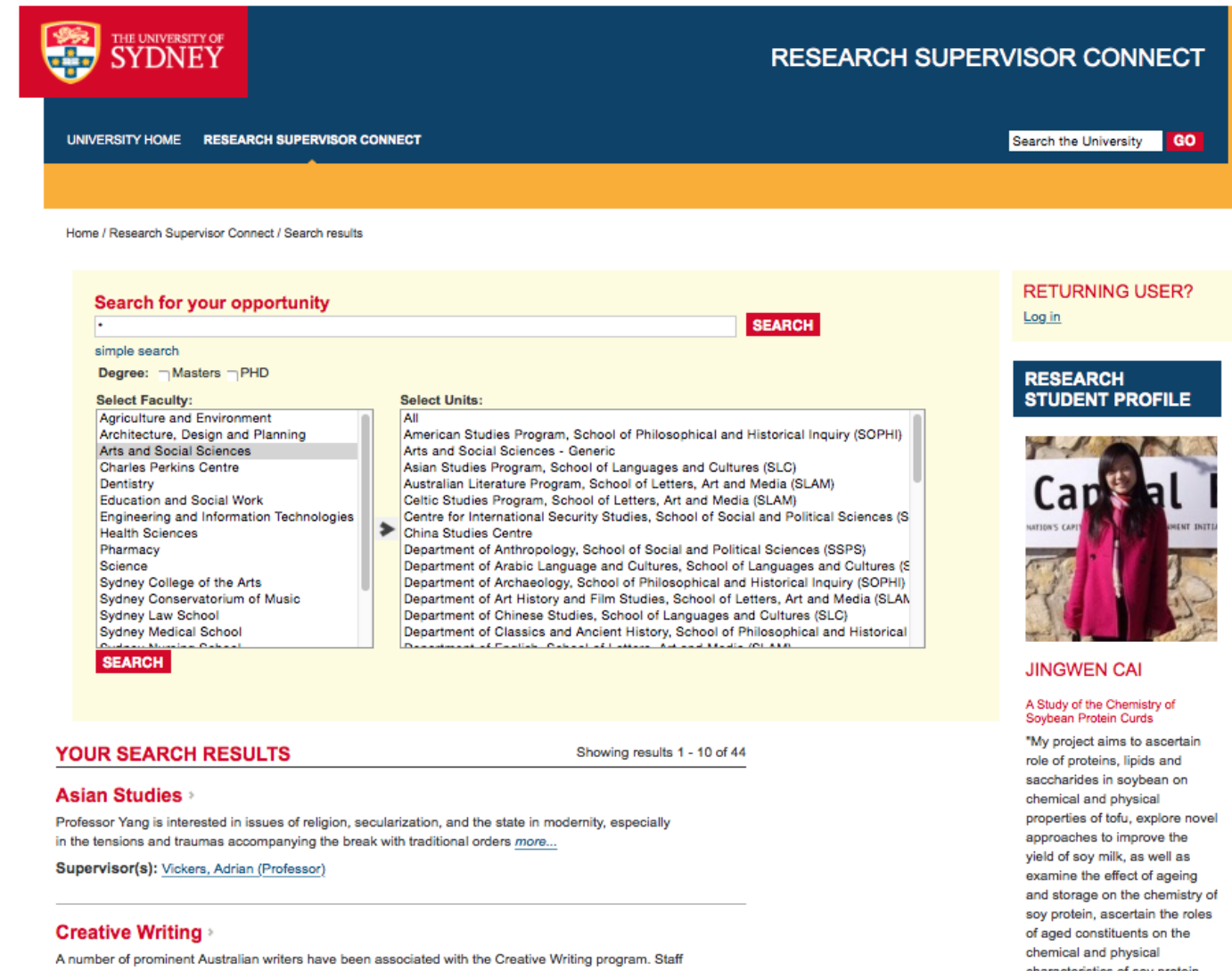
Issues: Plentiful, major one being that it's very difficult to find a supervisor by their areas of interest. The interface usability is also poor and confusing.



There's also 'Find a Researcher' Page [http://sydney.edu.au/research/our\\_research/search.php](http://sydney.edu.au/research/our_research/search.php)? In user interviews, Sheraz said "in the drop menu of faculty, I can not find the business or management filter" - This is because those prospects aren't listed in this system, but the user is never told.

Current search & courses pages\_

# Research Opportunities Results Page



Home / Research Supervisor Connect / Search results

**Search for your opportunity**

simple search

Degree: ☐ Masters ☐ PHD

Select Faculty:

- Agriculture and Environment
- Architecture, Design and Planning
- Arts and Social Sciences
- Charles Perkins Centre
- Dentistry
- Education and Social Work
- Engineering and Information Technologies
- Health Sciences
- Pharmacy
- Science
- Sydney College of the Arts
- Sydney Conservatorium of Music
- Sydney Law School
- Sydney Medical School
- Sydney Nursing School

Select Units:

- All
- American Studies Program, School of Philosophical and Historical Inquiry (SOPHI)
- Arts and Social Sciences - Generic
- Asian Studies Program, School of Languages and Cultures (SLC)
- Australian Literature Program, School of Letters, Art and Media (SLAM)
- Celtic Studies Program, School of Letters, Art and Media (SLAM)
- Centre for International Security Studies, School of Social and Political Sciences (SSPS)
- China Studies Centre
- Department of Anthropology, School of Social and Political Sciences (SSPS)
- Department of Arabic Language and Cultures, School of Languages and Cultures (SLC)
- Department of Archaeology, School of Philosophical and Historical Inquiry (SOPHI)
- Department of Art History and Film Studies, School of Letters, Art and Media (SLAM)
- Department of Chinese Studies, School of Languages and Cultures (SLC)
- Department of Classics and Ancient History, School of Philosophical and Historical Inquiry (SOPHI)
- Department of English, School of Letters, Art and Media (SLAM)

**RETURNING USER?**

[Log in](#)

**RESEARCH STUDENT PROFILE**

**JINGWEN CAI**

**A Study of the Chemistry of Soybean Protein Curds**

"My project aims to ascertain role of proteins, lipids and saccharides in soybean on chemical and physical properties of tofu, explore novel approaches to improve the yield of soy milk, as well as examine the effect of ageing and storage on the chemistry of soy protein, ascertain the roles of aged constituents on the chemical and physical characteristics of soy protein."

**YOUR SEARCH RESULTS** Showing results 1 - 10 of 44

**Asian Studies**

Professor Yang is interested in issues of religion, secularization, and the state in modernity, especially in the tensions and traumas accompanying the break with traditional orders [more...](#)

Supervisor(s): [Vickers, Adrian \(Professor\)](#)

**Creative Writing**

A number of prominent Australian writers have been associated with the Creative Writing program. Staff

- Usability is clunky.
- The search bar invites the user to search by keyword, topic, location, or supervisor.
- Keyword search results mix up all the result types, e.g. faculties, project titles/summaries, subject areas, etc., in a way which makes the list of results less relevant for the user.
- When the keyword 'History' was entered (for example), the subject area 'History', with associated supervisors, was displayed on Page 2 out of more than 11 pages featuring 101 search results. In the new designs we will dedicate a tab to supervisor results to assist students to find a suitable supervisor, especially in the case where a project is being proposed to a specific supervisor.
- When a user searches by faculty, the page gives the impression that they need to select by school/department to see more specific results.
- Some project results are excluded from these results because they are in a separate faculty-based system.



Current search & courses pages\_

# Applying (Course and Research)

## Domestic

If you are currently enrolled in a bachelor degree at the University of Sydney and intend to transfer to another bachelor degree, visit the [transferring courses webpage](#).

All other domestic applicants apply through UAC. Refer to the [UAC website](#) for key dates.

**APPLY THROUGH UAC**

A domestic applicant is:

- an Australian or New Zealand citizen
- a permanent resident of Australia
- a holder of an Australian permanent humanitarian visa
- a dual citizen with Australian or New Zealand citizenship and citizenship of another country.

All other applicants are considered international applicants.

## International

If you are currently completing:

- an Australian Year 12 qualification in or outside Australia
- an International Baccalaureate in Australia
- the New Zealand Certificate of Educational Achievement (NCEA) Level 3 in New Zealand.

You must apply through UAC.

Refer to the [UAC website](#) for key dates.

**APPLY THROUGH UAC**

All other international applicants must apply directly to the University - Select your preferred entry year below to begin your online application.

If you are currently enrolled in a bachelor degree at the University of Sydney and intend to transfer to another bachelor degree, visit the [transferring courses webpage](#).

Entry year:

--Please select--

**APPLY DIRECTLY**

For qualifications we accept visit [Undergraduate Entry Requirements](#)

International applicants are required to submit a non-refundable [Application Processing Fee \(APF\)](#) payment of \$AUD100.

Check if you are eligible for an [APF fee waiver](#).

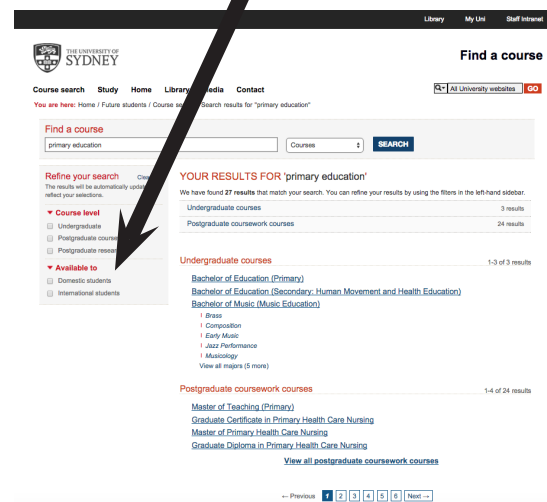
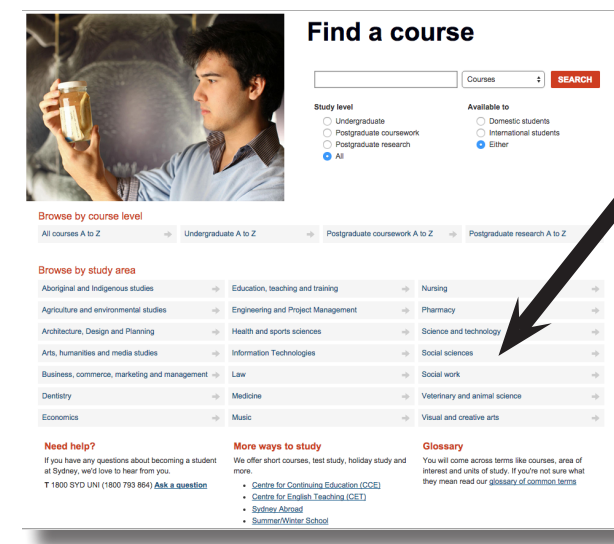
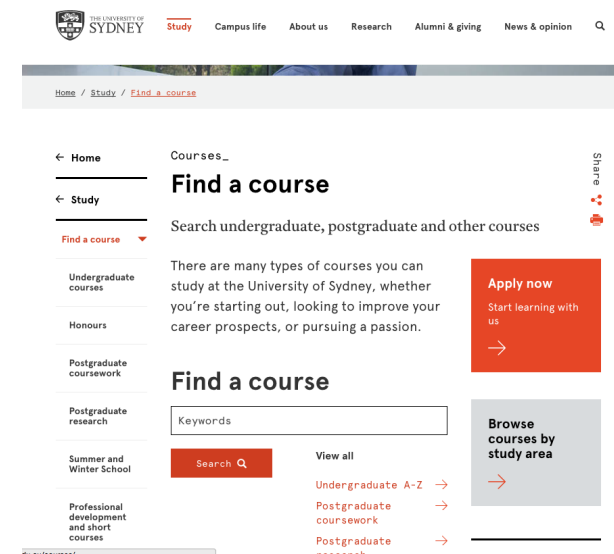
This whole page is unnecessary and should be removed in the future because the apply button on the previous page does the work this page does.

After clicking apply Via UAC, students are taken to the <http://www.uac.edu.au/> site but there's no explanation of why such as a pop up message saying 'you're now exiting Sydney Uni as all undergraduate applications are done via UAC'

Too often throughout the existing site, assumptions are made about what users are aware of, often incorrectly.

# Past search behaviour – Sources

Information from Zara Baxter – Web & Digital Content Officer, Marketing and Communications



## Sources

### Search tools

**Website-wide (with course filter):** s.search, search.cgi (i.e. through home page, 'Find a course' page, and search bar)

**Separate:** /courses/search (i.e. Sydney Courses)

### Search engines

/s/search and its previous iterations = our generic search engine

the courses sub-function of /s/search = used on home page and 'Find a course' page for courses search

/courses/search/ = our courses search engine

/research-opportunities = PhD topic search

/research/ = our research areas

Within /courses/search, the site is broken down by courses, pathways and programs. "programs" = search for "areas of interest", pathways = search for "subject areas", courses = search for "courses". Study area breakdown is only reached by browsing, ditto a-z.

You can also limit searches on /courses/ by study level and international vs domestic on the front page, and by other limiters on the search results page, but the proportion of people using them is infinitesimal.

The majority of course searches are done within the corporate website, i.e. on the home page or on the 'Find a course' page (there is also a 'Find a course' search bar on the home page), not from the courses search (i.e. Sydney Courses). The sydney.edu.au/courses/search/ is generally used for second or third searches.

# Past search behaviour – Facts

Any visits that included a search using the course search were most likely to include views of the 'Find a course' page, 'How to apply' page and 'Finances, fees, costs' page.

They account for 1600 unique visitors a day, and each visit averages nearly 10 minutes and 9 pages viewed.

18% go straight to course search on the home page. 15% conduct multiple searches, often going back and forth from search, to home page, to search again. (UX note: need a search bar on all courses pages)

User journeys found users from Sweden and Perth who both used UoS codes as part of their search filtering – looks as though they were drilling down to see what subjects were available once they had narrowed down course choices. So there's definitely a use case.

Over the last two months, only 600 out of 86,000 visitors who performed a course search also looked at a news story.

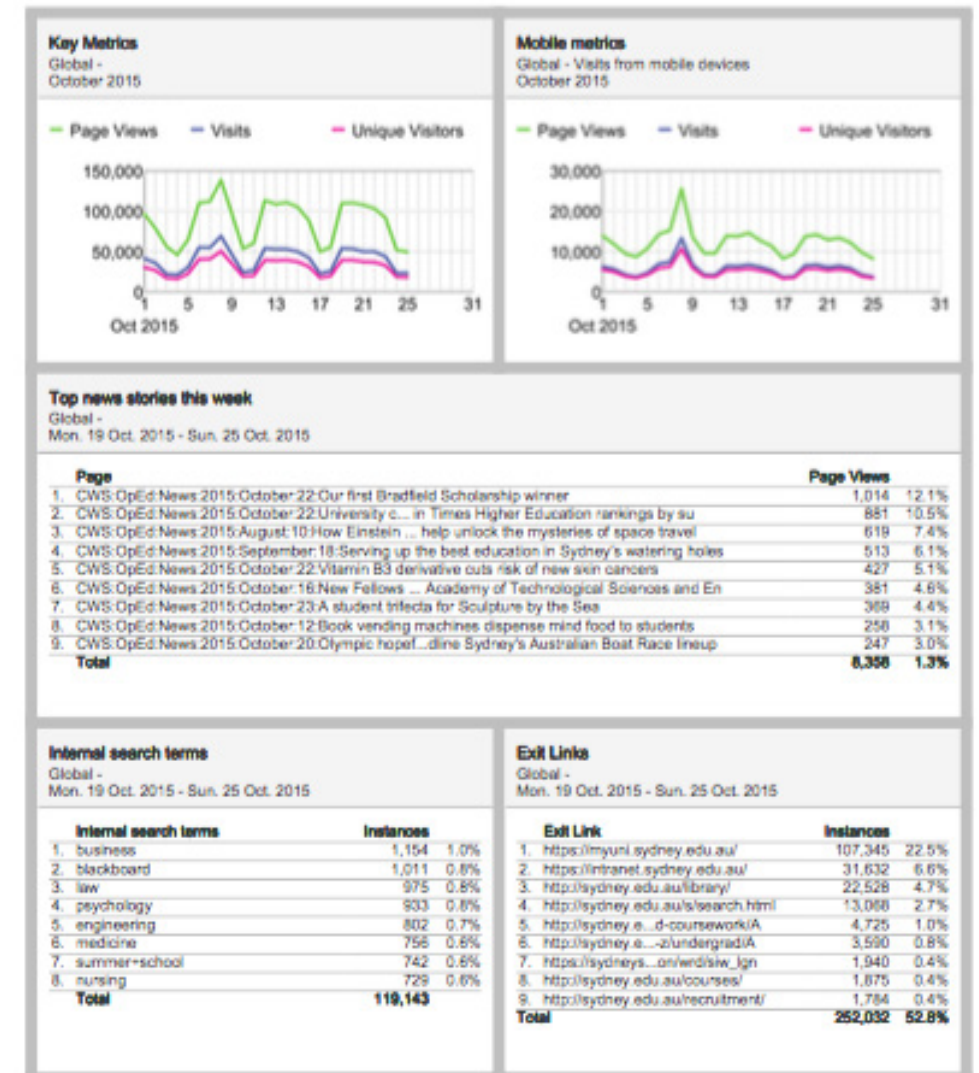
15% of those who visited the site to perform a course search used Chinese language settings.

*Note: the following information is limited to constraints inherent in the existing and past designs.*

CWS Overview  
Created: Oct 25, 2015 11:00 PM AEDT



CWS Overview  
Created: Oct 25, 2015 11:00 PM AEDT





# Page Query Terms

Query terms for the period 1 September 2014–16 October 2015 (consolidated).

URL: /courses/search

|                  |        |                        |      |                           |      |                         |      |                        |      |
|------------------|--------|------------------------|------|---------------------------|------|-------------------------|------|------------------------|------|
| SEARCH TERM      | COUNT  | nutrition .....        | 4332 | sociology.....            | 2455 | civil.....              | 1399 | master of education    | 1081 |
| no data .....    | 186561 | english .....          | 4186 | criminology ...           | 2352 | graduate diploma        | 1386 | human resources        | 1074 |
| psychology ...   | 22997  | bachelor of arts       | 4056 | statistics .....          | 2327 | speech pathology        | 1362 | doctor .....           | 1068 |
| law.....         | 19569  | dentistry .....        | 3904 | international relations   | 2312 | geography .....         | 1348 | biotechnology          | 1066 |
| business.....    | 17123  | project management     | 3878 | australia .....           | 2231 | animal .....            | 1329 | graduate certificate   | 1062 |
| engineering ..   | 16265  | pharmacy .....         | 3795 | masters .....             | 2106 | radiography....         | 1316 | bio .....              | 1059 |
| medicine .....   | 15330  | teaching .....         | 3757 | it .....                  | 1998 | communications          | 1312 | mechanical....         | 1053 |
| finance.....     | 14015  | environment..          | 3592 | health science.           | 1971 | laws .....              | 1303 | physiology .....       | 1049 |
| accounting ...   | 13654  | mathematics .          | 3479 | international business    | 1944 | mechanical engineering  | 1289 | archaeology.....       | 1017 |
| science .....    | 11698  | philosophy ....        | 3362 | bachelor of commerce      | 1916 | linguistics .....       | 1249 | master of management   | 1017 |
| nursing.....     | 11410  | information technology | 3344 | sport.....                | 1909 | bachelor of engineering | 1248 | chinese .....          | 1009 |
| education.....   | 10247  | social work....        | 3330 | politics.....             | 1880 | food.....               | 1242 | engineer.....          | 1007 |
| economics ....   | 9388   | public health ..       | 3276 | occupational therapy      | 1818 | counselling ....        | 1235 | master of nursing      | 1006 |
| commerce.....    | 8935   | chemistry.....         | 3273 | medical.....              | 1789 | neuroscience .          | 1229 | master of medicine     | 1000 |
| management .     | 8809   | master of commerce     | 3197 | computing and information |      | french.....             | 1228 | economic.....          | 993  |
| arts.....        | 8304   | math.....              | 3115 | technology .....          | 1702 | master of engineering   | 1224 | work .....             | 993  |
| marketing.....   | 7093   | exchange.....          | 2983 | agriculture .....         | 1656 | finc .....              | 1222 | marine .....           | 974  |
| media .....      | 6461   | computer .....         | 2979 | writing .....             | 1583 | master of science       | 1222 | human resource         |      |
| architecture ... | 6418   | journalism ....        | 2969 | vet .....                 | 1565 | diploma.....            | 1221 | management ...         | 973  |
| design .....     | 6230   | physics.....           | 2897 | language .....            | 1562 | information ....        | 1186 | engl .....             | 972  |
| art .....        | 6186   | mba .....              | 2809 | master of professional    |      | development ...         | 1178 | geology .....          | 971  |
| history .....    | 5867   | bachelor of science    | 2795 | accounting .....          | 1553 | biol .....              | 1161 | public relations       | 966  |
| health .....     | 5845   | veterinary.....        | 2771 | psyc.....                 | 1508 | human resource          | 1158 | doctor of medicine     | 959  |
| physiotherapy    | 5229   | international..        | 2750 | anthropology..            | 1461 | govt .....              | 1151 | surgery .....          | 933  |
| computer science | 4998   | phd.....               | 2602 | tesol .....               | 1431 | culture .....           | 1147 | veterinary science     | 933  |
| master .....     | 4994   | film .....             | 2592 | photography...            | 1426 | logistics.....          | 1142 | master of professional |      |
| biology .....    | 4992   | medical science        | 2547 | literature.....           | 1409 | master of teaching      | 1130 | engineering .....      | 928  |
| music.....       | 4530   | civil engineering      | 2477 | econ .....                | 1407 | biomedical ....         | 1108 | translation.....       | 919  |
| communication    | 4389   |                        |      | international studies     | 1400 | environmental           | 1100 | software.....          | 914  |



# Page Query Terms

## Page Query Terms

01/09/2014 - 16/10/2015

Views:   

|                    |                         |                 |           |         |
|--------------------|-------------------------|-----------------|-----------|---------|
| Count<br>1,163,629 |                         | Percent<br>100% |           |         |
|                    | Pages/Query Terms       | ↓               | Count     | Percent |
|                    | 🔍 /courses/search query |                 | 1,163,629 | 100.00% |
| ⬆️ 1.              | (no data)               |                 | 186,779   | 16.05%  |
| ⬆️ 2.              | psychology              |                 | 18,181    | 1.56%   |
| ⬆️ 3.              | law                     |                 | 15,010    | 1.29%   |
| ⬆️ 4.              | business                |                 | 13,836    | 1.19%   |
| ⬆️ 5.              | engineering             |                 | 12,365    | 1.06%   |
| ⬆️ 6.              | medicine                |                 | 11,764    | 1.01%   |
| ⬆️ 7.              | finance                 |                 | 10,278    | 0.88%   |
| ⬆️ 8.              | accounting              |                 | 9,971     | 0.86%   |
| ⬆️ 9.              | science                 |                 | 9,156     | 0.79%   |
| ⬆️ 10.             | nursing                 |                 | 8,337     | 0.72%   |
| ⬆️ 11.             | education               |                 | 8,050     | 0.69%   |
| ⬆️ 12.             | commerce                |                 | 7,344     | 0.63%   |
| ⬆️ 13.             | economics               |                 | 7,058     | 0.61%   |
| ⬆️ 14.             | arts                    |                 | 6,782     | 0.58%   |
| ⬆️ 15.             | management              |                 | 6,754     | 0.58%   |
| ⬆️ 16.             | media                   |                 | 5,440     | 0.47%   |
| ⬆️ 17.             | marketing               |                 | 5,302     | 0.46%   |
| ⬆️ 18.             | art                     |                 | 5,053     | 0.43%   |
| ⬆️ 19.             | design                  |                 | 4,970     | 0.43%   |
| ⬆️ 20.             | architecture            |                 | 4,847     | 0.42%   |
| ⬆️ 21.             | health                  |                 | 4,423     | 0.38%   |
| ⬆️ 22.             | history                 |                 | 4,277     | 0.37%   |
| ⬆️ 23.             | computer science        |                 | 4,062     | 0.35%   |
| ⬆️ 24.             | physiotherapy           |                 | 3,977     | 0.34%   |
| ⬆️ 25.             | biology                 |                 | 3,966     | 0.34%   |
| ⬆️ 26.             | Law                     |                 | 3,753     | 0.32%   |

To validate the consolidated data on the previous page, a different approach was used to check the search terms users were entering; however, this is not consolidated, so 'law' and 'Law' for example are listed separately.

**Left:** query terms for the period 1 September 2014–16 October 2015 (not consolidated). **URL:** /courses/search

# Past Search Behaviour – Insights

## Zara's insights

1. 10% of users don't enter a search term before submitting a search – this suggests that they want a full list of courses (and to get a sense of structure).
2. Users like to see lists by area (subject area / area of interest).
3. Listing degrees by ATAR score is useful.
4. Users want to know about future outcomes of doing a particular course.

## Classifying the searches

It's not possible to know exactly what each user intended to find from each search term, and often the same search terms could be intended to bring very different types of results. The pattern which emerges in perceived order of importance is:

1. Area of interest (high-level or detailed), e.g. Law, Business, Psychology, Occupational Therapy, Radiography
2. Course name keyword, Unit of Study title, major / minor keyword (not possible to separate), or even description keyword, e.g. 'Tesol', 'Speech Pathology', 'Photography' (a CET course)
3. Career path, e.g. 'Medicine', 'Education', 'Vet', 'Doctor' (also a course title and a career)
4. Course type / level / partial title, e.g. 'Master's', 'MBA', 'Research', 'MPhil', 'Grad Cert'
5. More precise course titles, e.g. 'Bachelor of Arts'
6. Special words such as 'Exchange', 'International', 'Foundation', which could bring a large variety of answers, e.g. international exchange opportunities or how to find an agent for overseas applications, or foundation course processes
7. PSYC – a 4 letter start to a Unit of Study code
8. Skills, e.g. 'Project Management', 'Translation'.
9. Other, e.g. 'Cost of .....', 'Research' (job opportunity).

# Past Search Behaviour – Insights

Users searching for courses also wanted to see Fees and How to Apply

Users search for full course names, so these should be listed high by relevance in results

Students do use Uos codes for searches so make that a good experience

Users are interested in future outcomes i.e. Careers info and graduate destinations

Include a way to see 'ALL' courses

Include a way to see courses by Area of Interest

Searches like 'international' show that users want information based around their personal situation

Users are interested 'skills' based searches so provide that and include skill outcomes

Users searched 'Exchange', likely because the current site has poor info around process & how to apply and a dedicated page would be useful

Users search for degree levels such as 'Masters' so this is important in search controls

Average of 2-3 searches per session, therefore make it easy to search again

# Research Supervisor Connect Searches

Most of the search term collections are very large and very “messy” which is to be expected because there’s a huge amount of possible research areas. The cleaning essentially combines duplicates after removing spaces at the end of terms and standardising capitalisation.

This is the collection of search terms for Research Supervisor Connect (<http://sydney.edu.au/research-opportunities.shtml>). The idea of RSC is to connect research students to researchers and research projects.

It’s clear from the search volumes that a lot of people click “search” without entering anything.

An asterisk means that someone has browsed opportunities, rather than entering a search term. I’ve added the breakdown for this by faculty on the third sheet.

The alpha sort shows how diverse the spread of search terms is. Most search terms are low-volume (more than 93% of search terms have fewer than 10 total queries).

Of searches that included a “masters” or “phd” option (34k of 270k searches) 81% selected PhD, and 19% Master’s.

Approx 270,000 searches are conducted over a year, by 125,000 visitors. Of those, 175,000 are browse, rather than keyword search. 220,000 research opportunities are viewed (the project/destination page).

It’s linked to from the following key entry points:

<http://sydney.edu.au/study/find-a-course/postgraduate-research.html>

<http://sydney.edu.au/study/admissions/apply/entry-requirements/postgraduate-research.html>

<http://sydney.edu.au/research/involved/degrees.shtml>

<http://sydney.edu.au/research/involved/index.shtml>

<http://sydney.edu.au/study/admissions/apply/how-to-apply.html>

To me, it looks as though, at present, people browse (often browsing multiple pages of projects) and/or conduct several searches to try to find things (43% of those who keyword search conduct at least two searches). Given the high number of page views to visits (8 pages per visitor), I’d say they probably try both strategies. Especially since 60% of visits only view a single page.

I’m looking at one poor visitor who conducted 45 searches and looked at 9 projects in a single visit.



# Research Supervisor Connect Searches

1 September 2014–16 October 2015

| SEARCH TERM                | COUNT  |                              |     |                             |     |
|----------------------------|--------|------------------------------|-----|-----------------------------|-----|
| * .....                    | 175732 | aeronautical ....            | 258 | disaster management         | 161 |
| enter a keyword research   |        | software engineering         | 258 | physics.....                | 160 |
| location research topic or |        | marketing.....               | 253 | biomaterials ....           | 151 |
| supervisor name            | 7834   | virology .....               | 250 | nano .....                  | 150 |
| (no data) .....            | 5020   | audio engineering            | 241 | southeast asia ..           | 146 |
| school of chemistry        | 1954   | accounting .....             | 233 | signal processing           | 141 |
| computer technology        | 1083   | education.....               | 225 | rongkun zheng.              | 140 |
| cancer .....               | 1029   | water .....                  | 221 | search by keyword location  |     |
| machine learning           | 699    | civil engineering            | 212 | topic or supervisor name    |     |
| project management         | 676    | environment.....             | 210 |                             | 139 |
| nanotechnology             | 653    | immunology.....              | 209 | bioinformatics ..           | 137 |
| centenary institute        | 644    | business .....               | 203 | global health ....          | 133 |
| gam* .....                 | 601    | antib* .....                 | 199 | mathematics ....            | 132 |
| mechanical engineering     | 586    | wmi .....                    | 199 | fmri .....                  | 131 |
| psychology .....           | 583    | management ....              | 198 | pharmacology...             | 131 |
| biomedical .....           | 513    | neuroscience ...             | 198 | security.....               | 131 |
| microbiology ...           | 457    | food.....                    | 195 | epidemiology...             | 130 |
| biomechanics ..            | 442    | cloud computing              | 192 | computational neuroscience  |     |
| radiology .....            | 427    | diabetes .....               | 191 |                             | 129 |
| public health ....         | 411    | civil.....                   | 190 | polymer .....               | 127 |
| autism.....                | 386    | chemistry.....               | 178 | genetics .....              | 126 |
| woolcock .....             | 382    | computational fluid dynamics |     | climate change .            | 125 |
| nutrition .....            | 375    |                              | 175 | power electronics           | 125 |
| economics .....            | 353    | computer vision              | 169 | robotics .....              | 121 |
| finance.....               | 348    | game theory.....             | 168 | postdoc .....               | 117 |
| physiotherapy..            | 275    | linguistics .....            | 166 | surgery .....               | 117 |
| image processing           | 266    | statistics .....             | 166 | gender .....                | 114 |
| energy .....               | 262    | biotechnology ..             | 162 | stamatakis.....             | 109 |
|                            |        | data mining .....            | 161 | food science ....           | 107 |
|                            |        |                              |     | big data.....               | 105 |
|                            |        |                              |     | david feng .....            | 105 |
|                            |        |                              |     | marine .....                | 103 |
|                            |        |                              |     | infectious disease          | 102 |
|                            |        |                              |     | computer science            | 100 |
|                            |        |                              |     | control.....                | 98  |
|                            |        |                              |     | breast cancer ....          | 97  |
|                            |        |                              |     | environmental management    |     |
|                            |        |                              |     |                             | 97  |
|                            |        |                              |     | stem cell .....             | 97  |
|                            |        |                              |     | epigenetics .....           | 96  |
|                            |        |                              |     | engineering .....           | 94  |
|                            |        |                              |     | phd.....                    | 94  |
|                            |        |                              |     | power .....                 | 93  |
|                            |        |                              |     | medicine .....              | 92  |
|                            |        |                              |     | computer .....              | 91  |
|                            |        |                              |     | obesity.....                | 91  |
|                            |        |                              |     | dentistry .....             | 90  |
|                            |        |                              |     | renewable energy            | 89  |
|                            |        |                              |     | structural engineering      | 89  |
|                            |        |                              |     | agriculture .....           | 88  |
|                            |        |                              |     | mri.....                    | 88  |
|                            |        |                              |     | building information        |     |
|                            |        |                              |     | modelling (bim) ..          | 87  |
|                            |        |                              |     | communication .             | 87  |
|                            |        |                              |     | indigenous.....             | 87  |
|                            |        |                              |     | mental health ....          | 87  |
|                            |        |                              |     | stem cells.....             | 86  |
|                            |        |                              |     | sustainability .....        | 85  |
|                            |        |                              |     | transport.....              | 85  |
|                            |        |                              |     | molecular biology           | 84  |
|                            |        |                              |     | research opportunities      | 83  |
|                            |        |                              |     | malaria.....                | 82  |
|                            |        |                              |     | robot .....                 | 81  |
|                            |        |                              |     | safety.....                 | 81  |
|                            |        |                              |     | chengwang lei....           | 80  |
|                            |        |                              |     | fpga .....                  | 80  |
|                            |        |                              |     | cloud .....                 | 79  |
|                            |        |                              |     | material .....              | 79  |
|                            |        |                              |     | tissue engineering          | 79  |
|                            |        |                              |     | supply chain .....          | 78  |
|                            |        |                              |     | computer graphics           | 77  |
|                            |        |                              |     | nursing.....                | 77  |
|                            |        |                              |     | smart grid .....            | 77  |
|                            |        |                              |     | vlsi design .....           | 77  |
|                            |        |                              |     | analytical chemistry        | 76  |
|                            |        |                              |     | sociology.....              | 76  |
|                            |        |                              |     | tesol .....                 | 76  |
|                            |        |                              |     | children's medical research |     |
|                            |        |                              |     | institute .....             | 75  |
|                            |        |                              |     | virus.....                  | 75  |
|                            |        |                              |     | applied linguistics         | 74  |
|                            |        |                              |     | centenary institute amp     | 74  |
|                            |        |                              |     | mechanical.....             | 74  |
|                            |        |                              |     | biochemistry ....           | 73  |
|                            |        |                              |     | biostatistics .....         | 72  |
|                            |        |                              |     | metallurgy .....            | 72  |
|                            |        |                              |     | postdoctoral .....          | 72  |

# Search entry & results

Melbourne Uni splits course searches between Undergraduate and Graduate and close by features the video on what it's like there (Sydney's interactive experience is further down the homepage, lost under a video with no clear link at the end).

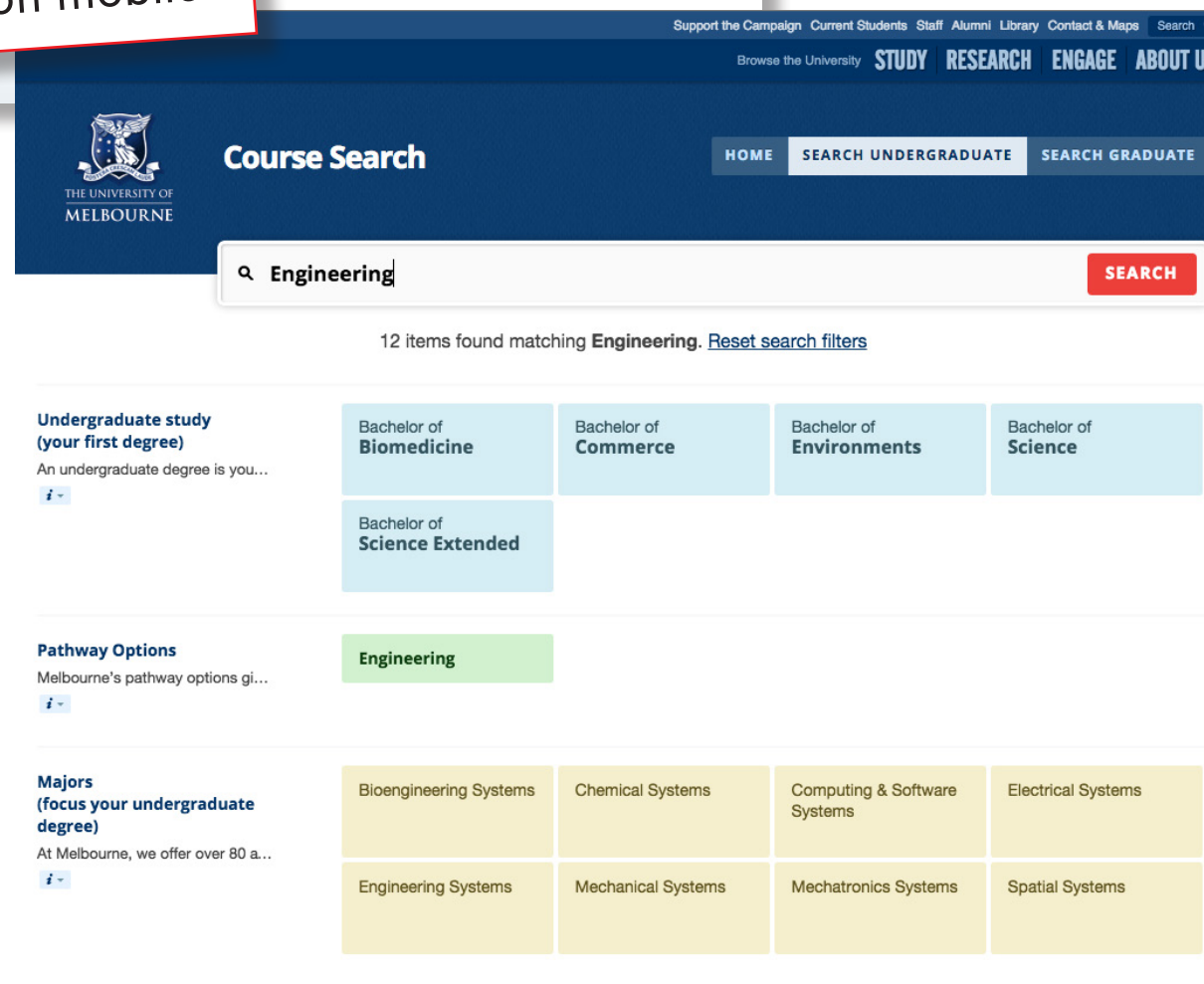
After searching, Melbourne shows clear, concise results on one page split into Undergraduate Courses, Pathways and Majors.

Sydney has 3,660 results, only 2 are visible on the page and there's no context i.e. the user can't gauge the range of results, only one study area (Engineering) and one course. The top link leads to a list of courses, omitting all Bachelor courses. Analytics reveals that at Sydney, 10% click search with no keyword, suggesting that they are seeking a full course list\*.

\* verified in user interviews

Melbourne Uni is great on mobile

User testing reveals many school students don't understand terms like 'Undergraduate', 'Postgraduate', 'Honours', 'Majors' and want pathways linked from school subjects and careers to suggested courses



**Course Search**

Support the Campaign Current Students Staff Alumni Library Contact & Maps Search

Browse the University **STUDY** RESEARCH ENGAGE ABOUT US

HOME SEARCH UNDERGRADUATE SEARCH GRADUATE

Engineering

12 items found matching Engineering. [Reset search filters](#)

**Undergraduate study (your first degree)**  
An undergraduate degree is you...

Bachelor of Biomedicine Bachelor of Commerce Bachelor of Environments Bachelor of Science

Bachelor of Science Extended

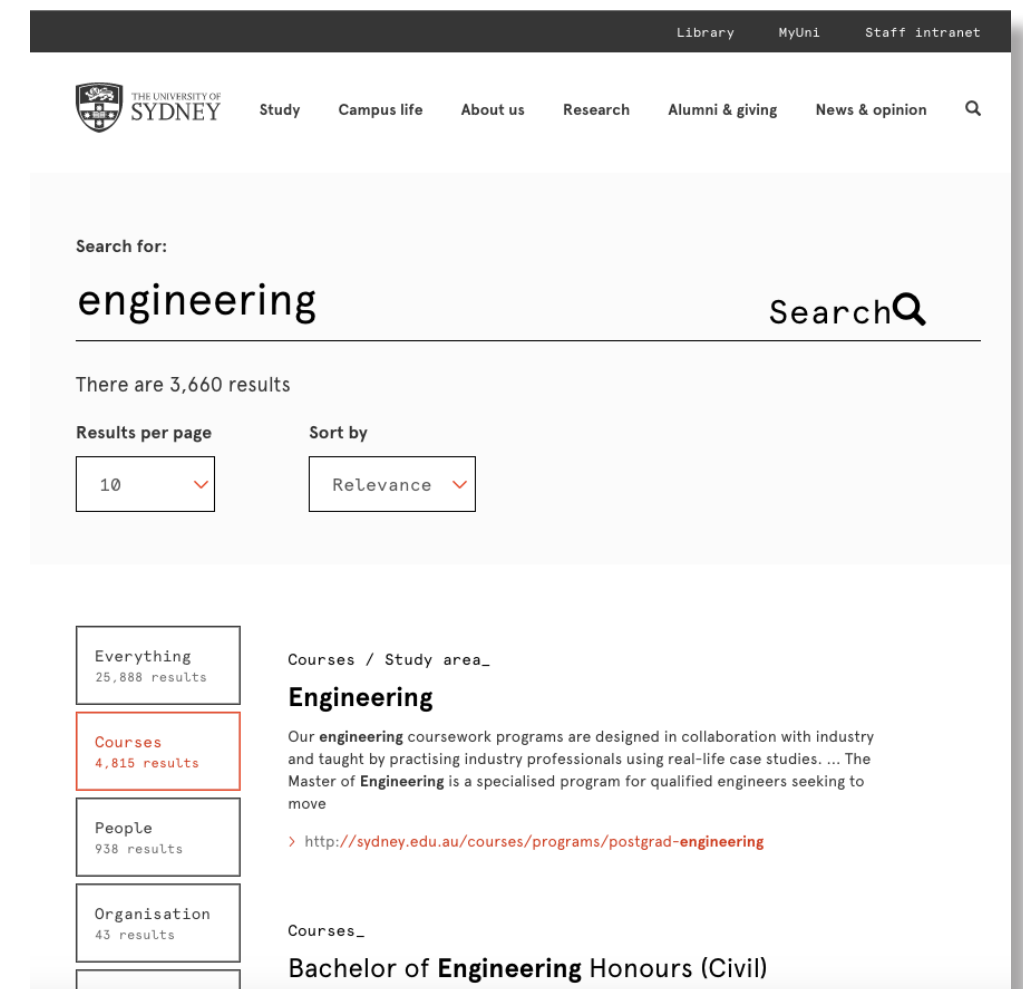
**Pathway Options**  
Melbourne's pathway options gi...

Engineering

**Majors (focus your undergraduate degree)**  
At Melbourne, we offer over 80 a...

Bioengineering Systems Chemical Systems Computing & Software Systems Electrical Systems

Engineering Systems Mechanical Systems Mechatronics Systems Spatial Systems



Library MyUni Staff intranet

THE UNIVERSITY OF SYDNEY Study Campus life About us Research Alumni & giving News & opinion

Search for:

engineering Search

There are 3,660 results

Results per page 10 Sort by Relevance

Everything 25,888 results

Courses 4,815 results

People 938 results

Organisation 43 results

Campus

Courses / Study area\_

**Engineering**

Our **engineering** coursework programs are designed in collaboration with industry and taught by practising industry professionals using real-life case studies. ... The Master of **Engineering** is a specialised program for qualified engineers seeking to move

> <http://sydney.edu.au/courses/programs/postgrad-engineering>

Courses\_

**Bachelor of Engineering Honours (Civil)**

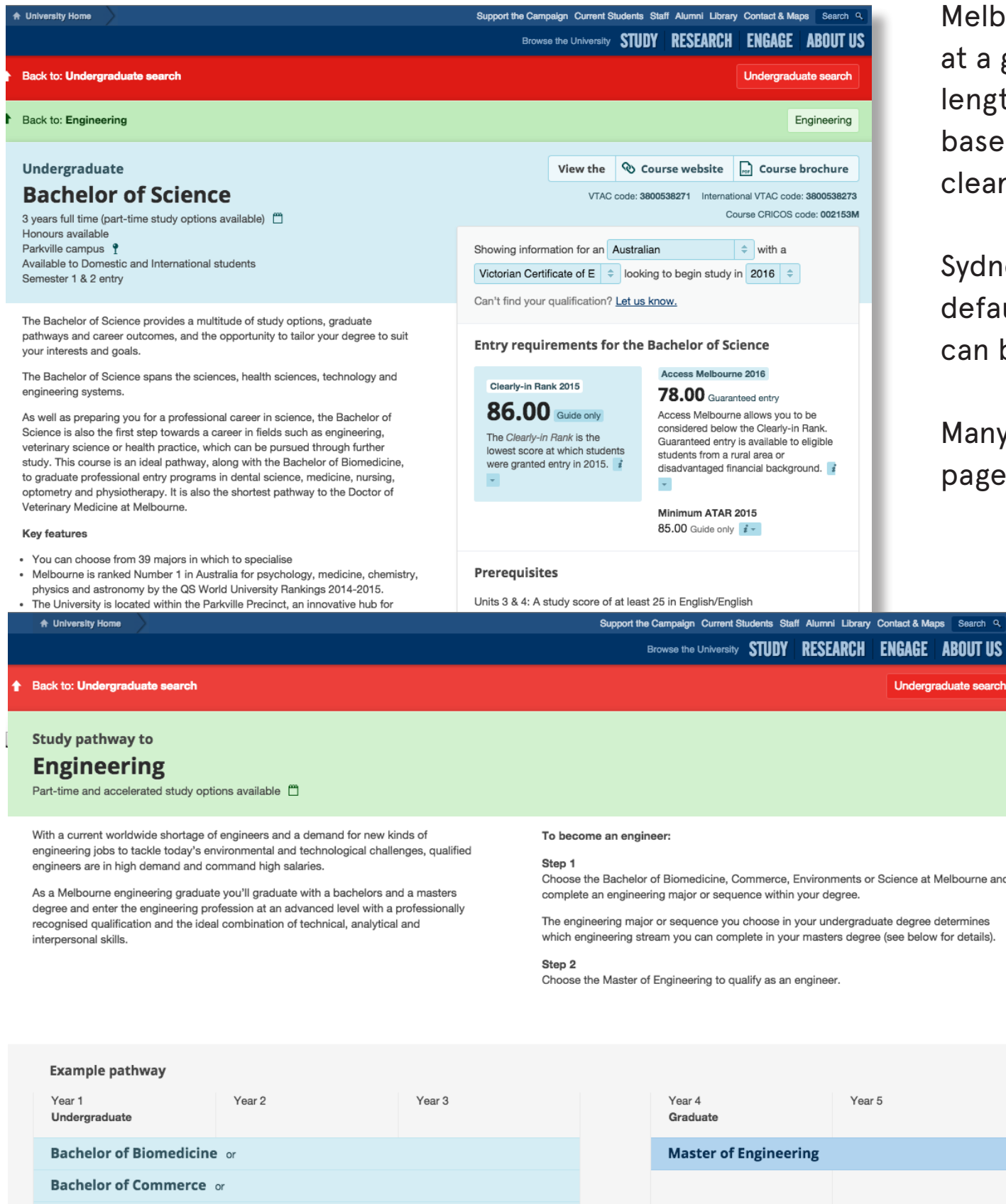


# Competitor review\_ Course Pages

Melbourne courses page has good separation of information using colour, even at a glance, the main information is clear: title, ATAR and entry requirements, length of time, study modes etc. Also personalises the information to the user based on citizenship, qualification, and year to start study. Pathway page has clear steps and year durations showing path to become an engineer.

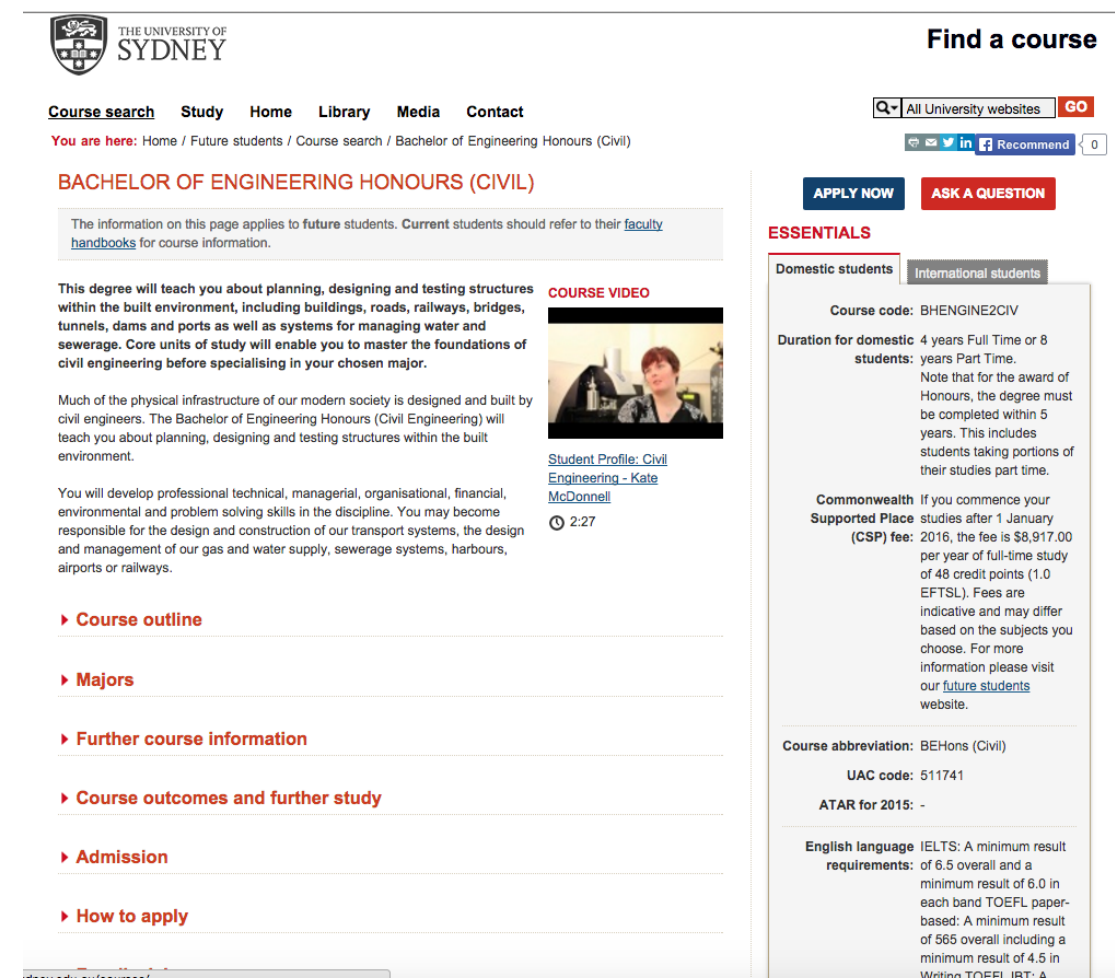
Sydney can improve on this by **auto-detecting the country of browsing**, and defaulting information with manual change. Sydney is also lacking pathways that can be found, though some faculties have them.

Many users are Googling and landing on faculty course pages, not courses area pages, so recommend that duplicates in faculties are removed



The screenshot shows the 'Undergraduate search' page for the 'Bachelor of Science'. The page is divided into several sections:

- Navigation:** Includes links for 'University Home', 'Support the Campaign', 'Current Students', 'Staff', 'Alumni', 'Library', 'Contact & Maps', and a search bar. Below this is a 'Browse the University' section with tabs for 'STUDY', 'RESEARCH', 'ENGAGE', and 'ABOUT US'.
- Search Filters:** A red bar at the top contains 'Back to: Undergraduate search' and 'Undergraduate search'. A green bar below it contains 'Back to: Engineering' and 'Engineering'.
- Course Details:** The main section is titled 'Undergraduate Bachelor of Science'. It includes a description: '3 years full time (part-time study options available)', 'Honours available', 'Parkville campus', and 'Available to Domestic and International students'. It also lists 'VTAC code: 3800538271', 'International VTAC code: 3800538273', and 'Course CRICOS code: 002153M'.
- Entry Requirements:** A section titled 'Entry requirements for the Bachelor of Science' shows 'Clearly-in Rank 2015' as 86.00 and 'Access Melbourne 2016' as 78.00. It also lists 'Minimum ATAR 2015' as 85.00.
- Prerequisites:** A section titled 'Prerequisites' lists 'Units 3 & 4: A study score of at least 25 in English/English'.
- Key features:** A list of features including 'You can choose from 39 majors in which to specialise', 'Melbourne is ranked Number 1 in Australia for psychology, medicine, chemistry, physics and astronomy by the QS World University Rankings 2014-2015', and 'The University is located within the Parkville Precinct, an innovative hub for'.
- Study pathway to Engineering:** A section titled 'Study pathway to Engineering' describes the pathway from undergraduate to graduate studies.
- Example pathway:** A table showing the progression from Year 1 Undergraduate to Year 5 Graduate, with options for 'Bachelor of Biomedicine or Bachelor of Commerce' and 'Master of Engineering'.

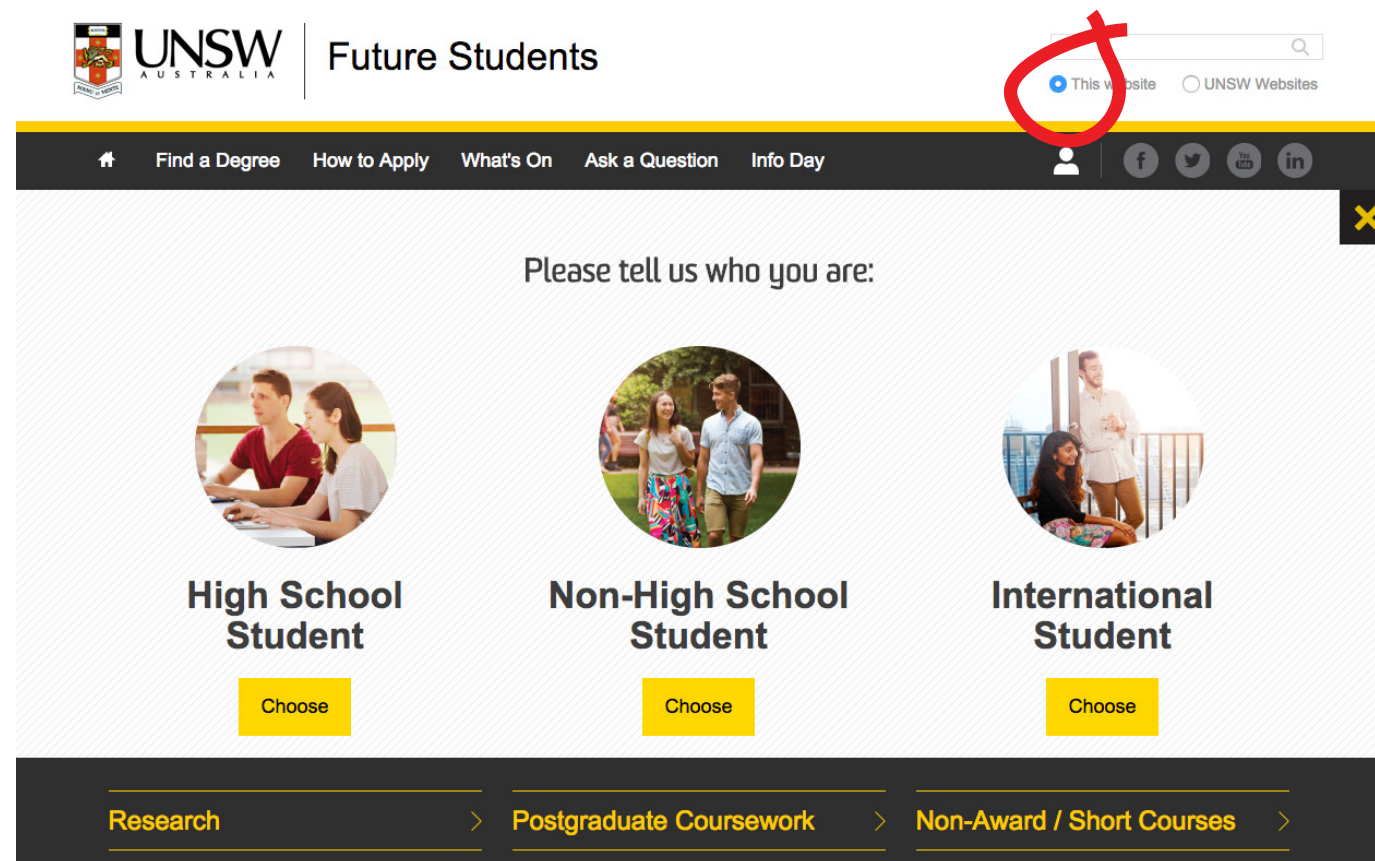


The screenshot shows the 'Find a course' page for the 'Bachelor of Engineering Honours (Civil)'. The page is divided into several sections:

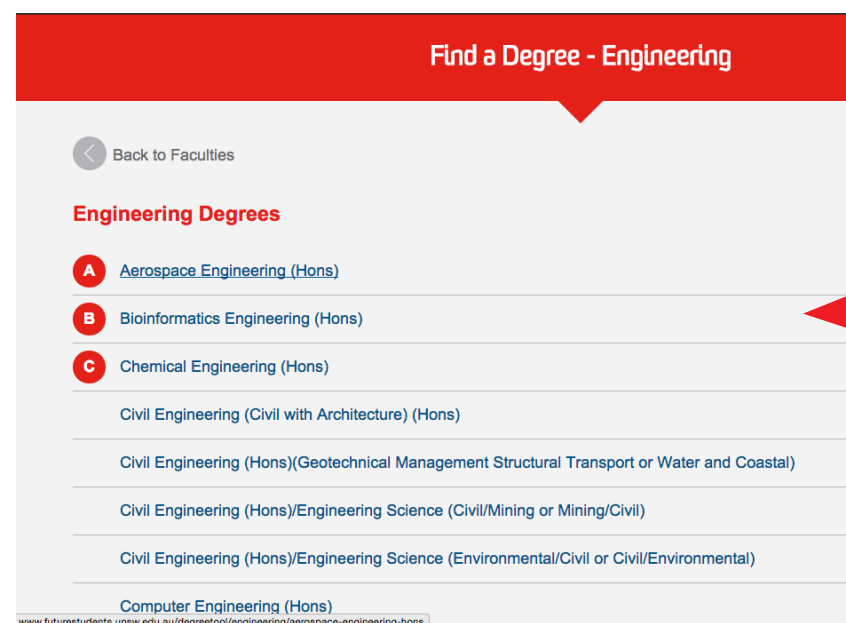
- Navigation:** Includes links for 'University Home', 'Support the Campaign', 'Current Students', 'Staff', 'Alumni', 'Library', 'Contact & Maps', and a search bar. Below this is a 'Browse the University' section with tabs for 'STUDY', 'RESEARCH', 'ENGAGE', and 'ABOUT US'.
- Search Filters:** A red bar at the top contains 'Back to: Undergraduate search' and 'Undergraduate search'. A green bar below it contains 'Back to: Engineering' and 'Engineering'.
- Course Details:** The main section is titled 'Undergraduate Bachelor of Engineering Honours (Civil)'. It includes a description: '3 years full time (part-time study options available)', 'Honours available', 'Parkville campus', and 'Available to Domestic and International students'. It also lists 'VTAC code: 3800538271', 'International VTAC code: 3800538273', and 'Course CRICOS code: 002153M'.
- Entry Requirements:** A section titled 'Entry requirements for the Bachelor of Engineering Honours (Civil)' shows 'Clearly-in Rank 2015' as 86.00 and 'Access Melbourne 2016' as 78.00. It also lists 'Minimum ATAR 2015' as 85.00.
- Prerequisites:** A section titled 'Prerequisites' lists 'Units 3 & 4: A study score of at least 25 in English/English'.
- Key features:** A list of features including 'You can choose from 39 majors in which to specialise', 'Melbourne is ranked Number 1 in Australia for psychology, medicine, chemistry, physics and astronomy by the QS World University Rankings 2014-2015', and 'The University is located within the Parkville Precinct, an innovative hub for'.
- Study pathway to Engineering:** A section titled 'Study pathway to Engineering' describes the pathway from undergraduate to graduate studies.
- Example pathway:** A table showing the progression from Year 1 Undergraduate to Year 5 Graduate, with options for 'Bachelor of Biomedicine or Bachelor of Commerce' and 'Master of Engineering'.



# Personalisation & segmenting courses



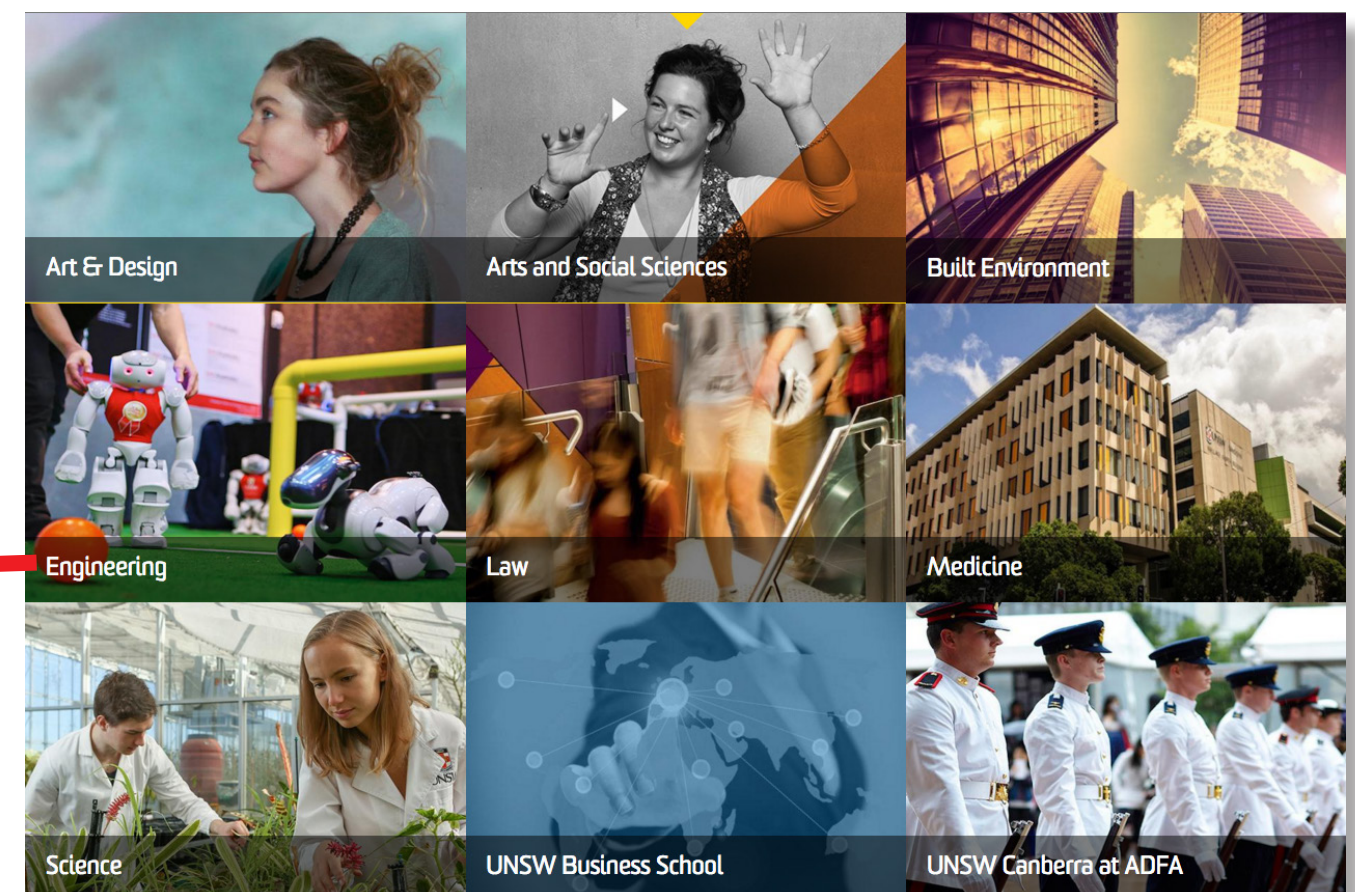
This full A-Z course list in the area of engineering gives a great 1-page of all courses on offer in that area: C = Civil etc.



Simpler terminology such as 'Future students' is well understood\* over terms like undergraduate.

UNSW's look and feel isn't great, but functionally it has some good ideas: segmenting its audience to surface the most relevant content to each user, doing this with a pop-up which is controlled in the header area. Note that to change your user type is hard to find, below the 'person' icon in the header. This could be better if shown as text e.g. 'Browsing as international' [change] in the header, allowing manual change.

UNSW uses 9 main study areas for ease of navigation\* into courses and lists all degrees in each section on one A-Z page. This makes sense because potential students often have 1 or 2 general areas in mind when starting to browse options, so removing course clutter from the page and allowing a full course listing gives context.





# Simplicity, CTA's & Journeys

Find a Degree - Engineering

[Back to Degrees](#)

Engineering (Hons)/Arts

Dual degrees are suited to high-ability students and provide professional education in one of the disciplines listed above, together with specialised studies in an area of arts so as to increase innovative capabilities. The major sequences of study available in science vary according to the engineering discipline taken.

2015 Cut-off

91.00

2016 Guaranteed Selection Rank

91.00

A Levels

17

IB Diploma

34


QLD OP

6

UAC Code

425850

Why UNSW?



UNSW is one of the world's top 50 universities with a ranking of 48 in the 2014 QS World University Rankings.

Majors Available

See Engineering and Arts

No. of Years

5.5F

Fees

Assumed Knowledge

Mathematics Extension 1, Physics

Career Opportunities

See individual degrees. Examples include professional positions in technological or administrative aspects of engineering including design, development, consultancy, manufacture, management and research. Companies employing engineers and computer scientists for both technical and general management roles increasingly seek the broad education provided by these dual degrees.

More Degree Info »

How to Apply »

Request/Download a Guide »

Ask a Question »

UNSW has good call to actions, to encourage the user to continue the journey; Sydney has only a small 'Apply' button, however the student may not be ready to apply at that point, and providing other options is better and reminds students to come back later if printed materials are around them. Great layout has less words, more communication.

UNSW's 'How to apply' page is personalised to the earlier chosen user type, and makes it much clearer than Sydney that normal applications go via UAC. There are also useful links at this stage, supporting a standard journey i.e. apply and then think about accommodation etc. Bonus points are also surfaced in this relevant area. In general the site has less words and more process embedded in the user journey - meaning that the right information is surfaced at the right time, depending on what the user is clicking.

High School Students

Accepted Qualifications

Did you complete something other than the HSC? If so, check out our other accepted qualifications here.

Learn more »

Apply through UAC

Applications for undergraduate study go via the Universities Admissions Centre.

Learn more »

Useful Links

Accommodation

Alternative Admission

Educational Disadvantage

Exchange

Guaranteed Entry

Indigenous Students

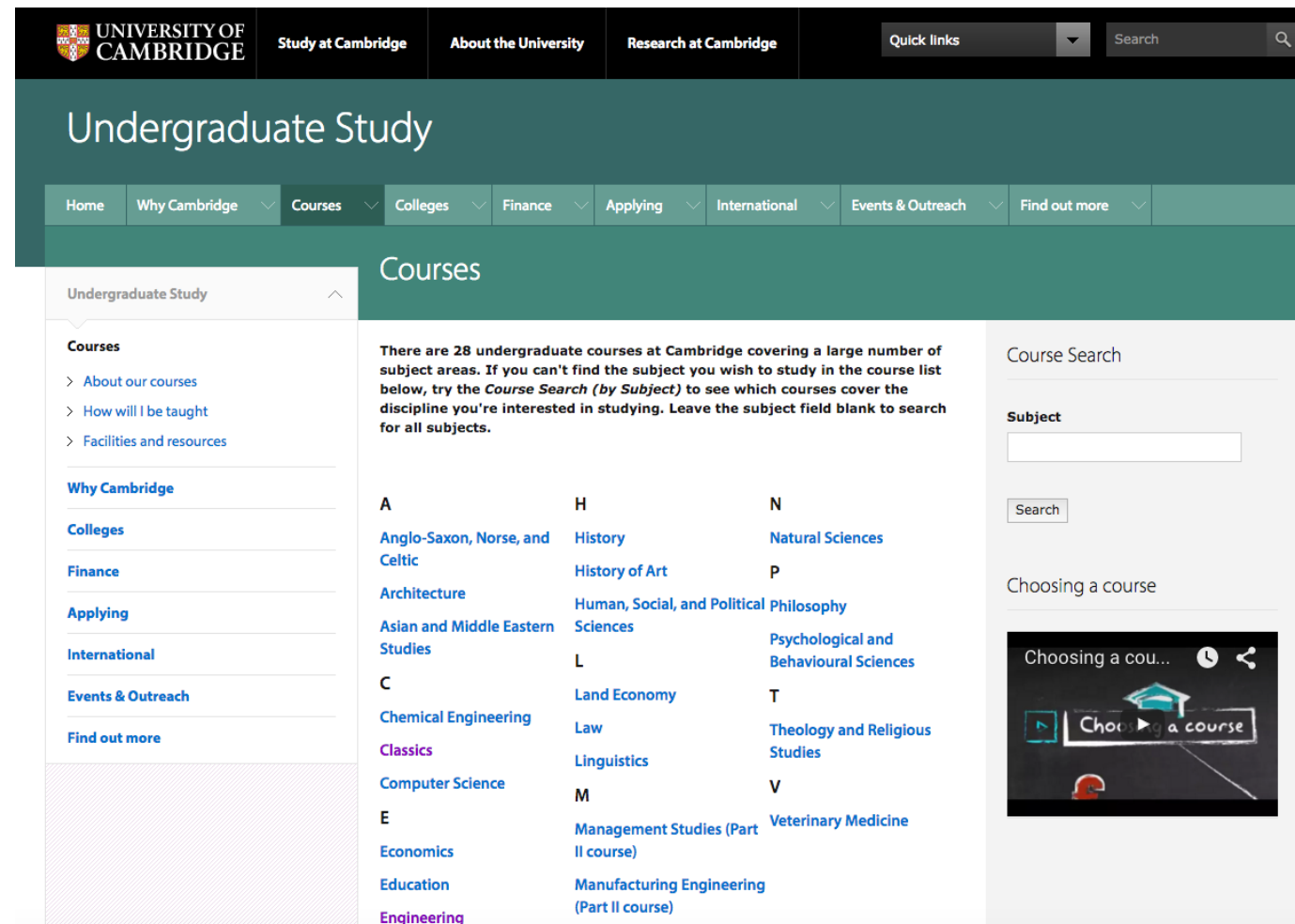
Internal Program Transfer

Scholarships

UNSW Prep Program

Bonus Points

# Search again & relevance



Potential students return again and again over months or years, often searching many times per session.

It's important to provide an overall subject context as well as a keyword search and the ability to search again once on a course page.

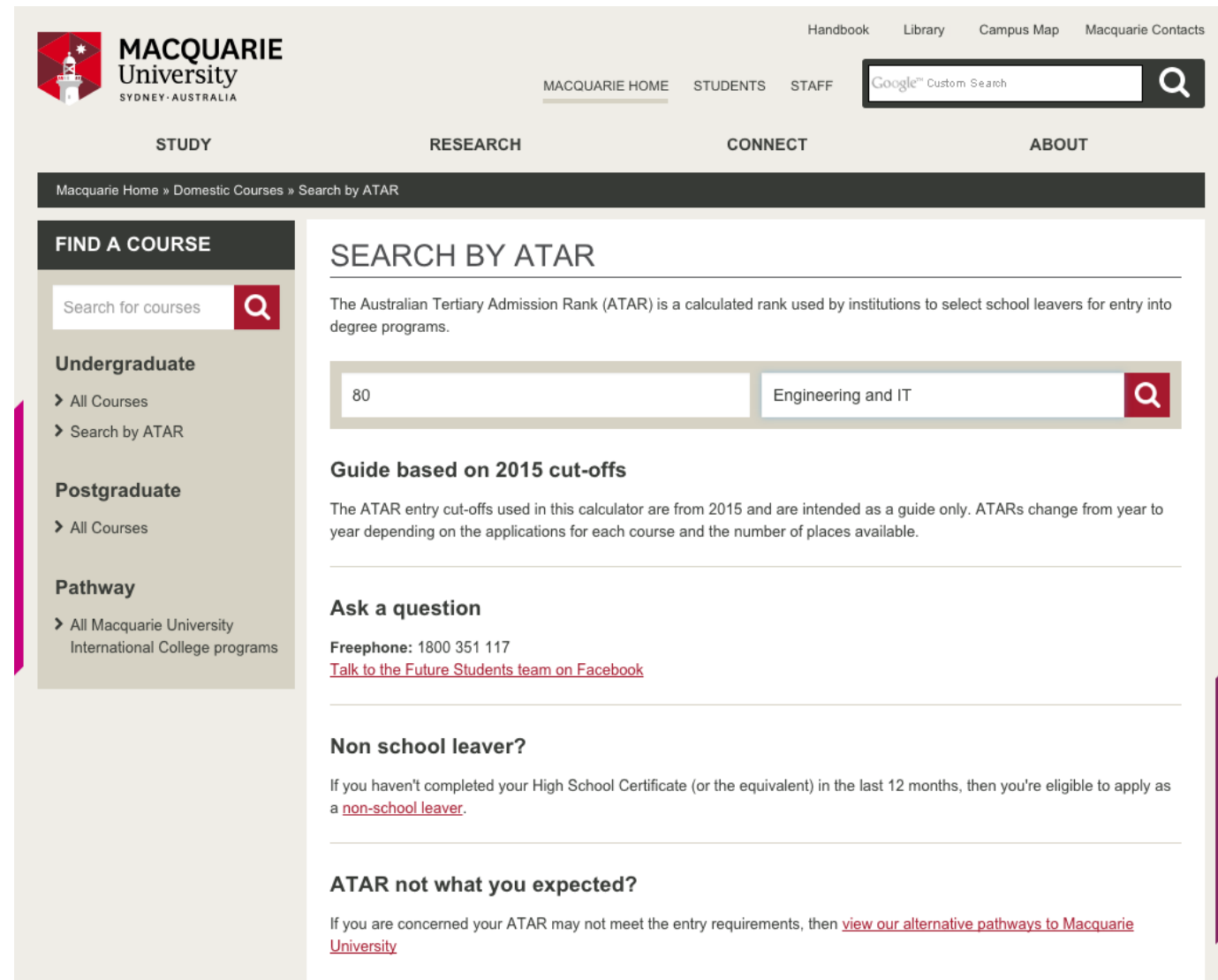
UX recommends that courses can be bookmarked (with removal), and that the site remembers courses visited – most students are only considering a handful of courses and some are 'scared' of losing their way around the Sydney Uni site\*

At Cambridge, after the homepage, click 'Study at Cambridge' (simpler terminology) to see this full A-Z list of undergraduate courses, with a course search on the page.

(Sydney's is a full site search, not courses only, and is not easily seen and wasn't used in user tests up to 17/11/15 a single time.)

It sits in tabs close to 'Why Cambridge' and 'Finance' and 'Applying' which are relevant, likely next steps, with good separation of information again, but in a different approach.

# Sorting & bookmarking leading to shortlists



**MACQUARIE University**  
SYDNEY · AUSTRALIA

Handbook Library Campus Map Macquarie Contacts

MACQUARIE HOME STUDENTS STAFF Google Custom Search

STUDY RESEARCH CONNECT ABOUT

Macquarie Home » Domestic Courses » Search by ATAR

**FIND A COURSE**

Search for courses

**Undergraduate**

- › All Courses
- › Search by ATAR

**Postgraduate**

- › All Courses

**Pathway**

- › All Macquarie University International College programs

**SEARCH BY ATAR**

The Australian Tertiary Admission Rank (ATAR) is a calculated rank used by institutions to select school leavers for entry into degree programs.

80 Engineering and IT

**Guide based on 2015 cut-offs**

The ATAR entry cut-offs used in this calculator are from 2015 and are intended as a guide only. ATARs change from year to year depending on the applications for each course and the number of places available.

**Ask a question**

Freephone: 1800 351 117  
[Talk to the Future Students team on Facebook](#)

**Non school leaver?**

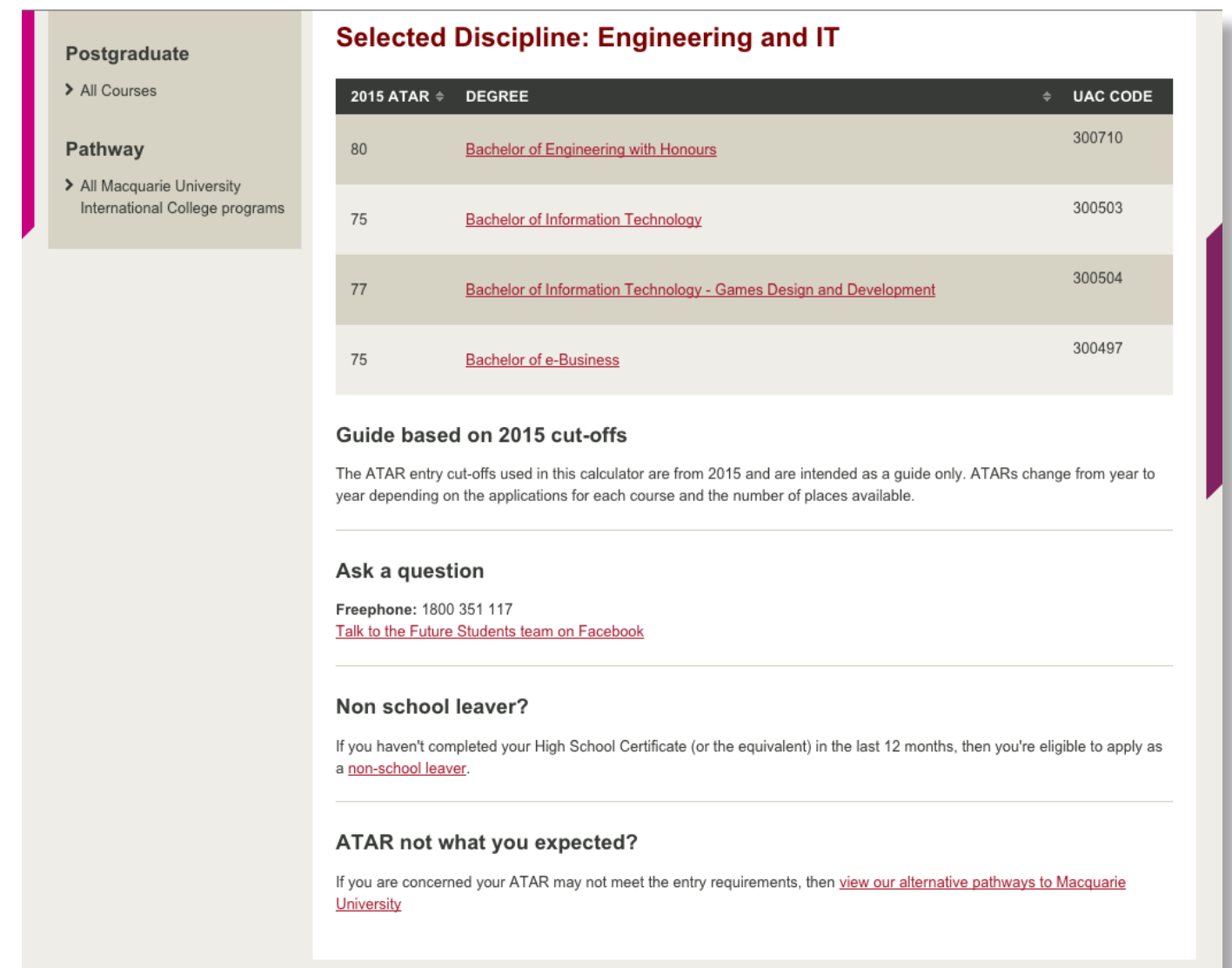
If you haven't completed your High School Certificate (or the equivalent) in the last 12 months, then you're eligible to apply as a [non-school leaver](#).

**ATAR not what you expected?**

If you are concerned your ATAR may not meet the entry requirements, then [view our alternative pathways to Macquarie University](#)

Macquarie allows a search by ATAR in an area of interest and offers to answer questions and give advice if the ATAR is not as expected, which is a good option at this point.

There are 4 results, which the user won't be overwhelmed by, but a bookmarking function could be useful here to help the student save and explore all options.



**Postgraduate**

- › All Courses

**Pathway**

- › All Macquarie University International College programs

**Selected Discipline: Engineering and IT**

| 2015 ATAR | DEGREE  | UAC CODE |
|-----------|---|----------|
| 80        | <a href="#">Bachelor of Engineering with Honours</a>                              | 300710   |
| 75        | <a href="#">Bachelor of Information Technology</a>                                | 300503   |
| 77        | <a href="#">Bachelor of Information Technology - Games Design and Development</a> | 300504   |
| 75        | <a href="#">Bachelor of e-Business</a>  | 300497   |

**Guide based on 2015 cut-offs**

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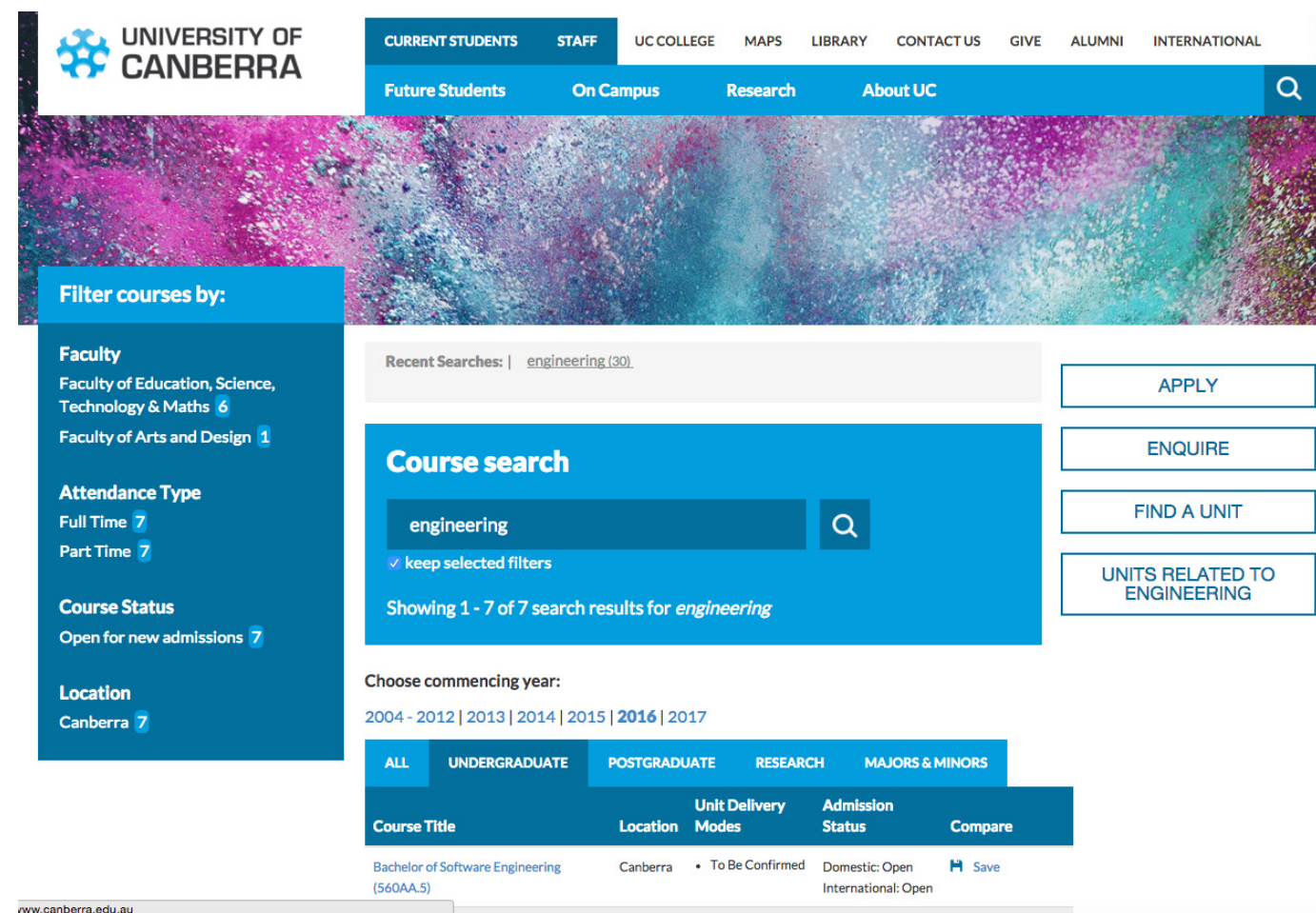
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# Personalised prospectus, lead generation & filters



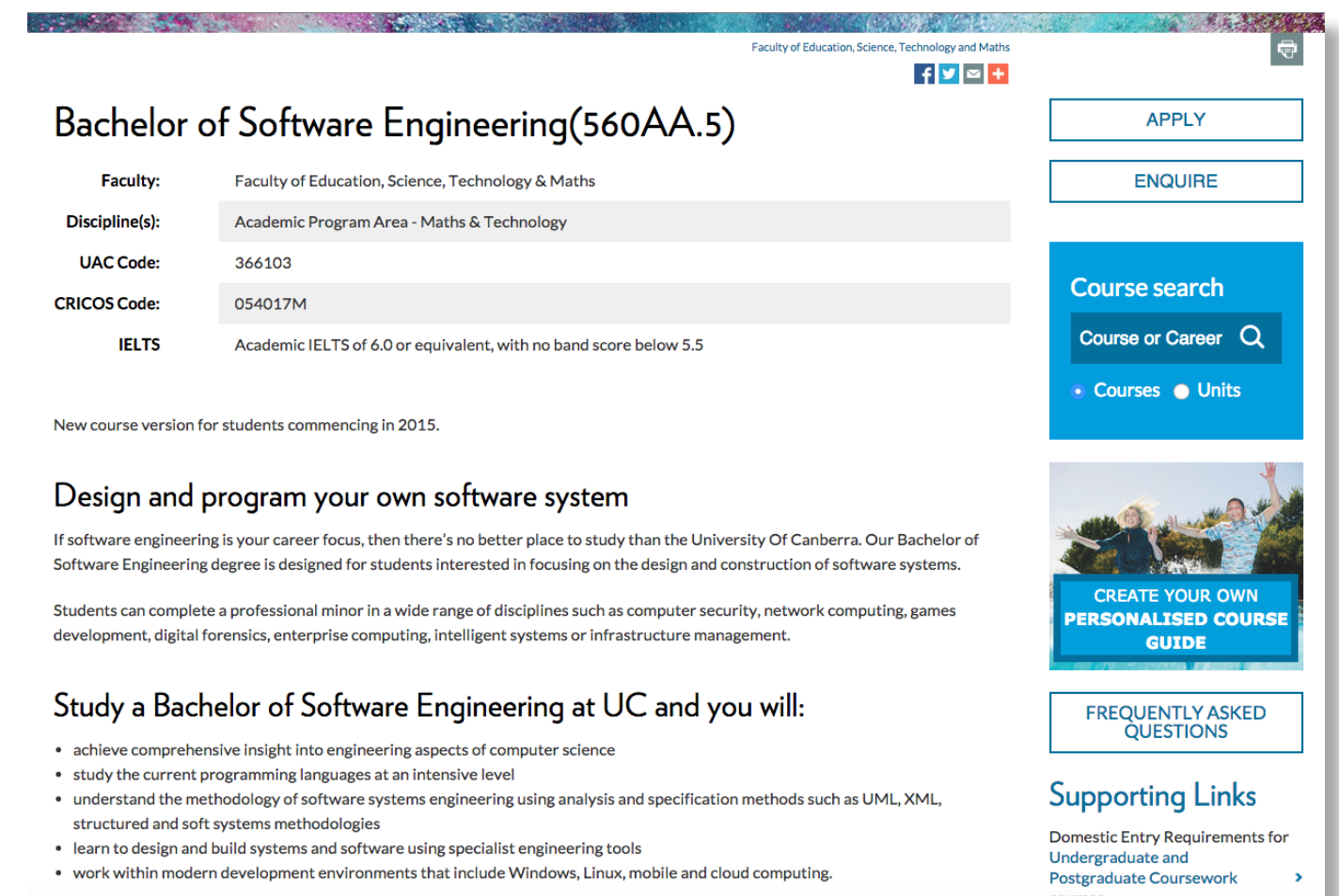
The course page is one long page of information, which is not too wordy and feels refreshing after other sites with too many tabs. There are easy-to-see 'apply' and 'enquire' buttons; a course search is easily seen.

They also have a 'create your own personalised course guide' CTA, where one or more study areas are chosen with additional info such as 'accommodation', 'study abroad', etc., which is then emailed to the student (capturing full name, email and phone) for potential follow-up later. They also even send an SMS to your phone to say the guide is ready. This personalised printed brochure can serve as a great reminder to a student to continue the application process.

Canberra Uni, after a homepage keyword search shows the user all courses for 2016 entry by default and on just one page, but also allows the user to select another year or a course level, e.g. undergraduate. (Note terminology could be simpler.)

It filters by faculty, attendance type, course status (open/closed), and location. So far, attendance type has been cited in user interviews as something the students look for and want to filter on\* [UX151105BB].

Good separation of information shows a course highlight and course outcomes.





# Highest volume call queries

Attendees: Jillian Robinson (contact & Customer Service Manager), Emily Morrison (Student Recruitment Team Leader), Jonathan Lillia (Student Recruitment Advisor). Post-it notes in order of priority

1.

In searches, the course name (or close match) should come up as the top result

2.

Fees need to be more visible & simpler  
Credit points confuse

3.

Need transparent timetables - students need to know if they can do the course with other commitments

4.

Ability to see a full list of all courses by Faculty or subject area (define)

5.

'Study Mode' not understood - needs to link to a definition e.g. 'Online' or 'intensive'

6.

Make the 'faculty handbook' link more obvious & closer to 'study mode' with note 'more info in handbook'

7.

Helploans 'Hecs' & 'Feehelp' need a link to more info diagram and say all fees help done at enrolment

8.

Courseload (hours/wk) - hours of ON CAMPUS lectures and tutorials and OFF CAMPUS flexible online & home study

9.

To reduce search results, condense the embedded post-grad courses e.g. 'Cultural studies'

10.

Showcase unique facilities on courses pages with videos as students don't know about them (Tag)

11.

Link to the faculty page from the course page

12.

Career outcomes need to be listed. Existing info is too broad, need examples, maybe ex-student profile

13.

'Entry requirements' and common secondary school equivalents should be listed on each course page

14.

Help students who say 'I don't know what I want to do' e.g. a course finder tool based on interests etc

15.

A 'cheat sheet' for parents to help them orient themselves within the uni institution

16.

Make it clearer that 'assumed knowledge' is not required pre-requisite and that bridging courses are available

# Differences in International Student Approach

## Student enrolment data for 2015

| Rank                | Home Country       | 2015  | % of Total International |
|---------------------|--------------------|-------|--------------------------|
| 1                   | China              | 9,783 | 57%                      |
| 2                   | Singapore          | 777   | 5%                       |
| 3                   | United States      | 775   | 5%                       |
| 4                   | Hong Kong          | 703   | 4%                       |
| 5                   | Canada             | 457   | 3%                       |
| 6                   | Korea, Republic of | 422   | 2%                       |
| 7                   | Malaysia           | 414   | 2%                       |
| 8                   | Indonesia          | 316   | 2%                       |
| 9                   | Brazil             | 249   | 1%                       |
| 10                  | India              | 249   | 1%                       |
| Total International |                    | 17119 |                          |

(As per the ECSR027 – 1 Geographic report from SIBI as of 28 October.)

**Note:** China is considered completely separate or part of North Asia.  
 'Subcontinent' covers India, Sri Lanka, Pakistan, Bangladesh, Nepal and Bhutan.  
 'South East Asia' covers Indonesia, Cambodia, Laos, Myanmar (Burma), Thailand, Vietnam, Malaysia, Singapore, Philippines, Taiwan.

We are trying to diversify away from China given the huge proportion of students currently from China. So in terms of focus for the website, it needs to be there, but with less emphasis.

## Student requirements/questions/data points when they are deciding on institution/course

| Country/Region     | Top 5 questions/areas   |
|--------------------|---|
| India/Subcontinent | <ul style="list-style-type: none"> <li>• Career opportunity/prospects</li> <li>• Financial aid/scholarship/cost/ROI (Indian students expect a good return on investment on their overseas education)</li> <li>• School reputation/ranking</li> <li>• Admission criteria/requirement</li> <li>• Location (cost of living, safety)</li> </ul>   |
| Latin America      | <ul style="list-style-type: none"> <li>• Find a course based upon employability</li> <li>• Scholarship</li> <li>• School reputation/ranking</li> <li>• Admission criteria/requirements</li> <li>• English requirement/preparation courses</li> </ul>  |
| South Asia         | <ul style="list-style-type: none"> <li>• Career opportunity/prospects after graduation</li> <li>• Financial aid/scholarship/cost/ROI</li> <li>• School reputation/ranking</li> <li>• Accommodation</li> <li>• Admission criteria/requirements</li> </ul>  |
| Example links      | <ul style="list-style-type: none"> <li>• <a href="http://timesofindia.indiatimes.com/unsw/study-at-unsw/Fast-track-your-career-at-UNSW/unsw_detail/47279199.cms">http://timesofindia.indiatimes.com/unsw/study-at-unsw/Fast-track-your-career-at-UNSW/unsw_detail/47279199.cms</a></li> <li>• <a href="http://www.southwales.ac.uk/study/unibox/">www.southwales.ac.uk/study/unibox/</a></li> <li>• <a href="http://coursefinder.murdoch.edu.au/">http://coursefinder.murdoch.edu.au/</a></li> <li>• <a href="http://coursesearch.unimelb.edu.au/grad">http://coursesearch.unimelb.edu.au/grad</a></li> </ul> |

Information supplied by:  
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 Global Student Recruitment. THE UNIVERSITY OF SYDNEY  
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# Differences in International Student Approach

International students are also interested in credit exemptions, i.e. recognition of credit for prior learning, and thus, exemption from having to take units of study which replicate units, courses, and/or relevant work experience that they have already completed.

Details on how to obtain credit for previous study are currently listed on this page: <http://sydney.edu.au/study/admissions/apply/entry-requirements/credit-for-previous-study.html>

‘Claim credit for prior learning’ option on new course page. Clicking this leads to the guide opposite, which is confusing and needs to be re-thought (in the opinion of UX).

## Claiming credit for prior learning: next step (Page 1 of 5)

### Support guide for making a credit application

#### Purpose of this guide:

This document provides an overview of how to submit and manage your credit application when you are applying to have prior study transferred to a new University of Sydney Course.

Credit can be recognised as:

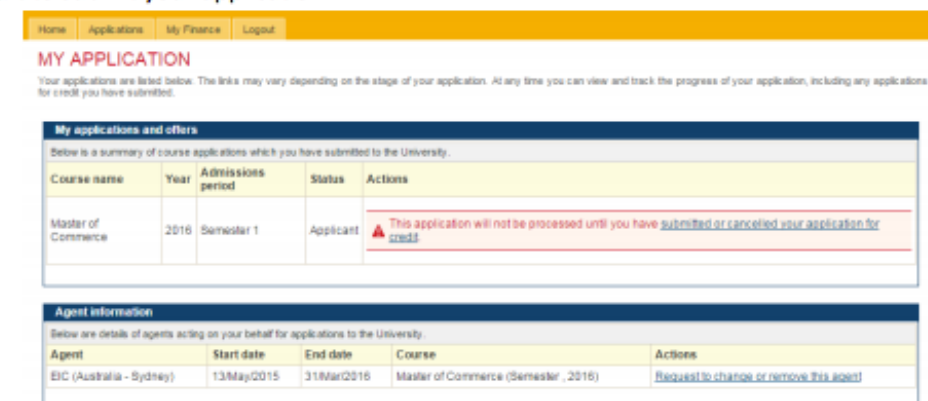
1. **Specific credit:** This is when previously completed studies are recognised as directly equivalent to specific units of study offered by The University of Sydney.
2. **Non-specific credit:** A block of credit that is given for a specified number of credit points at a particular level, in accordance with the course resolutions. These credit points may be in a particular subject area but are not linked to a specific unit of study.

#### Create a credit application

When making your application to study at the University of Sydney you will be asked if you want to apply for credit and/or recognition for prior learning.

If you tick yes, you will receive an email with information about how to log in to your [Sydney Student Portal](#) and submit an application for credit.

1. Go to **Applications, My application** and submit your application for credit.
2. In the Actions column you will need to click on the link **submitted or cancelled your application for credit** to submit your application.



3. This will take you to the APPLYING FOR CREDIT AND/OR RECOGNITION FOR PRIOR LEARNING

# Student Recruitment Requirements: Chris Lewis

Meeting with Chris Lewis

Level 4, Jane Foss Russell Building

5 November 2015

## Undergraduates generally fall into two categories:

1. Career- and outcome-driven
2. Broad and open-minded, i.e. those who aren't sure what to study, and want a solution

### **1. Career-/outcome-driven journey**

Career (lawyer) => ATAR (99.5, acc. to UAC Guide) => UAC  
(search for LAW or by degree)

### **2. Broad and open-minded journey**

High School => UAC (Guide) => Bachelor of Arts => Sydney Uni  
website => not user-friendly

### **ANU website search**

- Shows options related to the course based on the ATAR requirements and can lead them to their career.
- Journey*: course (Law) => related courses according to ATAR requirements => career

## Pain points

1.

Students ask: "Why study at USyd?"

2.

Search functionality

3.

Inconsistency  
between Faculty  
and Marketing pages



# Student Recruitment Requirements: Kaveh Ghezel

Meeting with Kaveh Ghezel  
Level 4, Jane Foss Russell Building  
5 November 2015

## The are two main types of undergraduate:

1. Recent school-leavers, or still at school (e.g. Year 10, 11, or 12 students)
2. People who left school less recently

The UAC Guide comes out in the first week of August. Students do their research on university study from March to August, prior to the release of the UAC Guide.

## Journey

What course to do? => UAC => Student searches for course by himself/herself and/or discusses it with parents, relatives, friends, etc.

## 'Achiever' categories

### University targets:

- *High achievers* (ATAR above 95) of the high achiever market
- *Average achievers* (ATAR 85–95) of the average achiever market
- *Below average achievers* (ATAR 70–85) .....

## Sydney

90–100%

80–90%

## Pain points

1.

Website search currently has 120 different bachelor courses and is hard to navigate

2.

Navigation and layout are not consistent

3.

No information on why, when, and how to exchange

## Wish list

The site lacks an inspiration page – it would be good to have one.

# Goals of User Research Interviews

| Individual interviews  | Outcomes of interviews by persona  |
|--|--|
| Identify what type of user each participant is (Some done in advance on survey)  | Age, current level of education, domestic / international, course type interest (undergrad/grad, Schools interest areas, coursework/research, no clue), where are you in the process of choosing a degree? |
| Define what each type of user knows about themselves (or can find out) before they go into the process e.g. An undergrad knows their potential ATAR score or later, their actual score, which means they can filter in courses which they qualify for. |  |
| Define unmet needs   | Pain points  |
| Ask what they want from the site   | Goals  |
| Document processes by which students look for and find courses [Task models]   | User flows   |
| Define what is considered when choosing a course (primary/secondary [soft reasons])  | Decision points, triggers, barriers  |
| Define all items searched on   | Broad approaches   |
| Define all items filtered on   | Fine-tune approach   |
| Is right content being surfaced at right time?   |  |
| Cover summer & winter school etc   |  |
| Document the summary decision process with triggers & barriers at each decision point  |  |
| Cover personalisation  |  |
| Cover 'bookmarking' and 'comparing'  | Decision points, triggers, barriers  |
| Cover 'sharing' / 'reminding' self or others   | Final decision triggers  |
| Ask if they used any support sites and how e.g. aggregators sites such as coursefinder.com.au  |  |
| Devices - what did they use/want to use? pain points?  |  |
| Questions about search results - confusing / easy? Info needed there / not there? Filters there / not there, and incompleteness  |  |
| What uni sites have you seen that do something well?   |  |
| Go to those sites and click around and see the good bits   |  |
| What course info is difficult to find / filter / understand inc processes  |  |
| Cover research considerations  |  |
| Cover 'life at sydney'   |  |
| Do the 'real life stories' help?   |  |
| Do blogs from students help?   |  |
| Are there any language considerations?   |  |
| How often is it useful to print info and what?   |  |

# Audience Types & Participants

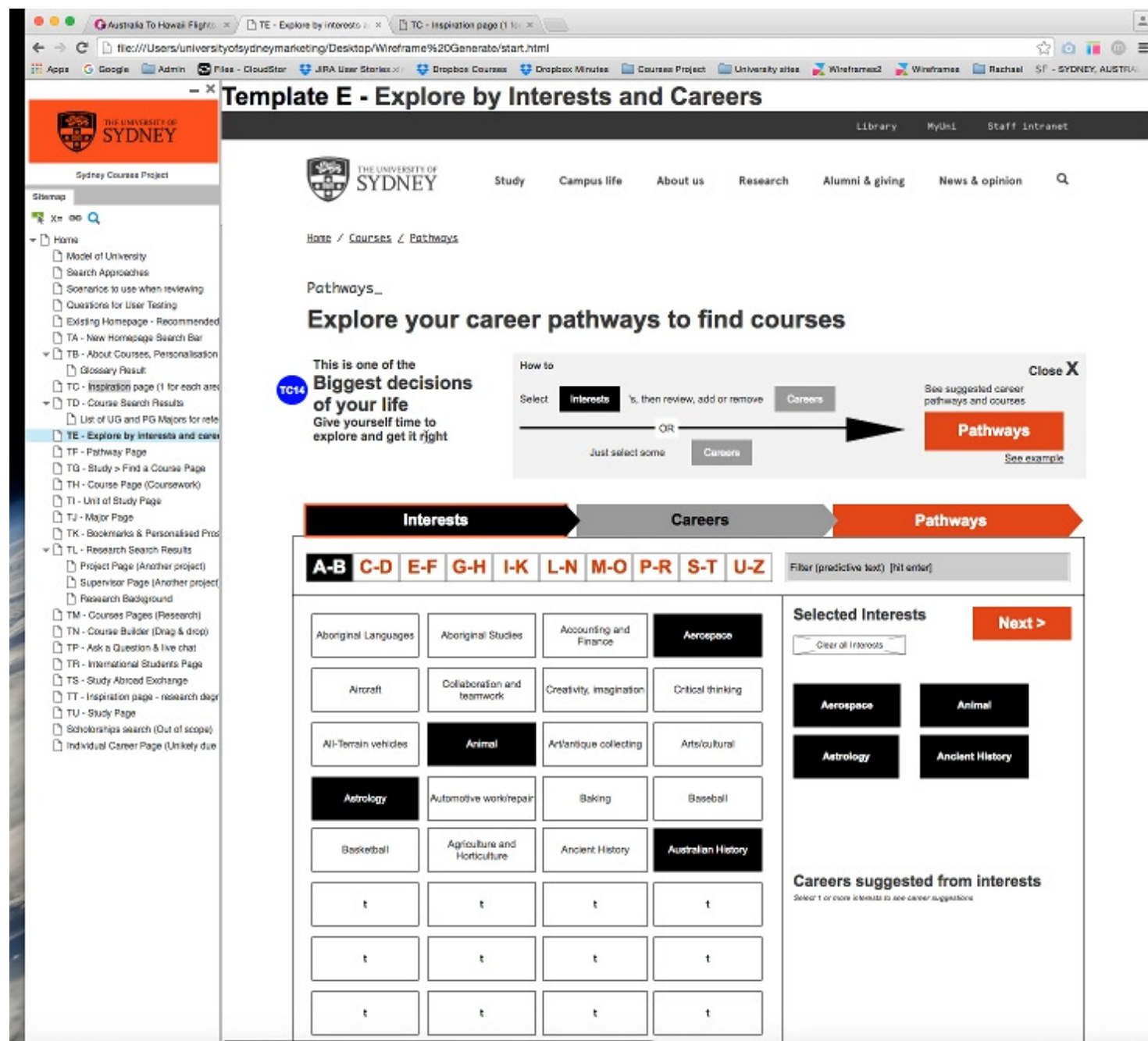
| Audience Type                          | Citizenship   | Degree status         | Variants  | Further variant          | % of 100                    | Participant Names   |
|--|---------------|-----------------------|---|--------------------------|-----------------------------|---|
| 1. prospective domestic undergrad      | Domestic      | Undergrad (no degree) | Straight from school  |                          | 27.5%                       | Navini Fernando, Cindy Li, Lesley Zhang, Zin Li Yin, Edward Wu (all straight from school) |
| 1. prospective domestic undergrad      | Domestic      | Undergrad (no degree) | Other pathways such as mature student, TAFE                 |                          |                             |   |
| 2. prospective international undergrad | International | Undergrad (no degree) | [By country entry requirements] International Baccalaureate |                          | 3.5%                        | Quynh Anh Pham (Vietnam), Marisol Ramírez Montiel (Mexico)                                |
| 3. prospective domestic postgrad       | Domestic      | Graduate              | Hold Sydney uni degree                                      | Intend coursework degree | 12.75%                      | Katie Booth (Sydney Uni), Brad Baker (Other Uni)  |
| 3. prospective domestic postgrad       | Domestic      | Graduate              | Hold other uni degree                                       | Intend coursework degree |                             |   |
| 4. prospective international postgrad  | International | Graduate              |   | Intend coursework degree | 4.75%                       | Tisha Caesandra (1st degree Melb)   |
| 5. prospective domestic research       | Domestic      | Graduate              | Hold Sydney uni degree                                      | Intend research degree   | 1%                          | Charline Wood (Mental health)   |
| 5. prospective domestic research       | Domestic      | Graduate              | Hold other uni degree                                       | Intend research degree   |                             |   |
| 6. prospective international research  | International | Graduate              |   | Intend research degree   | 0.5%                        | Mirza Sheraz Altaf Hussain (Dubai)  |
| 7. current domestic undergrad          | Domestic      | Undergrad (no degree) | At Sydney Uni   | 1st degree               | 25%                         | Ira Ferris, Qingyun Wen (also int postgrad, offshore)                                     |
| 8. current international undergrad     | International | Undergrad             | At Sydney Uni   | 1st degree               | 5.5%                        | -   |
| 9. current domestic postgrad           | Domestic      | Postgrad              | At Sydney Uni   | 2nd degree               | 9.5%                        | Miranda Adams   |
| 10. current international postgrad     | International | Postgrad              | At Sydney Uni   | 2nd degree               | 5.5%                        | Raul (offshore)   |
| 11. Current domestic research          | Domestic      | Postgrad              | At Sydney Uni   | 2nd degree               | 3.5%                        | -   |
| 12. Current international research     | International | Postgrad              | At Sydney Uni   | 2nd degree               | 1%                          | -   |
| 13. Prospective short course           | Any           | Any                   | Any   | -                        | Not included in percentages |   |
| Parents                                |               |                       |   |                          | Not included in percentages |   |
| Staff                                  |               |                       |   |                          | Not included in percentages |   |
| Careers advisors                       |               |                       |   |                          | Not included in percentages |   |
| Employers                              |               |                       |   |                          | Not included in percentages |   |
| Agent - what is this exactly?          |               |                       |   |                          | Not included in percentages |   |
| Professional bodies                    |               |                       |   |                          | Not included in percentages |   |
| Alumni                                 |               |                       |   |                          | Not included in percentages |   |

# Interview Format

## 1. Session introduction

- Introductions – people in the room
- Note that we're not testing you, we're just chatting and observing you using various sites to understand your approach to searching for a course
- You can't do anything wrong, or hurt anyone's feelings by criticising the sites we use, we want to improve the experience.
- For that reason, we need to know what you're thinking as you click around and read, so please talk out loud as you browse
- e.g. 'I can't find the course I'm looking for, but I see this link here which sounds like it's related so I'm going to click there'
- If you have questions, just ask. I may not be able to answer them right away, since we're interested in the different approaches people have when they don't have someone sitting next to them, but I will try to answer any questions you still have when we're done.
- With your permission we'll record the session with the laptop webcam, microphone and screen capture and audio on a mobile phone for backup. This is for internal use only for the people working on the project.

If you agree, I'll now start the session...



A screenshot taken during User Testing after wireframes were designed, however the same approach was used during User Interviews before wireframe design commenced



## 2. Interview Script

Click Start recording and phone audio record

Go over Background story and set a realistic scenario

What did you know about yourself before starting your search? e.g. ATAR, location, interests, skills, prior courses

Did you receive any direction or careers advice from anyone, was your school really supportive, did your parents insist on something?

What are your main requirements for the course / Uni you're seeking with priorities?

Can you show me on any website, how you would approach selecting a course to apply for? [Draw main tasks - (quickly?)]

NOTE: search terms used: keyword, course name, study area, career, area of interest...

Note which site they start on

Did they successfully find a course they want to do? If so which site?

What triggered you to choose the course you did? E.g what made you move from researching a course to selecting it for your shortlist?

What barriers did you find along your journey that stopped you going forward with any course you were considering?

What things would you like to sort and filter by after finding a list of courses?

Do you feel like any websites you used didn't meet your needs? what did you want from the sites that wasn't provided? What course info is difficult to find?

What did you find confusing? e.g any terminology, the process of applying, finding the info you need (what info exactly) etc.

When you find a good result, do you want to bookmark or compare it to other courses, on the same site or different sites?

Do you find it useful to print information and what?

Do you find it useful to share info and how?

What sites have you seen that help you find a course easily? - Show what you like by clicking around them. Mention bad things also.

In a perfect futuristic world, how would you find the right course?

What type of 'soft' reasons are there for choosing a course - can you imagine a good way that the site could help you visualise these

Can you see what it would be like to be a student at a uni by looking at their website?

Would you like it if the site could detect that you are an Australian student doing their \_\_\_\_\_ degree and show only info relevant to you now?

What do you think about 'real life student stories' and blogs and news etc?

Did you use any ranking sites at any point?

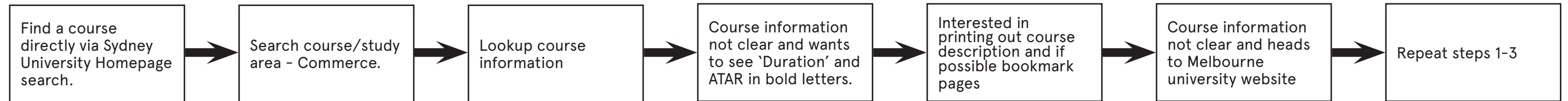
Did you use any aggregators at any point?

Are you aware of summer and winter schools and other pre-uni courses?

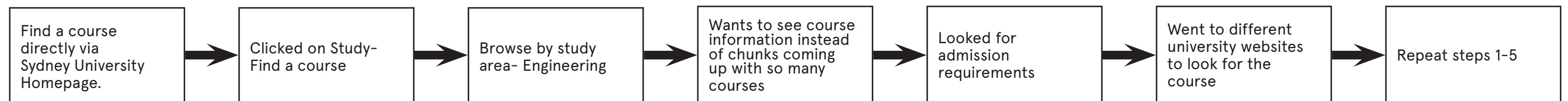
That's all my questions, is there anything else you'd like to mention? or do you have any questions?

# Results: Overall Approaches

## 1. Prospective Domestic Undergrad: Navini Fernando



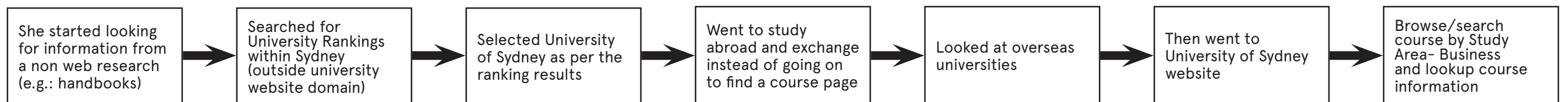
## 2. Prospective Domestic Undergrad: Cindy Li



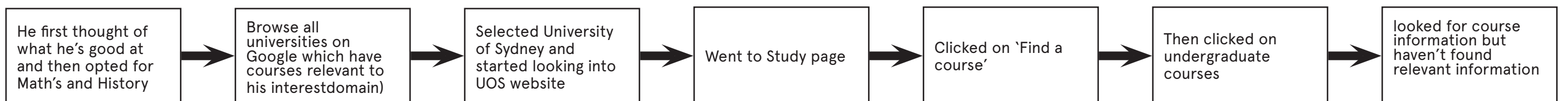
## 3. Prospective Domestic Undergrad: Lesley Zhang



## 4. Prospective Domestic Undergrad: Zin Li Yin

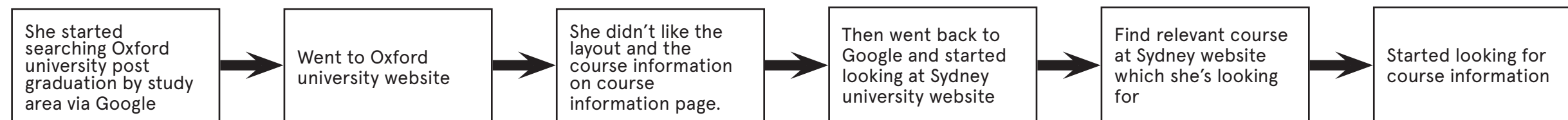


## 5. Prospective Domestic Undergrad: Edward Wu

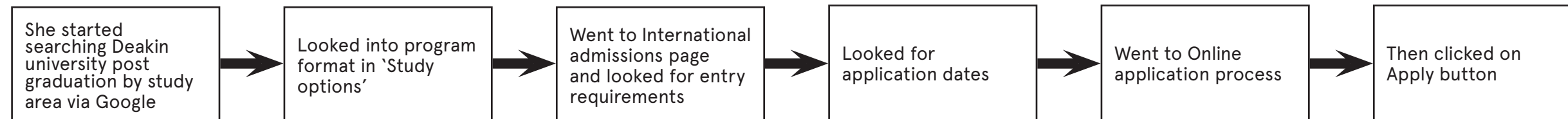


# Results: Overall Approaches

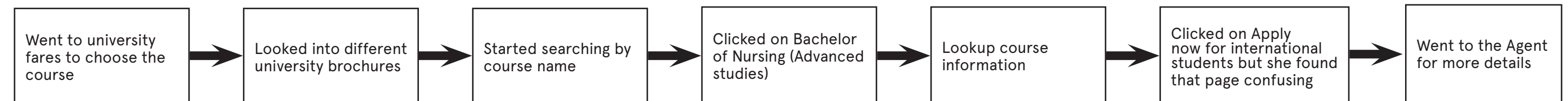
## 6. Prospective Domestic Postgrad: Katie Booth



## 7. Prospective International Undergrad: Tisha Cassandra



## 8. Prospective International Undergrad: Quynh Anh Pham



## General Insights

User Journeys were highly varied with many start points. For this reason, the designs split content into major templates, taking note of all user comments about information required at each stage in their search

Current search results are dire, often giving thousands of listings, confused results, and poor relevance order. 1 page of results would give the context they're seeking to orient and see a birds eye view of what's available

There was lots of confusion around University Terminology and Process. The University is not 'speaking to it's audience' but instead speaking to itself. Titles such as 'HECS-HELP' don't indicate who this content is relevant to i.e. organise content around who the audience is that it's relevant to

There was no underlying 'Decision' funnel to push users towards a decision and assist in that e.g. course pages only have an APPLY button, so if user is not yet ready to apply, there's no other CTA on the page - a wasted opportunity

# Interview Results & Insights

| Interview code & video link   | Date of interview | Interviewee Name | Age | Traditional or mature student? | Suburb, Country      | Residency status | Currently studying at Sydney Uni? | Where in process                            | Considering course details  | Email address for followup where agreed | Persona type                      | Story   |
|---|-------------------|------------------|-----|--------------------------------|----------------------|------------------|-----------------------------------|---|---|---|-----------------------------------|---|
| UX151029NF<br><br>No Video, notes taken   | 29th Oct 2015     | Navini Fernando  | 15  | Traditional so far             | Annandale, Australia | Domestic         | N                                 | Researching first degree whilst in year 11. | Commerce & Law  | nfernando@student.mlcsyd.nsw.edu.au     | 1. Prospective domestic undergrad | Nivini's mum and dad went to Sydney uni and she likes the campus. She did 'Commerce' in year 9 & 10 and liked it (It may also be a parent approved subject/degree). She's interested in an exchange to an international Uni. She likes sport but for recreation only. She knows she needs a 95 ATAR score to enter the Batchelor of Commerce degree. She wants to combine with law to get a competitive edge and has done work experience with a Barrister. |
| Video Notes   |                   |                  |     |                                |                      |                  |                                   |   | Insights & Recommendations  |   |                                   |   |
| <p>She was confused by the term 'Masters' and is not aware of the degree levels and what is appropriate for her at her stage. After browsing to the course page, she stopped as there was no obvious path to continue and scrolled up and down the page for a long time as there is no Call to Action for students who are not yet ready to apply. She commented that the course page had way too much text, and would be better with images and to highlight the main info such as the ATAR score required as it's currently hidden in a lot of text. She did not find any international exchange opportunities but was not prompted to try. She did not find any sporting facilities, may be somewhat aware already and was not prompted to look. She was prompted to find content explaining what life was like at Melbourne and Sydney campuses, but did not find the interactive tool under the 'Here' video on the homepage and had to be prompted to type in the URL, and then thought the tool was cool although she didn't use it to its full potential (possibly as session time is short). Preferred searches by study area and wanted to know about the length of the degree. Following are Aditya (BA's notes)</p> <ul style="list-style-type: none"> <li>•Cut-off dates should be highlighted, if possible in BOLD</li> <li>•Was interested in printing out course description and if possible bookmarking pages so that she can refer to them directly.</li> <li>•During her interview when she searched for the courses by default system displayed the international tab on the course page, and she was not aware until highlighted by the interviewer that she is looking at international course details. This needs to be quite clear when course details/entry requirements are displayed</li> <li>•She reckons live chat would be helpful over e-mail and call.</li> <li>•She was not clear about the English requirements displayed on the page. This is a requirement for international student but not for domestic</li> <li>•She thinks there's too much content to read and font is small in current Sydney University website.</li> <li>•She reckons course finder is useful (RP: not enough detail here to make comment useful)</li> <li>•Liked Melbourne university website course search</li> </ul> |                   |                  |     |                                |                      |                  |                                   |   | <p>I suggest a 'New to Uni?' link on the homepage might help to orient school students with a flow diagram or similar to explain the course hierarchy. Highlight things such as ATAR required, length of course so they stand out on course pages, Make it easier to check the ranking i.e. Business courses in NSW ranking rather than doing a separate Google search (NB this may not be in Syd uni's favour TBD with SR). Highlight international exchange opportunities as it's a big selling point. Perhaps highlight sporting and other facilities and include a link on the page to find out what life is like at Sydney and fix the interactive tool so that it can be found and used (This is a quick fix with high benefits). Thought the site was too wordy, wanted a course creator / course combiner, interested in student ambassador stories which she finds engaging.</p> |   |                                   |   |



| Interview code & video link             | Date of interview | Interviewee Name | Age | Traditional or mature student?        | Suburb, Country    | Residency status   | Currently studying at Sydney Uni? | Where in process                             | Considering course details | Email address for followup where agreed | Persona type                  | Story  |
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| UX151030IF<br><br>No video, notes taken | 30th Oct 2015     | Ira Ferris       | 32  | Did first degree straight from school | Newtown, Australia | Domestic (migrant) | Y                                 | Has Bachelor & Master, doing a 2nd Batchelor | N/A                        |   | 7. Current Domestic undergrad | Did a batchelor overseas in journalism and a masters in journalism (combined 5 year course), now doing a BA in arts. |

| Video Notes  | Insights & Recommendations   |
|--|--|
| <p>Ira is very knowledgeable about the Sydney University website and never really considered another university, so hasn't used any other websites. When choosing her first Bachelors degree which she did overseas, she chose Journalism, mostly at the direction of her parents but she had more of an interest in psychology. After finishing her degree with joint masters overseas, she came to Australia with her husband aged 23, and knew that she wanted to study again, but was waiting to become a citizen before applying (Fees are paid by government). Her husband had studied at Sydney Uni. The process she followed to choose a degree was mostly offline - she was swayed by word of mouth deciding that Syd Uni was the best choice, then went to the Syd Uni student centre, asked some questions about the entry requirements with her overseas Bachelor and masters in journalism, picked up a booklet on the course she thought she wanted to do (Performance &amp; Philosophy) and then researched units online to build the units in her course. After her first year, she realised that she liked a particular unit (art history) and was advised by a lecturer to specialise in this, which changed her major and degree name. She hadn't realised before applying that the courses were flexible like this and likes the ability to try, develop and specialise (Flexibility). Her considerations in order of priority were Word of Mouth, Location (near family, home), the look of the campus (Quadrangle). She did not really consider the quality of the course and didn't use rankings sites. She uses the Sydney Uni site to look up units of interest, decide if she's interested, check the lecture and tutorial times and that they don't clash with her work commitments. She was once given a useful URL which allows entry of the unit code and returns tutorial times and she finds it really useful (this is not shown on the website as far as we could see NB it's in a logged in area called Sydney Student). Whilst clashes in lecture times and tutorial times are a concern for many students she says, lectures are available online, however videos are sometimes not there / good enough quality and she prefers to attend in person. Terminology that she finds confusing is 'unit' as it's really a subject. She wasn't aware of any soft reasons for choosing a course such as 'Societies' or sports facilities, as it's not culturally relevant to her and would not be of interest even if shown on a course page. She would like to be able to favourite a course or unit (subject) for easy reference later, and mentioned a film festival website where that is done, possibly after an account is created, and would make the effort to create an account if that were available. She is really interested in finding out who takes the unit lectures and their background and does watch the lecturer videos to help decide whether to choose a unit.</p> | <p>Could benefit from a school subject / career course finder. Highlight flexibility of courses to allow focus on subjects liked/good at. Display days and times of units. Communicate that lectures are available online and use some of these to allow other students to experience a course whilst deciding. Assist with understanding of terminology. Provide bookmarking of courses and units and profiles of lecturers with sample lectures.</p> |

# Interview Results & Insights

| Interview code & video link  | Date of interview | Interviewee Name | Age | Traditional or mature student?                 | Suburb, Country       | Residency status   | Currently studying at Sydney Uni? | Where in process  | Considering course details | Email address for followup where agreed | Persona type          | Story   |
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| UX151030MA<br>Video, no sound, notes taken   | 30th Oct 2015     | Miranda Adams    | 23  | Did 1st degree 6 months after finishing school | Menai, NSW, Australia | Domestic   | N                                 | Completed Masters | N                          |   | Ex Sydney Uni Student | Decided on a degree in year 10 as her brother had the UAC handbook laying around at home. Finished high school, took 6-months out and then started communications course at UTS mid-year in 2010 but dropped 3-weeks into it as she didn't enjoy it. Then had a gap for 6 months and started at Sydney Uni Bachelor of arts in 2010 for 3.5 years (1 year part time in a 3 year course). Then did Masters also at Sydney Uni in Media. She has a strong interest in American Studies. Her ATAR was 95.25. |
| Video Notes  |                   |                  |     |  |                       | Insights & Recommendations   |                                   |                   |                            |   |                       |   |
| <p>She pointed out that most students will not do a course which is way below their ATAR score and so a student who fails to get the ATAR for medicine, will move to Law or Business just to fulfil their ATAR potential. Says that course pages could have 'similar degrees' on the page (such as in 'you may also like' in e-commerce') to guide students from a medical degree to medical science degree to assist them to stay within their interests. She's interested in writing, but worked out that there's not so much work in those fields e.g. fiction writer or journalist, and so settled on 'Communication', (Career pathway ideas could help here) however she hated the course because it was 'how to' do things rather than 'about things' and that was not clear to her up-front. Says she didn't spend enough time looking at the course. Says an example course lecture, or a student story about the course could have helped her avoid that mistake. She came to Sydney because it's well known and respected for arts degrees (Kudos). She said she made her own table to work out the units of study (like in the handbooks) and really enjoyed that process - the handbook is really useful for that. Says the prerequisite and assumed knowledge listed against a course can put you off, but we discussed the bridging course details being against each and she agreed that would help. When listing degrees, she likes the way Melbourne uni lists the main areas and then would like to click further to see combined degrees, whereas the Sydney Uni site lists all combinations over 25 pages and offers no context (feel of what's on offer) in one page. The main things that are compared when considering degrees are ATAR, Assumed and recommended (from school), Units, Majors, and credit points, suits people with XYZ interests, about the Uni lifestyle and transport considerations. She notes that credit points are different for different uni's and it's a point of confusions, so just saying Full study load = 4 subjects each semester would be better and not to show points. Similarly, showing the course code makes no sense since the UAC code is needed to apply, and yet the UAC site has a good site search so even then isn't needed really (check this). She noted that Melbourne has only 8 undergraduate degrees and she really likes their site for the simplicity. Likes the colours pathways / faculties on the UNSW? site. Says fees are very opaque and even a ballpark figure would help. Didn't apply for winter/summer school due to confusion over the fee structure. Would like a 'sample first year' course core * elective units showing majors to easily compare courses. Overall, the learning was that the experience needs to be a lot more simple up front, but offer those who really enjoy getting into the details of designing their course the opportunity to do so. Also mentioned that some students have ended up not choosing the right units to get a major and so have not ended up graduating (This sounds like a failure of the Uni to communicate the basics of the course to result in graduation). Perhaps a 'course creator' tool to select units would be helpful. The term 'Commonwealth supported place' is confusing and means paid for by the government for domestic students.</p> |                   |                  |     |  |                       | <p>Had immediate difficulty getting to 'find a course' due to the grey nav bar being in the way - could not even scroll down to 'find a course' on the study page for a while - needs to be fixed ASAP. Reached 'arts' and saw 2 listings at the top with no discernible difference (One is listed under 'study area' and one is listed under 'course'). She then clicked Bachelor of arts and the 'Feature video' on that page were not mentioned. They may need to be refocused with a title like 'Hear what it's like to do this degree from a student'</p> |                                   |                   |                            |   |                       |   |

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|---|-------------------|------------------|-----|----------------------------------|---------------------------|------------------|-----------------------------------|---------------------------------------|--|---|----------------------------------|---|
| UX151103KB  | 3rd Nov 20015     | Katie Booth      | 24  | Went to uni straight from school | Peakhurst, NSW, Australia | Domestic         | Y                                 | Doing 1st degree, researching for 2nd | postgrad course in gender and cultural studies |   | 3. Prospective Domestic Postgrad | Katie did her first degree in media and communications straight from school at Sydney Uni, She's about to finish her bachelors and is researching a postgrad course in gender and cultural studies, but will take a year off first. She's also considering Oxford University in the UK as she has a friend there. |
| Video Notes   |                   |                  |     |                                  |                           |                  |                                   |                                       |  | Insights & Recommendations              |                                  |   |
| As a school student, her visit to campus helped her to decide it was a good place with good facilities and the lecture she attended swayed her to choose the course. She used an app called Sydney student to pre-enrols and choose her units of study. |                   |                  |     |                                  |                           |                  |                                   |                                       |  |   |                                  |   |

# Interview Results & Insights

| Interview code & video link  | Date of interview | Interviewee Name | Age  | Traditional or mature student? | Suburb, Country | Residency status   | Currently studying at Sydney Uni? | Where in process                  | Considering course details     | Email address for followup where agreed | Persona type                     | Story                                 |
|--|-------------------|------------------|------|--------------------------------|-----------------|--|-----------------------------------|-----------------------------------|--------------------------------|---|----------------------------------|---------------------------------------|
| UX151105BB   | 5th Nov 20015     | Brad Baker       | 30's | Next course as mature student  |                 | Domestic   | N                                 | Has chosen a course at Sydney Uni | Masters in coaching psychology |   | 3. Prospective Domestic Postgrad | Brad Baker<br>bradley1baker@gmail.com |
| Video Notes  |                   |                  |      |                                |                 | Insights & Recommendations   |                                   |                                   |                                |   |                                  |                                       |
| <p>Brad did a Graduate Diploma in Insurance &amp; risk Management at Deakin University, then the MBA, 3 +1 years, but took longer over it. Finished in 2006 and 2009. Since been in a career. Motivated to study again because he enjoys coaching and mentoring, rather than being in an admin role. Wants to do group facilitation or 1 on 1 coaching for leadership coaching. Went to site called the coaching institute and used word of mouth. Found out about the Sydney uni degree with blend of coaching and academic focus on psychology to support that. He looked up the course. Has browsed several times, initially got a good feel for it. Google 'Coaching Psychology' Sydney Uni'. Google results came up with a Graduate certificate, Graduate diploma, Masters options. Initially looked at the grad diploma. He was aware of the difference in the 3 terms. Wanted to know the cost and duration (1 year and 27.5k). It's 1-2 years depending on how broken up. Wanted a course with flexibility to do part-time. Wanted to know when the lectures are and the time commitment.</p> <p>Hi Priorities 1. Affordable / Value for money / outcome / suiting his needs - wants to get a good sense from the site that this course fits his requirements 2. Not too long 3. Flexibility 4. Local Sydney</p> <p>He really had to dig to find the info he needed to feel confident about the course. Would have liked to see pathways on the course page. Barriers - Cost, finding out when lectures are, lectures in business hours. Was looking for a blend of online and face to face study modes which was not shown on the site. Site was last updated 2015 when we looked, but before when he checked the page was updated 12/13 and he thought it needed a refresh for application information.</p> <p>Found out about the uni open day and wrote an email to ask if it was worth him going in, wanted to meet Tony Grant the associate professor. He came back to the postgrad evening. Phoned Tony who answered his questions and gave access to ex-students. Then had a better picture of content, theory vs practice - lots of that info could be on the page e.g. what it's like to be on the course, student experiences, what they got out of it, what they're doing now, favourite and influential subjects. Wants to see practical coaching within the course. Grad students are more outcome/career focussed.</p> <p>Searched on keywords and faculty of psychology. Coaching psychology and whether other Uni's offered it. Searched psychology Sydney Uni - landed on school of psychology. 'What does it look like' - getting an overview was important. Wants to have his own business eventually. (tag entrepreneur) Tony paired him up with people from financial backgrounds. Would have been good to have ex-students at the info session. Looked at Staff backgrounds, stories, projects. Would have been helpful to be able to find who were the people who knew about coaching psychology. Realised that there was a pathway to do executive coaching via the masters which was hard to find and was via an ex-student. (Note this specialisations could be listed and a video of an ex-student mentioning this could be powerful. Wanted to get a sense of Tony because he developed the course. Successes of prior students not mentioned. Tony was very accessible which helped.</p> <p>Welcome to the school of psychology - he just scanned,, very text heavy. Searched in the uni search field for 'coaching psychology' and went out to a google search. wants to learn more about the unit 'coaching psychology' He's not sure what the coaching psychology unit is, a department or a unit of study (it's a department!! confusing with terms like unit of study!). Clicked 'course information' then spent time on the details of the course coaching psychology. specialist pathway is there as a section. He then thinks 'what's the entrance criteria?' - sees admission requirements. He ticks the boxes for admission. The full paragraph is hard to read. Wanted to know when the lectures are and saw a draft timetable. He is concerned that he might lose his way and wants to bookmark courses and pages (recent pages and course wishlist) for reading. Was a completely separate section where he saw the overview and the details and timetable. Made him feel like there could have been information he missed, so that he's not asking lecturers questions which are already available. He did call the student contact centre about the open day. He likes the idea of live chat, but would prefer to call and speak to a 'real person' except when time-poor and live chat is better.</p> <p>Filtering in degrees: Qualification at the end, value proposition &amp; cost per year. <b>CONTINUE FROM HERE 32 MIN.</b></p> <p><a href="http://sydney.edu.au/science/psychology/current_students/coach/timetable.shtml">http://sydney.edu.au/science/psychology/current_students/coach/timetable.shtml</a> - important for him to see times of lectures to balance with work and format of session e.g. if it's online that's great as he can do anytime anywhere.</p> |                   |                  |      |                                |                 | <p>Brad googled 'coaching psychology sydney' to get to the course page which took him to Sydney courses. He later googled 'psychology at sydney' which took him to the school of Psychology page on the faculty website. He did not realise that these were 2 different areas of the website and found the experience frustrating as depending on what he googled he ended up in a different place that wasn't connected to another. He said when he found a page with useful info on it he was almost afraid to click away from it because he didn't know if he would find it again. He said it felt like a bit of a 'rabbit warren'. Currently Sydney courses pages and faculty pages are not clearly linked.</p> <p>Brad seemed more familiar with the faculty website, this is where he seemed to get most of the useful, rich content he needed. Eg the different specialised masters options, timetabling and lecture times, research strengths. The Sydney courses page he viewed initially he saw as an overview page just giving him the basics and the faculty area gave him the next level of info, but was hard to find. There was still some info that he felt could be better promoted about this course eg the amazing work with the Helmsman project</p> <p>Because of finding different info in different places it made him think that maybe there is more info he is missing out on somewhere else and so had to spend a lot of time searching around and asking questions to feel confident that he had the full picture of the course</p> |                                   |                                   |                                |   |                                  |                                       |



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| UX151111EW  | 11th Nov 20015    | Edward Wu        | 16  | Traditional so far             | Chatswood       | Domestic         | N                                 | Browsing courses |                            | None given   | 1. Prospective domestic undergrad | At Normanhurst Boys |
| Video Notes   |                   |                  |     |                                |                 |                  |                                   |                  |                            | Insights & Recommendations   |                                   |                     |
| <p>Priorities when searching courses: 1. Interesting and enjoyable (maths and social sciences, but not sciences), also interested in journalism and law as careers. (mix of subjects and career directions), 2. Sports - volleyball.</p> <p>Has heard of double degrees, thinking of economics due to maths and people elements. In year 10 when doing work experience he first started thinking of degrees. Also liked history. His next step then was to google uni courses and open many in tabs and then read through them. Googled Sydney uni and then went to 'study&gt;find a course&gt;undergraduate courses'. Thought all other courses did not apply (including Honors which he said didn't sound relevant). Worked out over time what undergraduate and postgraduate meant. Skimmed text on the pages. Noticed the undergraduate guide, but prefers to find the course first. clicked 'find a course and went back to that page again, then undergraduate and Honours A-Z. Postgraduate coursework and research were understood but he wasn't quite sure. Would then choose to read courses which he's more familiar with e.g. Bachelor of Arts and bachelor of law. He matched it up to his interest in maths and considered career income as doesn't believe there's many careers which are directly maths related. Hence he's looking at going into social sciences. The page he looked at was the A's only, and thought he'd choose the Bachelor of arts and Economics rather than just bachelor of arts as he' assumed it would have more information / same information. Looking at a course page, read a 3-line description, but thought the text was pretty standard. Thinks double degrees are 2 degrees done at the same time, not one after the other. Thinks a 6-7 year degree is a fine amount of time, course length isn't on his criteria. He doesn't click into the concertinas initially, he checks the credit points but ignores them as he doesn't understand them - mentions credit points meaning is not explained - would like a summary of all this in an on-page pop up or a link. Scrolls up and down the page a lot. CSP (Commonwealth supported place) wasn't understood completely, but thinks a student pays \$8000 per year if eligible for CSP. Doesn't understand LLB after the BA. Sees ATAR 99.50. Didn't understand 'access sydney'.</p> <p>Once working out the RHS column requirements, if interested in the course he would check into the concertinas. He is aware of a major and would click it, reads the outline of the course. He wouldn't bookmark at this stage, but would just remember, and would appreciate it if the site remembered the courses he had viewed on return. Thought live chat might be spammy and preferred to email or phone with any questions. FAQ would help a lot - or a forum.</p> <p>He has a few courses in mind, but he's not sure which to choose yet and it depends on his ATAR, and has no prediction yet. He's thinking of Law combined with Economics / Media, but if the high ATAR isn't reached, he is open to Economics / Media, so he has a fall back plan. Triggers - putting in the right time and preparation. Hasn't started comparing courses yet, but columns would be subject area, future careers, ATAR cutoff, duration, cost, space for own notes. Would sort by interesting content [units of study based on what he actually wants to learn] (i.e. in the notes).</p> <p>Most appealing/engaging experiences have been going through the booklets and guides, as they have student stories (triggers) and what they were doing (course? activities). Would like these as a video on the site {typical day, why course chosen etc}. Would like more explanation of alternate entry pathways and bonus points, differs between uni's and courses - hasn't worked out which applies to him as it's too hard.</p> <p>Sharing - with parents who know him best, and let friends know the courses of interest. His friends are all looking at science based courses, so he has no-one to relate to who wants to go into social sciences.</p> <p>Perfect way to find a course, handed some options at end of high school, and can study it, regardless of ATAR, prerequisites. Would like to start with general broad areas of interests and specialise later. Believes uni courses feel a bit rushed, choosing in times of exams. Has heard of changing mind on courses whilst at uni. wasn't really aware of the flexibility really, it feels 'locked in' and the site isn't showing the flexibility.</p> <p>Soft reasons for choosing a uni - distance from home. Life as a student here - he saw 'what it's like to be here for one day' but he says it doesn't feel realistic, some things may be omitted or others emphasised to change the perception [snapchat opportunity].</p> <p>Likes personalisation e.g. are you a .... and then shows relevant information. Mentioned 'edmodo' teacher / student / parent. Looked at UNSW - thought 'High school student / non high school student / international student' was a good thing to have.</p> |                   |                  |     |                                |                 |                  |                                   |                  |                            | <p>He would really benefit from a subject - career mapper.</p> <p>Would like the approach where a handful of options for degrees are available and specialise as go through uni.</p> |                                   |                     |

# Interview Results & Insights

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|-----------------------------|-------------------|------------------|-----|--------------------------------|-----------------|------------------|-----------------------------------|---|----------------------------|---|-----------------------------------|----------------------|
| UX151111CL                  | 11th Nov 20015    | Cindy Li         |     |                                | Epping          | Domestic         | N                                 |   |                            |   | 1. Prospective domestic undergrad | Santa Sabina College |
| UX151111LZ                  | 11th Nov 20015    | Lesley Zhang     | 17  |                                | Carlingford     | Domestic         | N                                 | Researching first degree whilst in year 11. |                            |   | 1. Prospective domestic undergrad | James Ruse           |
| UX151111XL                  | 11th Nov 20015    | Xin Yi Lin       | 17  | Traditional                    | Epping          | Domestic         | N                                 | Narrowed down to a few courses              |                            |   | 1. Prospective domestic undergrad | Santa Sabina College |

| Video Notes                        | Insights & Recommendations |
|------------------------------------|----------------------------|
| Considering Engineering or health. |                            |

| Interview code & video link  | Date of interview | Interviewee Name | Age | Traditional or mature student? | Suburb, Country | Residency status | Currently studying at Sydney Uni? | Where in process                            | Considering course details | Email address for followup where agreed | Persona type                      | Story      |
|--|-------------------|------------------|-----|--------------------------------|-----------------|------------------|-----------------------------------|---|----------------------------|---|-----------------------------------|------------|
| UX151111LZ   | 11th Nov 20015    | Lesley Zhang     | 17  |                                | Carlingford     | Domestic         | N                                 | Researching first degree whilst in year 11. |                            |   | 1. Prospective domestic undergrad | James Ruse |
| Video Notes  |                   |                  |     |                                |                 |                  |                                   |   |                            | Insights & Recommendations              |                                   |            |
| <p>Considering arts, business and law. e.g Commerce with arts or USYD has comm &amp; liberal studies. Def doesn't want to do science or engineering. Likes languages. Hasn't considered from a careers angle. Had careers advice on alternate pathways admission to uni, internships, cadetships. No personalised advice yet. Parents keen for her to work in DFAT or taxation office because it's stable and secure.</p> <p>Priorities: 1. Business/arts subject 2. Uni with prowess 3. Sydney location 5. A uni where can do a program in languages (diploma) 6. not a long course (5 years may be too much) 8. Overseas exchange (without repeating units) 4. ATAR 8. Mandatories (but not relevant for her arts commerce choice) [has an idea of the main subject cut-offs] 7. Clubs &amp; Societies (important). Also flexibility for a gap year / part-time or switching degree.</p> <p>Her search process: Started with word of mouth (was told to visit in person) and online. Checked UAC site for ATAR cutoffs for last year. Goes to USYD or UNSW, sees liberal needs 98, commerce is 95, UNSW is 96.3. Did open days even though they were held in the exam period. Macquarie, UTS and UWS - ATARS are a lot lower for those (in 60's). So knows commerce is a viable option, then goes googles uni of Sydney business school. Is quite clear on the process due to careers lessons in year 10. Get to talk to people who've done it, so it's more realistic. clicks undergraduate, about the Uni in general, then, why study at Sydney Uni (but the copy is too marketing blurb). It should stand out with something more defining, not just 'superior facilities'. Photos and videos of facilities would be good. Opens study abroad and internships and clubs and societies - i.e. how many there are. Looks as examples of events, photos of events.</p> <p>Found exchange information int he business day open day lecture. Hearing from real people was better than reading about it. Benefits is seeing the theory in action in other countries, and personal development. Work placement was in Australia. Her style is to open up lots of things in tabs then to read. Looks at the business society, interested in the annual ball and other activities, frequent events. and get to meet other people doing a similar degree and make friends. Liked the 'network of women'. She was looking at the clubs and societies in the business, and knew there were more clubs than that. Liked the Foodies unite club (soft reasons, but not a priority). Language, culture and politics of interest as she'd like to help international students. Would also like to link with people fluent in the language she was studying.</p> <p>Clicked 'Bachelor of commerce, B commerce with liberal studies, was looking at faculty pages. Found can choose 2 majors, but unsure exactly what a major is. 22.45 - Wanted a page which explains all the basics of uni and what things are like 'units' and note of this is explained. 11 majors in commerce, but not explained in simple terms. 'Can choose electives from other faculties which she thinks is good, but it's not linked out to further details which she would like to see. The long list of degrees is overwhelming.</p> <p>When actually applying for course, she would look for the difference between courses which seem similar. Finds the course pages confusing as all in text lumps and can't see the difference. Her sorting of courses would include the 'nature of the course' e.g. units from other faculties (flexibility), duration, ATAR, date for cutoff, How to apply,</p> <p>Terminology confusing - electives, progression rules, credit points per semester</p> <p>AT 26.53....</p> |                   |                  |     |                                |                 |                  |                                   |   |                            |   |                                   |            |

# Interview Results & Insights

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|---|-------------------|------------------|-----|--------------------------------|-----------------|------------------|-----------------------------------|--------------------------------|----------------------------|---|-----------------------------------|----------------------|
| UX151111XL  | 11th Nov 20015    | Xin Yi Lin       | 17  | Traditional                    | Epping          | Domestic         | N                                 | Narrowed down to a few courses |                            |   | 1. Prospective domestic undergrad | Santa Sabina College |
| Video Notes   |                   |                  |     |                                |                 |                  |                                   |                                |                            | Insights & Recommendations              |                                   |                      |
| <p>Is considering a few courses at UNSW, UTS, Sydney Uni. Interested in business, UTS gave a good. lecture including their facilities. She checked some ranking websites and word of mouth with her family who mostly went to UNSW. Her priorities for choosing a course : 1. Business 2. How the course is taught i.e. at UTS 1st year introduces a range of topics, practical skills and internship opportunities (uni of sydney is more lecture info based and major chosen in 1st year - not liked), 3. Overseas exchange opportunites 4. Uni life: e.g. quidich, clubs and societies 5. Facilities nice modern buildings, libraries, computers 6. Good Tutors / mentors.</p> <p>Subjects she likes at school are chemistry biology and economics. Careers advisor said look at business or health sector, based on a personal attributes survey in year 10. Results were not un-surprising though. Her parents prefer UNSW because family friends are there. Friends in school are recommending UTS for business.</p> <p>Her approach 1. attend lots of uni activities organised through school, took away books on courses, browsed the books, then went online. 2. searched the uni ranking of Sydney uni's. 3. direct to uni site 4. Study abroad &amp; exchange (heard from a teacher that sydney uni has a lot of global connections) interested in China or US. Looked at the criteria, fees, how easy to be accepted and what schools are offered. Clicked 300 partner universities, saw program name / city / country / region, went to advance search, searched 'business' (not commerce) and selected north america and united states, then got no results, removed 'business' keyword and got a list of all US Uni's. Then checked their rankings, in a different browser window, but some didn't offer course in business (she's not sure what kind of business she wants to do). Note she did not search on words like 'commerce'. She didn't get a lot from the exchange program pages, as she wanted to see the course details and how it works, or is different or the procedure for going on exchange. The irrelevant info was the history of the school, highlights. Wanted more concrete idea of doing the exchange if she chose the course.</p> <p>Went back to 'Find a course' - but it asks you to type a word in, but wants to see a list of general areas, then click in and go further into specialisations. In the search area, she wants to see just a list of courses, but can't see the ATAR's and has to click right into all the courses in 3368 results, and so may give up if nothing of interest there.</p> <p>Terminology, 'unit of study' is not understood.</p> <p>Would like to bookmark courses, as she's copying the link into a word doc. e.g. 'recently seen' or a 'wishlist' and also would like to share with others.</p> <p>Triggers would be such as course having high reputation in industry in article form or a video with captions or transcript. Barriers - the layout and navigation of the site. Handbook is better, listing all courses and the ATAR rank and student stories with what they did next. Also liked the categories. Would sort and filter on: Duration, fee per year, No. students (max and min), [maybe applications per place?], flexibility (UTS does night courses for part time workers), access to online lectures to show lecture style.</p> <p>Had a student night at school where past uni students told how they moved on to other courses or careers. Personalisation: thinks it would be helpful. Is not considering summer/winter school - bridging courses she's aware of through school. if could choose subjects and get career suggestions, would be nice, but pointed out may be good at history, but might not want to do a history degree, but thought as a suggestion tool it would be great. Would like online chat on the course pages over email which is seen as too slow. Feels the ATAR excludes students from following their interests and finds the research for the degree to be necessary process to go though.</p> |                   |                  |     |                                |                 |                  |                                   |                                |                            | TBF                                     |                                   |                      |



| Interview code & video link | Date of interview | Interviewee Name            | Age | Traditional or mature student? | Suburb, Country | Residency status   | Currently studying at Sydney Uni? | Where in process   | Considering course details                      | Email address for followup where agreed | Persona type                          | Story   |
|-----------------------------|-------------------|-----------------------------|-----|--------------------------------|-----------------|--|-----------------------------------|--|---|---|---------------------------------------|---|
| UX151112QW                  | 12th Nov 2015     | Qingyun Wen (Nickname Puff) | 19  | Traditional                    | Lives on Campus | Domestic offshore (Dial national who did 8-18 school in Singapore) | Y                                 | Just started 7 year course - 3 yrs Science degree + 4 year postgrad medicine | 3 yrs Science degree + 4 year postgrad medicine | qingyun.wen96@gmail.com                 | Current Domestic undergrad (Offshore) | Lived in Adelaide 0-8, then Singapore 8-18, is a dual Singapore & Australian Citizen. |

| Video Notes   | Insights & Recommendations   |
|---|--|
| <p>Her mother and father are in Singapore for work and she has 2 sisters, one in Gosford and one in Melbourne, one sister came to Sydney Uni several years ago. The family plan is to convene in Australia and so she did not consider study in Singapore as much as Sydney. Her criteria for choosing a course were 1. Medicine subject that is a postgrad course with flexibility [= trigger] (choosing her path as she progresses and potentially changing her final degree) 2. Admission criteria 3. Location (central Sydney &amp; accessible) 4. City lifestyle 5. Overseas study opportunities (in 3rd year) 6. Prestigious campus (Quadrangle) and a nice environment (not like Monash) 7. Clubs &amp; societies &amp; culture (she checked out Youtube videos of the clubs etc) and is in Medsoc. Her subjects at school were more science based than arts based and Medical degrees are highly considered in Singapore, once she started to consider it, she found reasons why it was right for her. She had careers guidance materials such as personality test and aptitude tests leading to lists of recommended careers however she had already decided on Medicine by then.</p> <p>Her search approach: 1. Started at the career booths at school but mostly USA/specialised colleges, 2. Googled Australian medical courses to reach <a href="http://australianuniversities.com.au">australianuniversities.com.au</a> or similar. Looked at names and rankings to form top choices, viewed uni profiles &amp; searched 'top medical schools in Australia' and clicked to find <a href="http://www.gapmedics.com.au/blog/2013/07/17/top-medical-schools-in-australia/">http://www.gapmedics.com.au/blog/2013/07/17/top-medical-schools-in-australia/</a>. Then shortlist Uni's. Then to individual uni sites. 18:00 She never made lists, just browsed. Googled 'Sydney Medical School' and went straight into the faculty, rather than the course pages</p> <p>20:50 Confusion with terminology 'graduate / undergraduate', thinks Australian Uni's don't do majors and minors. 21:07 Uni cheat sheet / glossary - would like a summary with links and flow chart of course levels, majors, units of study. Still finds units of study tables hard. Likes the idea of 'drag &amp; drop' unit tables rather than doing on paper. Wants to see all the electives in a list, rather than having to search for them and have major and minor on different browser tabs.</p> <p>21:18 Clicked 'future students', 'postgraduate courses', 'study pathways' - are buried, interested in double degree medicine, choose a program, check criteria under 'science' (confused by 7FT - full terms or full time?), check IB conversions (but they're not on the page). Needs ATAR conversions. Assumed knowledge is misunderstood as a requirement.</p> <p>27:50 Honours and advanced degrees would not have been understood age 16. 30:40 Conversion table discovered hidden in large body of text. Read 'How to apply'. Not sure what 'Late results means'. She's interested in ending up on the postgrad medicine course so not sure whether to apply as undergrad or postgrad. Sees needs to apply on UAC. 'When to apply' notes there are exceptions for the 'Doctor of Medicine' so info not found and she exits to UAC site. on UAC searched for 99.95 but got lost.</p> <p>38:00 Personalisation - mentioned info should be targeted by audience, by users choosing their audience type (unprompted). Use major to choose units of study in Sydney student. can't plan ahead, so had to select 'change units of study'. Can't see all the units available, has to 'search for nothing' but that's not working now. wants to make selections and see the major and minor - wants an overall degree table. Can select units by major and auto-populate the table. Resorts to googling neuroscience unit of study, then has to match up the unit of study code, and match up the pre-requisites.</p> <p>The talented students programs lets you do your own research for 3 credit points per semester, so that's half a unit, and with a max of 24 credit points per semester (6 per unit of study) she had to call up the Student enrolment as she couldn't choose her units of study for next semester.</p> <p>With a list of degrees, she would sort / filter by ATAR   Prestige   overseas opportunities. Would like UAC codes in the table. She found it difficult to find the application process. Confusing terminology - credit points and what they're for and that they're weighted. She would like to bookmark course pages and did so with her browser, and print the admission process. She doesn't ever share pages. Wants to match the personality and values of the Uni (e.g. student satisfaction) a challenging program. Soft reasons for choosing a course were her sister came here (word of mouth), friendliness, historical buildings, state of the art facilities. Clubs &amp; Facebook pages, students articles, Comparison of courses would be nice to print</p> <p>54.35 - missed the clickable link at end of video. Could navigate around the 'Here' video but didn't really explore any locations because she didn't press pause, so they weren't evident.</p> <p>Thought student articles about what it's like to be at Sydney would be good. link to Honit Soi students newspaper would have been nice to show student life, and talk to other future students.</p> <p>Personalisation - didn't think it would be that useful as she chose her postgraduate course as an undergraduate, but would like to choose int/domestic and be asked 'you are a .... undergraduate/postgraduate etc. She found it hard to just find a list of all the degrees available. She wasn't aware of the summer /winter school.</p> <p>Thought it was good that there is a 'find a course' link at the end of the 'here' video. Noticed that some results were 'course' and some were 'study area' but didn't really know the difference between those things.</p> | <p>13:00 - Would definitely use snapchat to experience the Sydney Uni life before visiting if she saw the account listed in site/printed material. Sees it as a vital tool in social media which is instantaneous and fresh.</p> <p>Need a more obvious UAC code with a link to apply on UAC straight from the course and courses should not be listed in the faculty areas because it's duplication</p> |

# Interview Results & Insights

| Interview code & video link   | Date of interview | Interviewee Name | Age | Traditional or mature student?                | Suburb, Country | Residency status  | Currently studying at Sydney Uni? | Where in process  | Considering course details | Email address for followup where agreed | Persona type                   | Story   |
|---|-------------------|------------------|-----|---|-----------------|---|-----------------------------------|---|----------------------------|---|--------------------------------|---|
| UX151113RD  | 13th Nov 20015    | Raul Devnani     | 25  | Mature after 2 years work experience in India | Ashfield        | Spanish Citizen with Indian residency   | Y                                 | About to complete Masters at Syd Uni, not considering a further course. | N/A                        | rauldevnani@gmail.com                   | Current international postgrad | Raul is about to complete a master of commerce 2 year course after doing a Bachelor in International business in India for 3 years. He also has 2 years customer support experience for a logistics company in India. At age 7 his family moved from Spain to India which made him a year behind in school. He wants to stay in Australia and a big consideration for him became doing a 2-year course which allows him to stay for 2 further years after graduating to work. |
| Video Notes   |                   |                  |     |   |                 | Insights & Recommendations  |                                   |   |                            |   |                                |   |
| <p>His criteria for choosing a course were: 1. Course content, units, way designed and interesting content. 2. Ranking and reputation of the University, and particularly for the course 3. Must be a 2 year course to provide the 2 yr study + 2 yr work visa (this became evident later via his agent whom he found via the Sydney Uni site), 4. A major city with good work prospects e.g. though Melbourne is also a major city, he found information which indicated that there are less jobs available per student graduating. 4. He wanted a central city location with not too much commuting from a place where he could get accommodation 5. Accommodation (this became a consideration after applying). He found IDP agency via the Sydney University website, however also was told by friends it was a good agency and later found out that it's a free service formed by a group of universities who fund the agency, making it free for students. He also said that this agency was not biased as some are, due to some agents getting higher commissions for pushing students towards one course over another despite their best interests. The process he followed was 1. Browsed uni's and courses 2. Chose courses, 3. Met with an agent 4. Narrow down course choices and investigate fees, detailed course info (study units), visa rules, work prospects, strategies payment and loan approach. It became apparent that in Australia O/S students can work up to 20 hours for anyone, whereas in other countries considered the work was only allowed within the University institution which seemed unattractive due to high perceived competition for jobs. He wanted to emigrate to AUS/NZ/Canada but not UK / USA due to perceived employment instability. Fee payment was to be father paying first 2 semesters, then a loan and earning whilst studying to pay the final semesters. The loan did not eventuate due to Raul not being an Indian citizen and so the father ended up paying for the full Masters fees. Universities considered were Sydney / Monash and UTS. There were education fairs in his home city but Sydney was not represented. He did not meet the pre-requisites of 7 years work experience for Melbourne, got into UTS immediately with paperwork at the fair and later heard from Monash that he was accepted. His agent told him that Sydney Uni was at a fair in Bangalore and sent his paperwork over and was later accepted. He used aggregator sites such as best-masters.com from India to research courses in supply chain management. He also applied to RMIT who no longer offer a course in this area. It was noted that the fees agents charge or their affiliations / commissions were not detailed on the Sydney site which created uncertainty. He was not initially aware of the difference between coursework and research courses or the difference between certificates and diploma courses. He agreed that a glossary could help and also personalisation i.e. int / dom, course level of interest, area of interest (7 choices) to narrow down the initial entry and also at that point to provide a link to agent search (he searched the agent by his city). His trigger for choosing the course was a good email from Sydney uni which was professional and not pushy, and follow ups around every 10 days. His final choice then came down to a unit comparison between Sydney and Monash Uni's between 2 browser windows and finally chose Sydney due to perceived flexibility on electives.</p> |                   |                  |     |   |                 | <p>TO BE FILLED OUT</p> <p>Would benefit from a glossary, course builder.</p> |                                   |   |                            |   |                                |   |

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|--|-------------------|------------------|-----|--------------------------------|--------------------|------------------|-----------------------------------|---------------------------------------|----------------------------|---|-----------------------------------|---|
| UX151125TC   | 25th Nov 2015     | Tisha Caesandra  | 21  | Traditional so far             | Jakarta, Indonesia | International    | Finished 1st degree at Melbourne  | Accepted as postgrad MD course Sydney | Usyd MD program            | tishat@student.unimelb.edu.au<br>0414 091 994 | Prospective international potgrad | Tisha is an international student from Jakarta Indonesia, currently living in Melbourne. Just completed Bachelor of science honours at Melbourne uni. Wants to be a doctor, chosen Doctor of Medicine (MD) at Sydney. |
| Video Notes  |                   |                  |     |                                |                    |                  |                                   |                                       |                            | Insights & Recommendations                    |                                   |   |
| Her priorities in choosing a course are 1.Career result 2. Program and how it's organised 3. Reputation of Uni 4. Lifestyle of the Uni and city. |                   |                  |     |                                |                    |                  |                                   |                                       |                            |   |                                   |   |

# Interview Results & Insights

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|-----------------------------|-------------------|----------------------------|-----|--------------------------------|-----------------|------------------|-----------------------------------|------------------|---------------------------------|---|---|--|
| UX151127SH                  | 27th Nov 2015     | Mirza Sheraz Altaf Hussain | 31  | Traditional                    | Dubai, UE       | International    | No                                | Has chosen a PhD | PhD, MPhil, Masters by Research | mirzasheraz_2005@hotmail.com            | Prospective international postgrad intending research | Sharaz is an Pakistan international student living in Dubai, interested in human resource management research or other postgrad course. He has done a bachelor and Masters and has since worked for 7 yeears. He lives with his partner and so is also concerned with the visa situation for her to come to Australia with him in 2016 |

| Video Notes | Insights & Recommendations |
|-------------|----------------------------|
|-------------|----------------------------|

Sheraz has been searching for a supervisor to support his research proposal, but has been having difficulty finding a PhD supervisor and the deadline is 15th December for applications. The difficulty arises both from identifying the correct supervisors and then in getting one to accept his proposal (or working out a suitable proposal in-keeping with the supervisors advertised projects). Note that PhD's are at the discretion of the supervisor, so not many applicants are accepted. His understanding of the process Find a supervisor, Get Accepted, Get Sponsorship, Do the degree, Work in Pakistan for 5 years.

His process 1. Start with the immigration website [immi.border.gov.au](http://immi.border.gov.au) to understand criteria for research student, and whether he can bring his family on a partner visa (they are allowed to work to help cover the cost) and the language competency. (6.5 -7 english language competency) 2. Went to [cricos.education.gov.au](http://cricos.education.gov.au) Search approach - Cricos searched for business and management, tried to identify Uni's relevant for international students and each universities strength i.e. business etc. (searched in Victoria first for USyd) by mistake 3. Looked at rankings for Monash, USyd, ANU, Melbourne, UNSW looking for a technology / relevant Uni, 4. Went to individual Monash, USyd, ANU, UNSW, identify a research opportunity or Masters leading to a PhD

His Criteria: 1. Research project content 2. Supervisor willing to support 3. Fee structure PhD scholarship or (32-40k annually for Masters with scholarship) is also open to doing a Masters 4. Location near friends in Sydney / Melbourne / QLD.

Higher Education submission deadline is 5th Feb from Pakistan.

On USYD, process was research > research degrees > Find a supervisor (this is his barrier) > Clicked Business School (from the faculty list >ticked masters and PhD, at this point got lost.

The <http://sydney.edu.au/research/opportunities/opportunities> interface is a very poor experience, when clicking the business school in the LHS column, 3 'units' are shown on the RHS column, plus an 'all' option. The search button is under the LHS column and only 2 research degree results are shown off the bottom of the page.

He wanted to find potential supervisors to support his project idea, but only got a list of 2 project offerings in the whole of the business school. So he can only apply for this project, but not identify suitable professors to support his project proposal and theres' no email address for the professor. There is an enquiry form, but that's an online form to make an application for that research project. [https://sydneystudent.sydney.edu.au/sitsvision/wrd/siw\\_ipp\\_lgn.login?process=siw\\_ipp\\_enq&code1=RSC\\_601&code2=](https://sydneystudent.sydney.edu.au/sitsvision/wrd/siw_ipp_lgn.login?process=siw_ipp_enq&code1=RSC_601&code2=)

Other uni's have a list of supervisors with their contact details and he was able to email his own proposal to those supervisors. How can he contact the supervisor, because their topics of interest are not listed. e.g. 'open to project ideas in the field of logisitcs' and he would like to get help in developing his own project proposal.

Went to UNSW - <http://research.unsw.edu.au/researcher-faculty-business> - searched human resource. lists all staff with profiles and email addresses. Only problem is if he receives no answer, or if the staff are away, he has no way to see availability. Would like to receive at least some response or feedback.

What he knew about himself so far:- Grades in Bachelor (Science and Ed) and MBA 3.81/4 already done. No direction or careers advice or help from agent given. Some institutes are corresponding with him, but he needs to provide references from old institutions. However the documents may be in a different format.

Terminology - difference between coursework and research. e.g. MBA means all coursework. If theres a research / coursework portion it's not specifically mentioned. Needs a simple way to understand the degrees, methods of study and resulting award. It wasn't made clear that some PhD's are intended for those who want to be a full-time researcher in future and others who want to go into teaching. There's 3 or 4 different types of PhD.

Fees and funding - UNSW fee calculator by year is really helpful. He entered a course code in the search and knew that because he'd just filled in the application form.

Compares, Uni, Course name, Fees, Scholarship deadline, last correspondence from supervisor, documents needed.

Higher education commission pakistan site visited.

Bookmark - would like to bookmark supervisors because it's hard to find them again.

UNSW has a self-assessment tool which is listed on the Pakistan site which helps him to check whether he would be likely to be awarded a scholarship.

Print / share - List of supervisors.

His big problem is whether he might meet the criteria of the supervisors, found some old studies relevant to the topic he wants to study. Wants help with preparing his proposal, e.g. he rephrased his ideas based on other research projects.

Life in Sydney / on campus - just searched the living cost and accommodation support from Uni. He saw the virtual tours on some uni sites but he doesn't care that much, only about being accepted and immigration. He is interested in opportunities (job?). He has never used snapchat. if detects browsing from overseas, didn't think it necessary.

Has talked on a chat room, and found it useful.



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|--|-------------------|------------------|-----|--------------------------------|---------------------------|------------------|-----------------------------------|-------------------------|--------------------------------|---|-----------------------------------|--|
| UX151130QP   | 30th Dec 2015     | Quynh Anh Pham   | 18  | Traditional so far             | Ho Chi Minh City, Vietnam | International    | No                                | Chosen undergrad course | Decided on Bachelor of Nursing | quynhanhp97@gmail.com                   | Prospective international potgrad | She wasn't sure about what course to study, though Bachelor of Medical Science, because wants to be a Doctor, but after advice decided on the Nursing course |
| Video Notes  |                   |                  |     |                                |                           |                  |                                   |                         |                                |   |                                   | Insights & Recommendations   |
| <p>She went on a USyd forum and spoke to some current students and the Faculty of Medicine which directed her to choose the Bachelor of Nursing over the Bachelor of Medicine. She got no advice from school, only her parents.</p> <p>Priorities for choosing a course, 1. Suitable course (science interest) 2. Reputation of the Uni (Top2 for USyd) 3. Location - Central city Sydney 4. Fees - discussed with parents 5. Life in Sydney (She has a friend at UTS).</p> <p>When asked about snapchat, she was positive that snapchat could help her to realise what it would be like to be a student at Sydney. Such as lectures, how taught, interaction in class.</p> <p>She really likes science, and wants a science focussed degree. What she knew about herself: Her IB scores.</p> <p>Thought it was hard to find the IB requirements on the site, There's a table in a PDF showing entry requirements, several clicks in from the Nursing course via the 'How to apply link'. Thought this could be shown on the course page itself (note complex choices but can be selected by the student to see relevant option e.g. Asia, IB)</p> <p>Back when she wasn't sure what course to do, the process she followed was 1. University fair, found the Uni's she liked the most 2. Uni Brochures 3. Go to websites of Uni's to search for course names (science and medicine interest could have been another way into course for her) 4. Search 'Bachelor of Nursing' but there are too many results, only one result was Ok for international students (we guess she must have read around the courses a lot to find out which was suitable for int. students [skype connection was bad])</p> <p>The info she looked at in order: Outline of course (suitable or not?), Admission requirements, How to apply (international), Linked to PDF of entry req's, was confused about what documents to supply and so went to an Agent in Vietnam (found the Agent a good experience). The 'how to apply' page wasn't clear enough on documents detail, which to send (copy?).</p> <p>Sites she found were clearer were: UTS - has tabs for 'overview', 'course experience', 'How to Apply'. In How to Apply, there are 2 separate columns for domestic and international. Larger text, less text, better definition, more interesting, more pictures, what the course is like, sections for 'inspired learning etc (inspiration). Note ability to print the requirements.</p> <p>Triggers to choose a course: 3 years full time, can see units of study. Barriers: Fees were not updated for 2016, wanted to ask questions, but email is too slow and would have liked live chat.</p> <p>Trigger: Melbourne Uni had a link to 'continuing studies' (i.e. a clear pathway to becoming a doctor) and linked from the course page to the next course possible (She is also interested in postgrad courses so needs to see course/career pathway)</p> <p>She did make a list of her different course options, and wrote down: Course name, Duration, Tuition fees, Entry requirement, IELTS required to be taken (Y/N), Web address of course (bookmark).</p> <p>Confusing terminology - Course levels and what's appropriate, Credit points, AU Education system (ATAR), Undergraduate / Graduate (thought she was a graduate of school).</p> <p>Likes to bookmark courses and would like the course to remember the course she has already looked at, as well as bookmarking. Sharing - yes would share with agent and parents via email in case they can find more information. Print - yes would like a personalised prospectus and send to parents / agent.</p> <p>She never used any course aggregators, just topuniversity.com. only rankings. Found it was very easy to find courses on Melbourne uni course search coursesearch.unimelb.edu.au Page has changed since, but mentioned colours, can see everything on one page. Soft reasons to choose a uni where - Activities, social, a special office for international students.</p> <p>Thought it would be nice to have the site default all info to international student for her and even mentioned it could be good to choose your audience type (current student/Int student/domestic student/parent). Asked about video / blog / student stories - said she only used the student forum. Is aware of Summer &amp; Winter school, not sure what the University of Sydney: Project - UX Optimised Re-Design of Course Search &amp; Course Pages: Oct2015 - Feb 2016: Author: Rachael Page</p> |                   |                  |     |                                |                           |                  |                                   |                         |                                |   |                                   |  |

# Interview Results & Insights

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|-----------------------------|-------------------|-------------------------|-----|--------------------------------|-----------------|------------------|-----------------------------------|------------------|----------------------------|---|----------------------------|-------|
| UX151202MM                  | 2nd Dec 2015      | Marisol Ramirez Montiel |     |                                |                 |                  |                                   |                  |                            |   |                            |       |
| Video Notes                 |                   |                         |     |                                |                 |                  |                                   |                  |                            |   | Insights & Recommendations |       |
|                             |                   |                         |     |                                |                 |                  |                                   |                  |                            |   |                            |       |

| Interview code & video link  | Date of interview | Interviewee Name | Age | Traditional or mature student? | Suburb, Country | Residency status   | Currently studying at Sydney Uni? | Where in process                                      | Considering course details   | Email address for followup where agreed | Persona type  | Story   |
|--|-------------------|------------------|-----|--------------------------------|-----------------|--|-----------------------------------|---|------------------------------|---|---|---|
| UX151203CW<br><br>Video link<br><br>Note this video has sound and user face, but stalled on the screen capture early on  | 3rd Dec 2015      | Charline Wood    | 33  | Mature                         | Newtown         | Permanent resident of Australia (Not sure if she's a domestic or | N                                 | Talked to friends and colleagues about doing research | PhD in area of Mental Health | charlinewood@yahoo.com                  | Prospective international or domestic research  | Charline is half UK/German and has Australian permanent residency. She's unsure as to whether she's an international or domestic student. She works in Mental health and is interested in doing research on the effects of interaction with animals, sporting activities and other things on mental health rather than counselling and medication. She has done a Bachelor of Sociology at the University of Calgary and as far as she's knows she has a 'pass' but no pass level (e.g. First class, 2nd class) |
| Video Notes  |                   |                  |     |                                |                 |  |                                   |   |                              |   | Insights & Recommendations  |   |
| <p>Charline used usyd search heavily throughout the session, not using the main nav at all.</p> <p>She's interested in Sydney University due to reputation and location and has a friend here who took her to an info session at USyd and found it helpful. She works with residential care kids has a colleague who is a psychologist who encouraged her to write up a research proposal and he has connections to put her in touch with potential supervisors at UNSW.</p> <p>She has no idea of the process to apply for a PhD.</p> <p>Her criteria for choosing a research opportunity 1. Content of research 2. Supervisor in same area of interest 3. Location 4. Funding / Scholarship 5. Sports activities - she's an athlete, Rugby union, AFL, Dragon boats and others 6. Research Facilities 7. Uni Ranking</p> <p>The process she followed 1. Work out if she's an international or domestic student - searched 'international student defn' and clicked 'did you mean 'international student office', immediately worked out she is a domestic student. 2. Looked for research, found scholarships and found a long list. Got quite lost in the list of scholarships and looked at eligibility and criteria and competitiveness. She had no idea how her degree from Calgary would be ranked in Australia.</p> <p>She wasn't sure when the semesters were, but assumed they would be different from Canada. 3. wanted to find out about the application process for a PhD. Searched 'applying for research' but it came up with sholorships again. Found 'How to apply' - found that she needs documents and to demonstrate her english ability, she assumes that's not relevent. Sees 'are you a domestic or international student' (this could have been pre-set for her' Selects 'Postgrad research' She understands the difference between doing a degree by coursework and research and hasn't found too much that's confused her so far. Read that the research courses need prior research experience, thinks she might be able to be a research assistant to gain research experience and do her own later. Thinks she mght need to look at graduate research instead and wants to look into that. Finds that she seems to be not qualified at all to do research and wantst to call someone. Live chat would help her.</p> <p>We continued on the assumption that she does not have required research experience for a PhD. She would then start to look at an Honours course, fees, duration, entry criteria. She searched Honours but found problems finding Honours courses. She found 'Faculty of arts and social sciences' but wasn't sure if it was the right faculty. She could see who the researchers are which is one of the things she wanted to do and if she did an honours, she would want to do it at the same uni as any future PhD. The researchers interests didn't match with her e.g. Economics of Education. Wanted to look at Psychology Faculty. Was unsure what faculties there are on the university and wanted to find a list. Prompted to check main nav. Study &gt; ? or even 'Find a course' mentioned 'areas of interest' Clicked on 'Honours' found postgrad study in health and medicine. Found stand alone Honours, internal applicant (not her), Batchelor of arts (relevant to her) - clicked, found 'prep for postgrad, Anthropology, doesn't want to restrict to either pscology or sociology. Hasn't seen any 'Help' on these pages and is getting quite lost. Not finding help on a pahtway for her. Finds that there's 90 places and it's very competitive. Her questions are - when need to apply by, what is the cost, document requirements, is this a good pathway to go into research later. Searched 'tuition' has to remember what country she's in and different spellings</p> |                   |                  |     |                                |                 |  |                                   |   |                              |   | <p>Definition of Int / domestic could lead to setting personal situation e.g. select domestic and then to searching for a course with that set.</p> <p>Might be better to have all scholarships in a table i.e. Scholarship name \$Amount, eligibility, how many years covered, application date.</p> <p>More obvious semester dates.</p> <p>Need to alias 'Honours' and 'Honors'</p> <p>If someone has been browsing for a long time, a pop up could offer some options - such as call the student contact centre, live chat, email etc.</p> <p>Wants to see costs of the honours program, and pathways to PhD</p> |   |

# Search Approach Classification

## Course-related

|  |  |
|--|--|
| <b>Course name</b>   | Exact, e.g. 'Bachelor of Engineering'<br>Partial, e.g. 'Engineering'<br>Similies, e.g. 'Commerce' = 'Business'   |
| <b>Course name keyword</b><br>(as course name partial above) | Partial, e.g. 'Engineering'<br>or any word in course description, e.g. 'Undergraduate'   |
| <b>Faculty keyword</b>                                       | Exact, e.g. Sydney Law School<br>Partial, e.g. Law   |
| <b>Area of interest</b>                                      | e.g. 'Science' or 'STEM' for 'Science, Technology, Engineering and Mathematics'  |
| <b>UAC Code</b>  | 511612   |
| <b>UAC Code partial</b>                                      | 51161 (missing the 2), and any other course codes that match   |
| <b>Career pathway</b>  | Partial, e.g. 'Vet' or 'veterinary'  |
| <b>Major / minor</b>   | Keyword, e.g. 'Aeronautical'   |
| <b>Unit of Study</b>   | e.g. 'Art History'   |
| <b>Scholarship</b>   | e.g. 'BIGS' or 'BIGS Travelling Scholarship'   |
| <b>Overseas study</b>  | Region, e.g. 'Europe', 'Asia', 'Latin America', 'Sub-Continent'<br>Country, e.g. 'Indonesia', 'United Kingdom', 'China', 'United States'<br>City, e.g. 'Aarhus', 'Paris', 'Munich', 'Tokyo'<br>University, e.g. 'Copenhagen Business School', 'University of Glasgow', 'Cornell University'<br>Program (incl. subject), e.g. 'King's College London ART EXC', 'Universität Wien LAW EXC' |

## Research-related

|                              |                    |
|------------------------------|--------------------|
| <b>Research project name</b> | Exact (not likely) |
|------------------------------|--------------------|



# Decision Process

## Triggers

- Existing skill match
- Existing experience match (PG only)
- Career prospects
- Travel opportunities
- Campus facilities and clubs
- Kudos
- Student stories (testimonial)
- High uni / area of interest ranking
- High perceived course value
- Aligned aspirations
- Tangible outcome



## Barriers

- No clear career path
- Not understanding application procedure
- Not able to bookmark and compare easily
- No reminder to come back
- No point of contact for guidance
- Poor career info
- Un-inspired

UX Recommendations\_

# Homepage Course Search & Results

The search bar on the original homepage reads badly:

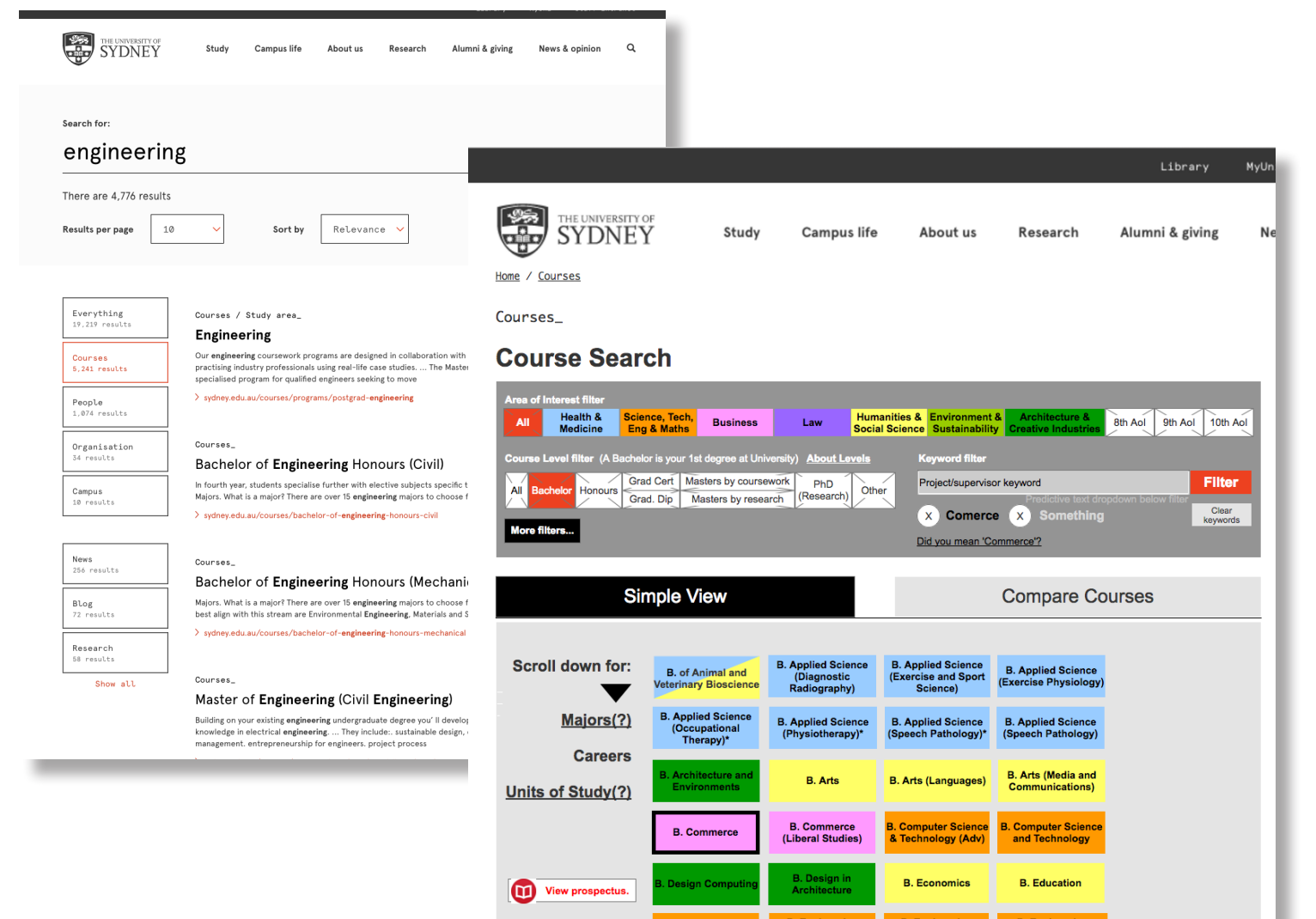
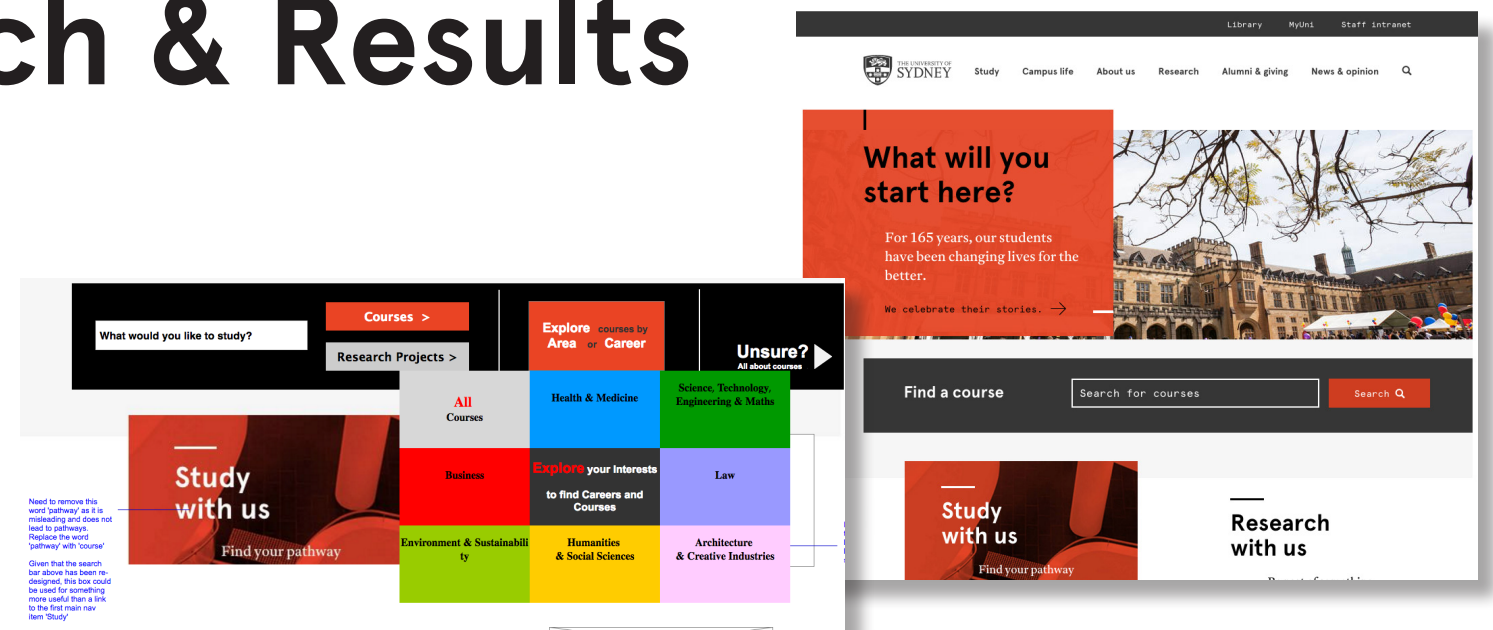
'Find a course, Search for Courses, Search'

The new design re-phrases the question to more modern standards for example like on the airbnb.com website:  
**'What would you like to study?'** and allows searches on Course name, keyword, career or UAC / UOS codes.

The new design firstly has a search bar for those who know what they want and the addition of looking for 'Research Projects' which goes to a different ind of search result page, second is a call to explore for those who might have a general idea of Study Area or who want to find a course by Career, and thirdly is a catch-all for those who have no idea about University courses, processes etc and need a briefer.

Once a search term is entered, the old functionality was a re-purposed site wide search which has a 'course' filter applied, and it gives results but often thousands at once and with no context and often only the first 2-3 results are on-page.

The new search results page offers quick-select filters on colour-coded Area of Interest and Course level with Keyword and gives results in Courses, Majors, Careers and Units of Study.



# Country Detection & Personalisation

Detect the country via the browser and prompt the user at relevant moments to tell us about themselves, and we can show students the correct information throughout courses pages, instead of leading them through a maze of information on content pages.

Domestic or international student - Display relevant fees, funding options, scholarship options, relevant application process, what qualifications they have, and then display relevant entry requirements on course pages.

**Personalise - See only the right information**

Choose your situation in the black box drop-downs to see only relevant information for you throughout the site

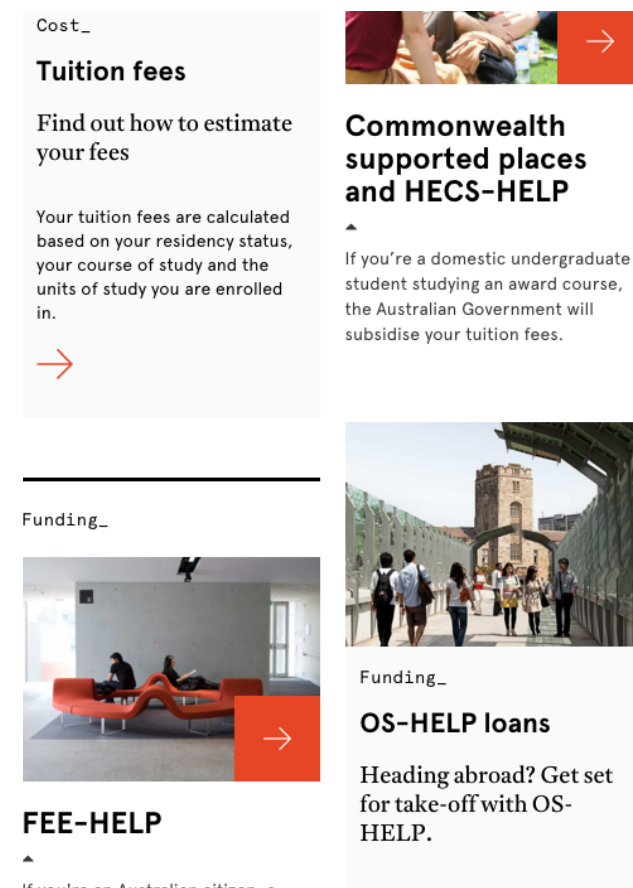
**You' are viewing information for an International student from UK with A'Levels throughout this site - Change below**

I am an international student

Domestic only - select one

Your country (auto detect with manual change)

Your qualification (Select) [options based on country above]



For those unfamiliar with terms such as HECS-HELP and FEE-HELP, these types of content pages don't assist the student to navigate their personal situation at all. The student would have to click on all these things to get an idea what they are and which relate to their personal situation, and this takes a long time and may not be done. The page lacks any context at all.

Once it is known for example that a student is 'Domestic', and a prospective 'Undergraduate' —

then HECS-HELP is relevant. FEE-HELP is relevant for Postgraduates and OS-HELP is only for domestic students who are going on exchange. For example, the site detects that the user is browsing from England and sets this panel to INTERNATIONAL STUDENT (second dropdown only shows if 1st box was selected as domestic, as this sets the funding options) and UK and GCSE - A Levels.

Now throughout course pages the user will see only info relevant to international students and A Level entry requirements. In funding areas, they will see international student options and any domestic users will also see their eligibility for HELP (funding, loans etc).



# Personalised Prospectus & Pull-on Side Bar

The screenshot shows the 'My Prospectus' section of the University of Sydney website. It includes a search bar at the top with the text 'Search again.... Course, keyword, career, UAC code' and a 'Search courses' button. Below the search bar, there's a section titled 'My Prospectus' with a list of instructions: '1. Personalise for your situation to see correct information e.g. application process is different for domestic and international students etc.', '2. Tick what to include', and '3. Print or share by email or as a link (TBC)'. There's also a button 'Ask a Question' and a link to 'Download a pre-populated spreadsheet of prospectus courses'. Below this, there's a 'Print or share my Prospectus' button and a 'Prospectus Contents' section with tabs for 'Courses, Majors & Units', 'Research Projects & Supervisors', and 'Career Pathways'. The main content area is divided into three sections: '1. Personalise', '2. What to include', and '3. Print/save/email'. In '1. Personalise', there's a form for 'Entry, Fees, Funding and How to Apply depends on your qualification and citizenship status' with fields for 'My qualification is' (Australian), 'ATAR' (2016), 'I would like to start study in the year' (2016), 'I am' (an Australian Citizen), and 'with current / expected visa' (Not relevant). In '2. What to include', there's a list of items to include with checkboxes: 'Course Details', 'Majors', 'Units of Study', 'Research Projects', 'Supervisors', 'Career Pathways', 'Fee info for a domestic student', 'Fee funding for a domestic student', 'Application process for a domestic student', 'Important dates', 'Why study at Sydney University & other supplementary info', and '(Extra eligibility, english level etc would be shown for international students)'. In '3. Print/save/email', there are buttons for 'Print Prospectus', 'Save Prospectus', and 'Email Prospectus'. Below the main content area, there's a 'Personalised Prospectus Preview' showing a sample of the prospectus with text like 'Leading us into the next century. JOE FAVAZZO' and 'Caring for injured workers is a full-time job. The nation's leading organisations will use Modern Medical for durable medical equipment and pharmaceuticals to facilitate a speedy recovery and swift return to work. It's a jungle out there. Partner with...'.

The main aim is to get students to choose a course at Sydney University – it's just like a shopping cart in function.

Whilst browsing courses, we can encourage students to 'Add to Prospectus' any of: Courses, Majors, Units, Research Projects, Supervisors or Career Pathways – and then encourage them to print their own personalised prospectus which will remind them of the courses they investigated and allow them to share information with parents and careers advisors etc.

Clear iconography of the prospectus should be used throughout the site, both on elements which can be added to the prospectus and on CTA's which encourage prospectus adding.

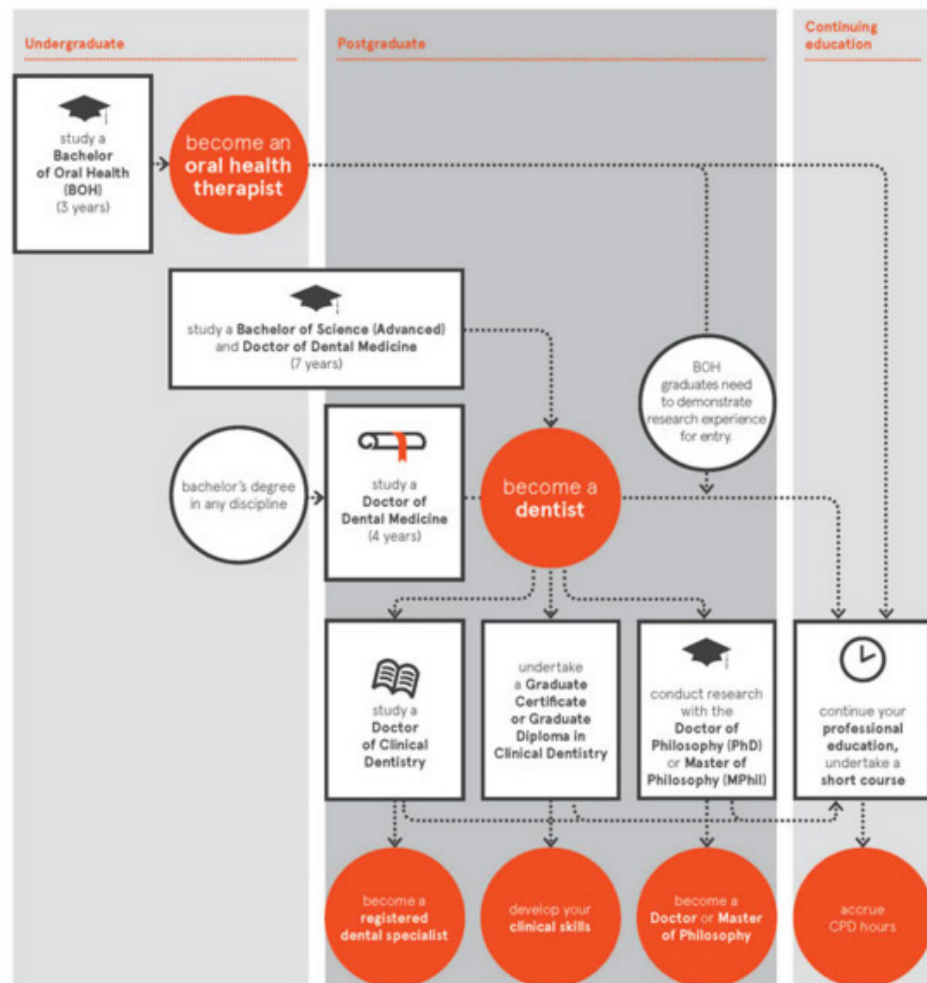
Ideally, the prospectus will also sit in a side bar, which will pull on from the side, to constantly remind the user that the prospectus exists and allow quick adding of an item, visual confirmation of adding, link to prospectus page to go ahead and print, and view items in the prospectus at a glance from any page.

The screenshot shows the 'My Prospectus' side bar. It has a header with 'My Prospectus' and two buttons: 'Add to Prospectus' and 'View prospectus'. Below the header, there's a list of categories: 'Courses', 'Majors', 'Units', 'Research Projects', 'Supervisors', and 'Career Pathways'. Each category has a list of items with 'Add to Prospectus' and 'Remove' buttons. The 'Courses' list shows four items, each with a 'Course' label and a 'Remove' button. The 'Majors' list shows one item with a 'Major' label and a 'Remove' button. The 'Units' list shows one item with a 'Unit' label and a 'Remove' button. The 'Research Projects' list shows one item with a 'Research Project' label and a 'Remove' button. The 'Supervisors' list shows one item with a 'Supervisor' label and a 'Remove' button. The 'Career Pathways' list shows one item with a 'Career Pathway' label and a 'Remove' button.



# Career Pathways

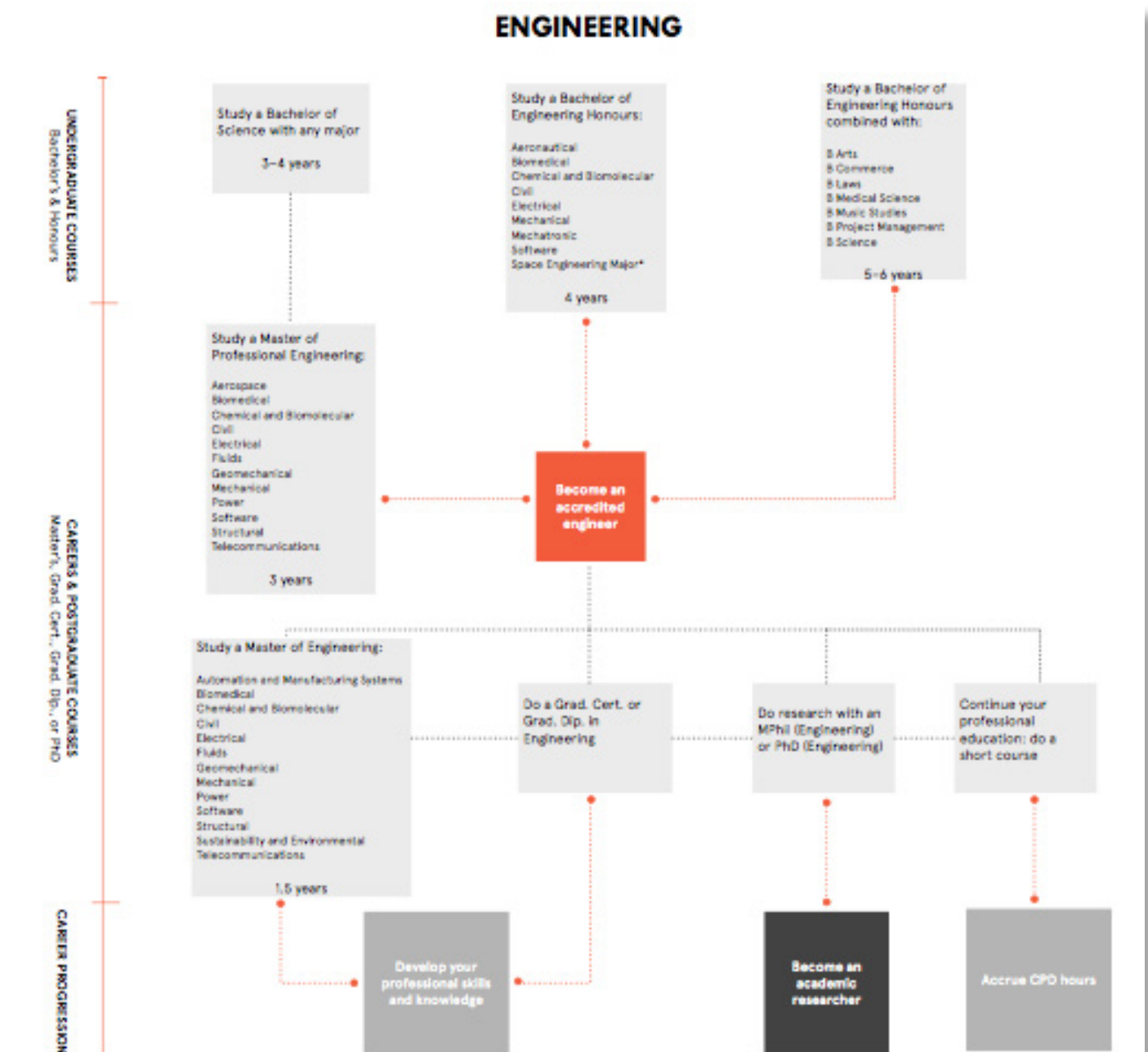
## YOUR CAREER IN DENTISTRY



<http://sydney.edu.au/dentistry/study/your-career.php>

This career pathway diagram page has a high hit rate. Course to career pathways such as this could be used to orient students and find the right course, demonstrating the range of single, combined, and double degrees that can lead to the career path they want.

Approximately 40 of these diagrams have been mapped out as part of this project, for various careers, by a PhD graduate whose main job on the project was to investigate and make connections between particular courses and career outcomes. and these will feature in new user journeys. See, for example, the following Engineering diagram:



UX Recommendation\_

# Find a Course by: School Subject, Skill or Personal Interest

The UAC Guide expects students to be able to map their interests to areas of study, careers, and courses. This is unrealistic.

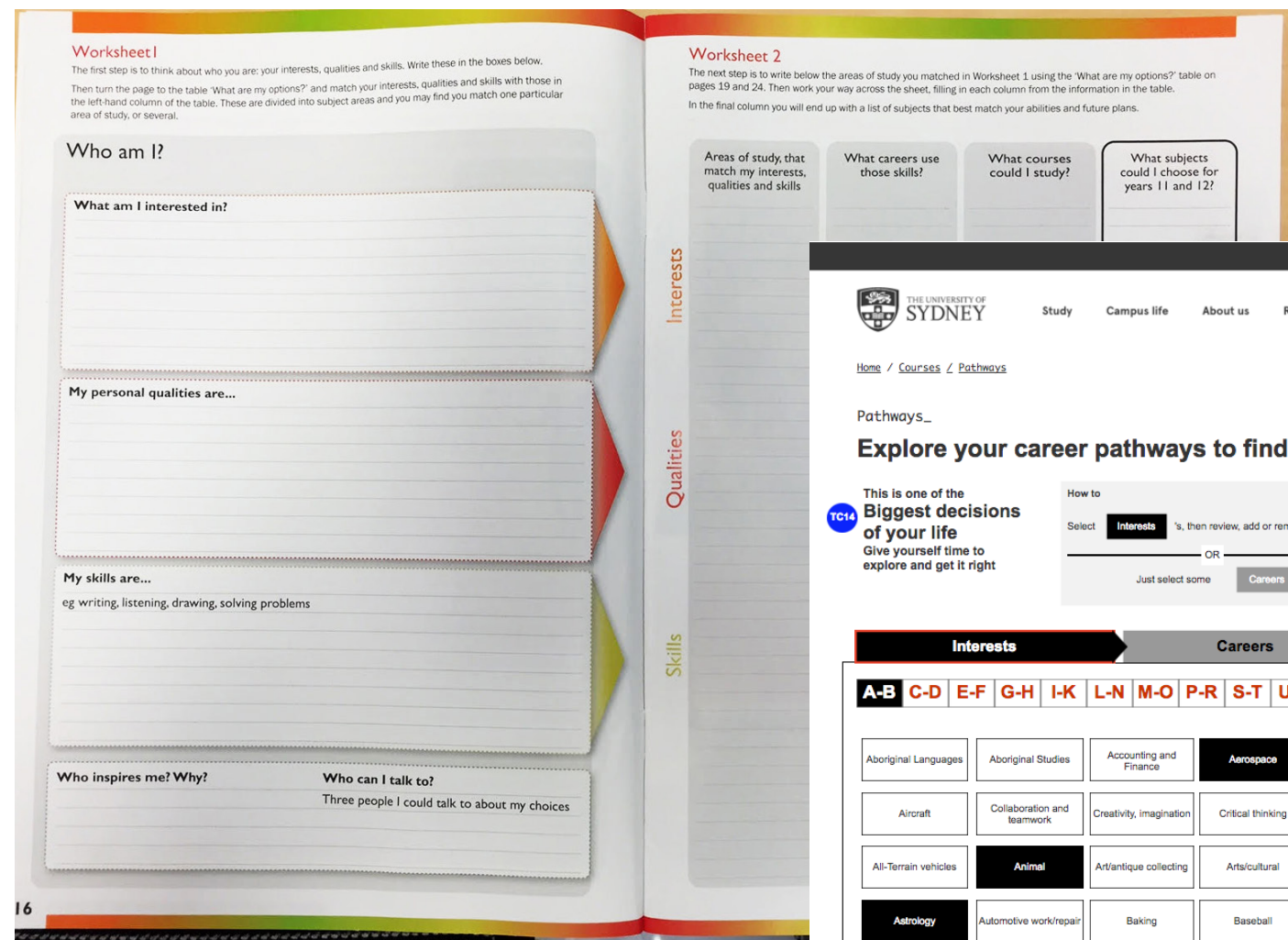
The user research indicates that school-age students make course and career decisions based on arbitrary things, such as parental approval, and not on solid research or reason, and they form these decisions over many years, not just during one visit to a website. They become highly focussed and lack proper research skills and don't carry out research on themselves and suitable courses and careers.

An explore tool is a powerful way for school students to explore their opportunities, as many are not aware of the full breadth – I had one student say he thought there were limited career prospects for someone who likes Maths, which is unfortunate, and untrue.

The tool could give an output such as:

“Your interest in Mathematics could lead you to a career as an Intelligence Analyst with a degree in Science.”

## UAC Guide – ‘Worksheet 2’



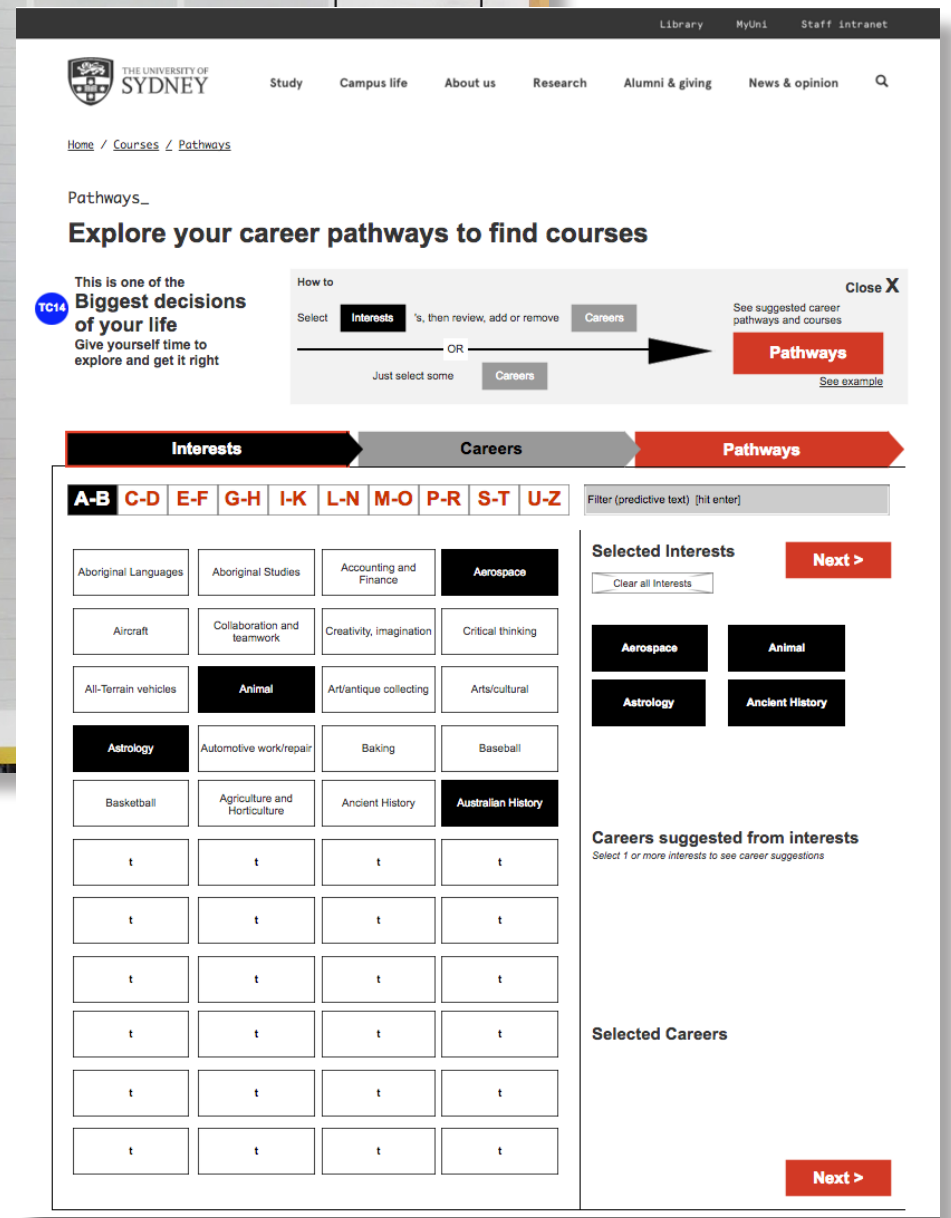
**Worksheet 1**  
The first step is to think about who you are: your interests, qualities and skills. Write these in the boxes below. Then turn the page to the table 'What are my options?' and match your interests, qualities and skills with those in the left-hand column of the table. These are divided into subject areas and you may find you match one particular area of study, or several.

Who am I?  
What am I interested in?  
My personal qualities are...  
My skills are...  
eg writing, listening, drawing, solving problems  
Who inspires me? Why?  
Who can I talk to?  
Three people I could talk to about my choices

**Worksheet 2**  
The next step is to write below the areas of study you matched in Worksheet 1 using the 'What are my options?' table on pages 19 and 24. Then work your way across the sheet, filling in each column from the information in the table. In the final column you will end up with a list of subjects that best match your abilities and future plans.

Areas of study, that match my interests, qualities and skills  
What careers use those skills?  
What courses could I study?  
What subjects could I choose for years 11 and 12?

## New 'Explore' Page



Library MyUni Staff Intranet

THE UNIVERSITY OF SYDNEY

Study Campus life About us Research Alumni & giving News & opinion

Home / Courses / Pathways

Pathways...

**Explore your career pathways to find courses**

This is one of the **Biggest decisions of your life**  
Give yourself time to explore and get it right

How to  
Select **Interests**, then review, add or remove **Careers**  
Just select some **Careers**  
See suggested career pathways and courses  
Close X  
Pathways  
See example

**Interests** **Careers** **Pathways**

**A-B C-D E-F G-H I-K L-N M-O P-R S-T U-Z** Filter (predictive text) [hit enter]

Aboriginal Languages Aboriginal Studies Accounting and Finance **Aerospace**  
Aircraft Collaboration and teamwork Creativity, imagination Critical thinking  
All-Terrain vehicles **Animal** Art/antique collecting Arts/cultural  
**Astrology** Automotive work/repair Baking Baseball  
Basketball Agriculture and Horticulture Ancient History **Australian History**

**Selected Interests** **Next >**  
Clear all Interests  
**Aerospace** **Animal**  
**Astrology** **Ancient History**

**Careers suggested from interests**  
Select 1 or more interests to see career suggestions

**Selected Careers**  
**Next >**

Prospective students could be receiving biased or poor advice, or not be aware of all the options. A tool to surface their options, personalised to them, could assist them to explore and make the right decision, whilst providing a nice experience which makes them feel secure in a a considered choice.

According to research documents supplied, 13–18 year-olds react better to interactive, game-style sites. This is an opportunity to help students discover course options based on their likes, dislikes, skills, interests, etc.

“Teenagers prefer websites that have dynamic and engaging interactive activities, such as quizzes and games. They like sites to be “fun.” College students are much more goal-oriented. They like interactivity only when it serves a purpose and supports their current tasks.”

Several spreadsheets have been compiled with a full list of school subjects and personal interests, which will be mapped to careers, and through careers to courses.

|    | A                            | B                        | C                        | D                        |
|----|------------------------------|--------------------------|--------------------------|--------------------------|
| 1  | [NOTE: Skills in italics]    | School subject           | Interest                 | Skill                    |
| 2  | Aboriginal Languages         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | Aboriginal Studies           | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| 4  | Accountability               |                          |                          | <input type="checkbox"/> |
| 5  | Accounting                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | Acting                       |                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | Active Listening             |                          |                          | <input type="checkbox"/> |
| 8  | Adaptability                 |                          |                          | <input type="checkbox"/> |
| 9  | Administrative               |                          |                          | <input type="checkbox"/> |
| 10 | Aerospace Studies            | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| 11 | Afrikaans                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Agriculture and Horticulture | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| 13 | Aircraft                     |                          | <input type="checkbox"/> |                          |
| 14 | Albanian                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | Algorithmics                 | <input type="checkbox"/> |                          |                          |
| 16 | American History             | <input type="checkbox"/> | <input type="checkbox"/> |                          |
| 17 | Analytical Ability           |                          |                          | <input type="checkbox"/> |

| Occupation     | Description   | School subjects | Skills | Interests | Undergraduate  | Combined undergraduate and postgraduate | Postgraduate (Coursework)  | Postgraduate (Research)   | Continuing education   | Future Australian job openings (to 2019)                |
|----------------|---|-----------------|--------|-----------|--|---|--|---|--|---|
| anthropologist | Anthropologists study the origin, development and functioning of human societies and cultures, as they exist now or have existed throughout history. Anthropologists are concerned with the complexities of social and cultural life, including religious, ethnic, family and kinship systems, languages, art, music, symbolism and economic and political systems.   |                 |        |           | study a Bachelor of Arts in Anthropology (3 years + 1 year Honours) ► become an anthropologist   | —                                       | —  | ► conduct research with the Doctor of Philosophy (PhD), Master of Philosophy (MPhil) or Master of Arts (Research) ► become a Doctor or Master of Philosophy or Master of Arts | ► undertake your professional education, undertake a short course ► secure CPD hours | 5,001–10,000 (social professionals)                     |
| archaeologist  | Archaeologists study past human societies by recovering, recording, analysing and interpreting material remains and other important evidence, such as cultural artefacts, food remains, skeletal remains, environmental evidence and landscapes.  |                 |        |           | study a Bachelor of Arts in Archaeology (3 years + 1 year Honours) ► become an archaeologist   | —                                       | —  | ► conduct research with the Doctor of Philosophy (PhD), Master of Philosophy (MPhil) or Master of Arts (Research) ► become a Doctor or Master of Philosophy or Master of Arts | ► undertake your professional education, undertake a short course ► secure CPD hours | 5,001–10,000 (social professionals)                     |
| archivist      | Archivists acquire and document records. They also plan and perform procedures for the outlasting of records and historically valuable documents. This may include working closely with written records, film, maps, plans, letters, books, certificates, diaries and reports. Records also include other media such as photographs, films, sound recordings, microfilm and electronic or computer records. |                 |        |           | study a Bachelor of Arts in any discipline (3 years + 1 year Honours) ► become an archival assistant   | —                                       | ► undertake postgraduate study in Records Management, Archives, Information Studies, Information Science, or Information Services ► become an archivist  | ► conduct research with the Doctor of Philosophy (PhD), Master of Philosophy (MPhil) or Master of Arts (Research) ► become a Doctor or Master of Philosophy or Master of Arts | ► undertake your professional education, undertake a short course ► secure CPD hours | 5,001–10,000 (archivists, curators and record managers) |
| art dealer     |   |                 |        |           | study a Bachelor of Arts in Art History (3 years + 1 year Honours) ► become an art historian   | —                                       | —  | ► conduct research with the Doctor of Philosophy (PhD), Master of Philosophy (MPhil) or Master of Arts (Research) ► become a Doctor or Master of Philosophy or Master of Arts | ► undertake your professional education, undertake a short course ► secure CPD hours |   |
| art historian  |   |                 |        |           | study a Bachelor of Arts in Art History (3 years + 1 year Honours) ► become an art historian   | —                                       | —  | ► conduct research with the Doctor of Philosophy (PhD), Master of Philosophy (MPhil) or Master of Arts (Research) ► become a Doctor or Master of Philosophy or Master of Arts | ► undertake your professional education, undertake a short course ► secure CPD hours | 5,001–10,000 (social professionals)                     |
| book critic    |   |                 |        |           | study a Bachelor of Arts in Australian Literature, English, International and Comparative Literature Studies or any other discipline (3 years + 1 year Honours) ► become a book critic     | —                                       | —  | ► conduct research with the Doctor of Philosophy (PhD), Master of Philosophy (MPhil) or Master of Arts (Research) ► become a Doctor or Master of Philosophy or Master of Arts | ► undertake your professional education, undertake a short course ► secure CPD hours | 10,000–25,000 (journalists and other writers)           |
| cryptographer  |   |                 |        |           | study a Bachelor of Arts in Linguistics (3 years + 1 year Honours) ► become a cryptographer  | —                                       | ► undertake a Graduate Certificate or Graduate Diploma in Applied Linguistics or study a Master of Applied Linguistics (1–1.5 years) ► develop your professional skills and knowledge  | ► conduct research with the Doctor of Philosophy (PhD), Master of Philosophy (MPhil) or Master of Arts (Research) ► become a Doctor or Master of Philosophy or Master of Arts | ► undertake your professional education, undertake a short course ► secure CPD hours | 10,001–25,000 (intelligence and policy analysts)        |
| diplomat       |   |                 |        |           | study a Bachelor of International and Global Studies or Bachelor of Arts in Government and International Relations (3 years + 1 year Honours) ► become a foreign affairs and trade officer | —                                       | ► undertake a Graduate Certificate or Graduate Diploma in International Relations, Development Studies and/or Peace and Conflict Studies ► study a Master of International Relations (1–2 years), Development Studies (1–1.5 years) and/or Peace and Conflict Studies (1–2 years) ► develop your specialist skills and knowledge ► become a diplomat | ► conduct research with the Doctor of Philosophy (PhD), Master of Philosophy (MPhil) or Master of Arts (Research) ► become a Doctor or Master of Philosophy or Master of Arts | ► undertake your professional education, undertake a short course ► secure CPD hours |   |



## Course Builder

\*Applicable in 2017 to Australian CSP undergraduates only because these are Unit of study based fees (CSP = subsidised by the AU government)).

### 3. Electives(?) selection

Select 4 of 12

|                 |                 |                 |
|-----------------|-----------------|-----------------|
| UoS Code & Name | UoS Code & Name | UoS Code & Name |
| UoS Code & Name | UoS Code & Name | UoS Code & Name |
| UoS Code & Name | UoS Code & Name | UoS Code & Name |
| UoS Code & Name | UoS Code & Name | UoS Code & Name |

You now have enough Core electives selected

[Finalise Plan >](#)

Insights from the user interviews show that students sometimes like to build their courses when choosing their degrees.

The university used to give students an empty PDF to fill out by hand, but course rules and handbooks are very hard to follow when trying to build a course manually.

UX recommends the addition of a 'drag and drop' course builder where units can be explored at the same time, ideally with timetable information, days of the week or dates, start/end time, and location.

The benefits of this are:

- It's a live, online process rather than a paper-based one.
- No need to decode confusing handbooks, as the rules are embedded in the online experience.
- It's easier to make informed choices, because the user can review and choose as they go.
- Timetables are built as you go, avoiding clashes.
- Overall, a much nicer and more interactive experience for the student.

## Previewing a Unit of Study to assist choice

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# Fee Transparency

Currently, undergraduate course fees are dependent on the units of study chosen, and a complex explanation for how to work it all out is given in tables and text (see 'How fees are (not) calculated').

There is an indicative fee currently displayed on course pages, but it can't be accurate until the units of study are chosen. Units of study fall into 3 price bands, however, what price band each UoS falls within is not stated (presumably it must be guessed). So a student can get an indicative fee immediately on the course page, or, if the new course builder is used by the student, the final cost of the course can be a function of that tool.

## Previous issues

There has also been a large issue in the past with some course programs, e.g. Medicine, where the first 3 years might cost \$30k per year and then jump to \$70k per year. For this reason, the total cost of the course, and a fee breakdown year by year should be available – if not on the course page, then by clicking to see more.

Where a calculator comes in, is if the student has prior study that they wish to have counted, and UoS exceptions made. Note that only full UoS are discounted, i.e. those worth 6 credit points.

**Course = Bachelor of Science**  
**Duration = 3 Years Full Time**  
**Commencing 2016**  
**Major = Cell Pathology**

International Student

**Cost per year = \$ 40,000**  
**Total course cost = \$ 120,000\*\***

**\*\* Fees accurate for year 1 only and are subject to change in  
<month> each year after the first year**

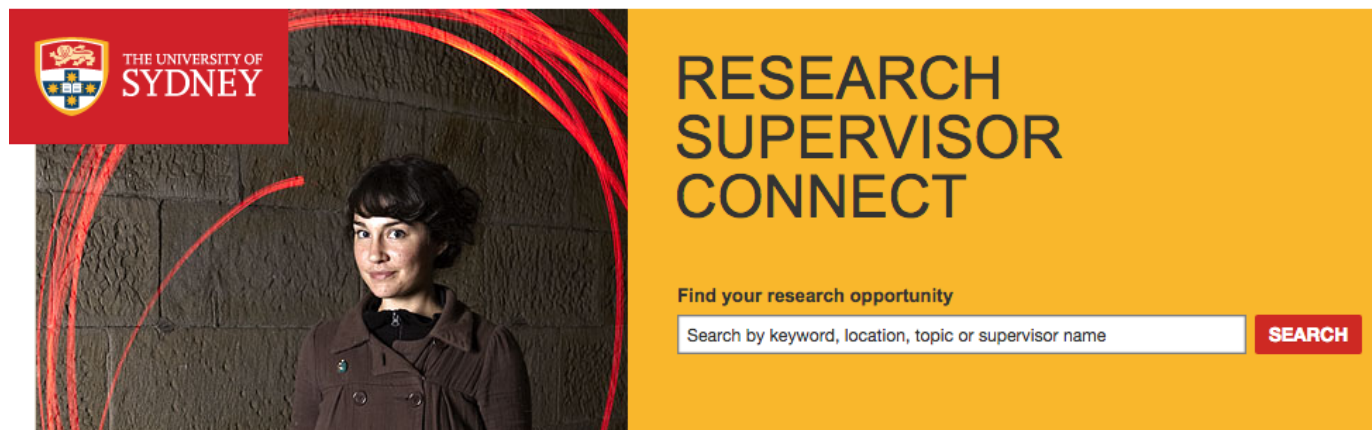
**Save Plan**

**View my Prospectus**

**Screenshot of coursebuilder where fees are shown**

# Find research project by keyword

Prospective researchers often start with a keen interest in a specific area. They will either need to find a project or a researcher who is a specialist in that area.



**RESEARCH SUPERVISOR CONNECT**

Find your research opportunity

Search by keyword, location, topic or supervisor name **SEARCH**

**BROWSE OPPORTUNITIES BY FACULTY**

|                                      |  |
|--------------------------------------|--|
| Agriculture and Environment          | Architecture, Design and Planning        |
| Arts and Social Sciences             | Dentistry                                |
| Education and Social Work            | Engineering and Information Technologies |
| Health Sciences                      | Pharmacy                                 |
| Science                              | Sydney College of the Arts               |
| Sydney Conservatorium of Music       | Sydney Law School                        |
| Sydney Medical School                | Sydney Nursing School                    |
| University of Sydney Business School | Veterinary Science                       |

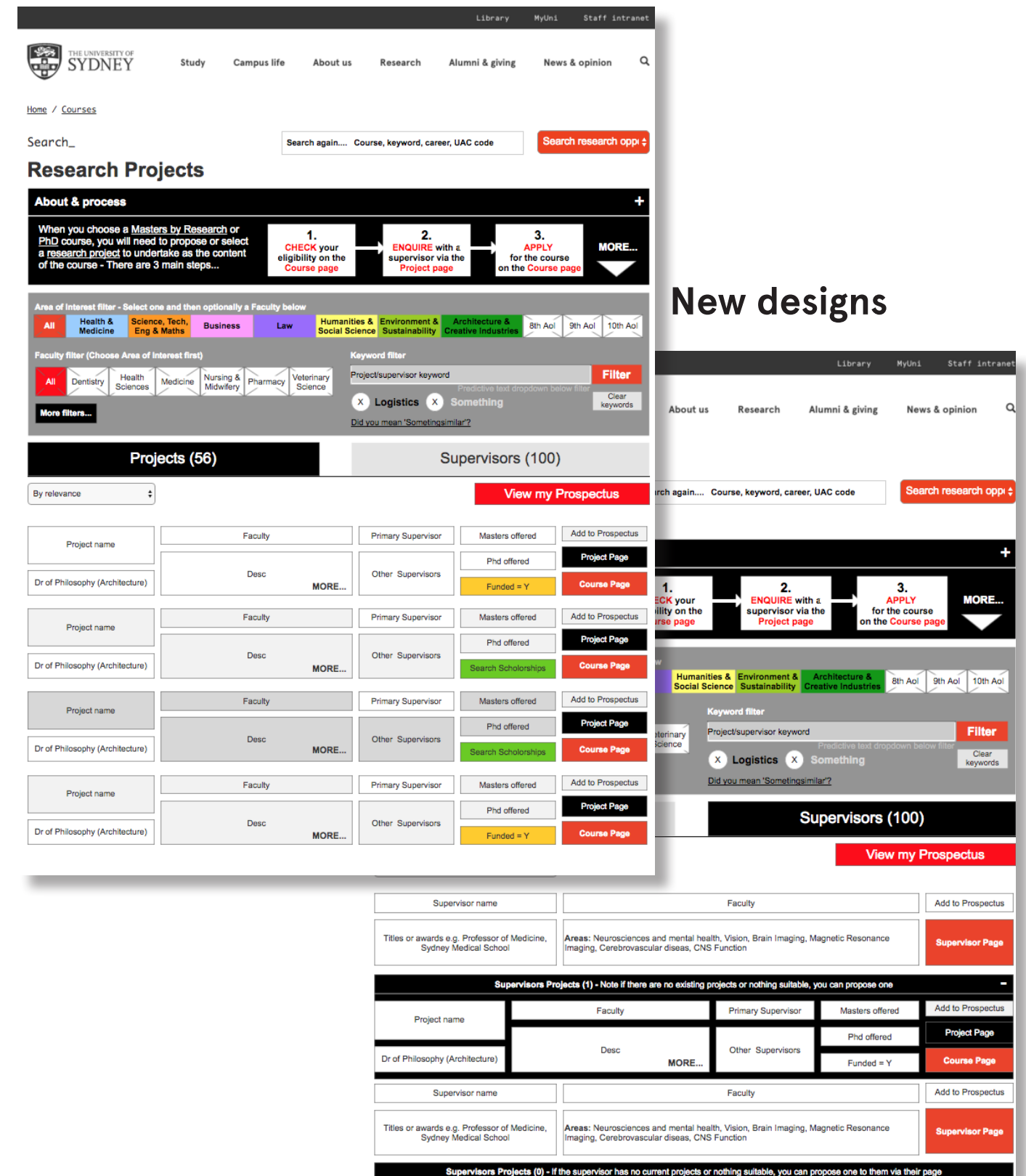
**How to apply**  
Looking for more information on how to apply for a research course? Find out all you need to know about the [application process](#).

**Scholarships**  
We have a range of scholarships available to help support you in your research studies. Find out what you're [eligible for](#), whether you're a domestic or international student.

**Young researchers** **Find your research opportunity**

## Problems with current site (raised in user testing):

- Difficult to identify suitable supervisors and their research interests
- Difficult to find how to contact supervisors
- Vagueness of terminology (e.g. research vs coursework)
- No obvious way to find help with developing a research proposal



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Home / Courses

Search\_ Search again... Course, keyword, career, UAC code **Search research oppo**

**Research Projects**

**About & process**

When you choose a Masters by Research or PhD course, you will need to propose or select a research project to undertake as the content of the course - There are 3 main steps...

1. CHECK your eligibility on the Course page
2. ENQUIRE with a supervisor via the Project page
3. APPLY for the course on the Course page

**Area of Interest filter - Select one and then optionally a Faculty below**

All Health & Medicine Science, Tech, Eng & Maths Business Law Humanities & Social Science Environment & Sustainability Architecture & Creative Industries 8th Aol 9th Aol 10th Aol

**Faculty filter (Choose Area of Interest first)**

All Dentistry Health Sciences Medicine Nursing & Midwifery Pharmacy Veterinary Science

**Keyword filter**

Project/supervisor keyword **Filter**

X Logistics X Something

Did you mean 'Something similar'?

**Projects (56)** **Supervisors (100)**

By relevance **View my Prospectus**

| Project name                    | Faculty      | Primary Supervisor | Masters offered | Add to Prospectus |
|---------------------------------|--------------|--------------------|-----------------|-------------------|
| Dr of Philosophy (Architecture) | Desc MORE... | Other Supervisors  | Phd offered     | Project Page      |
|                                 |              |                    | Funded = Y      | Course Page       |

**Supervisors (100)**

**View my Prospectus**

| Supervisor name  | Faculty   | Add to Prospectus |
|--|---|-------------------|
| Titles or awards e.g. Professor of Medicine, Sydney Medical School | Areas: Neurosciences and mental health, Vision, Brain Imaging, Magnetic Resonance Imaging, Cerebrovascular diseases, CNS Function | Supervisor Page   |

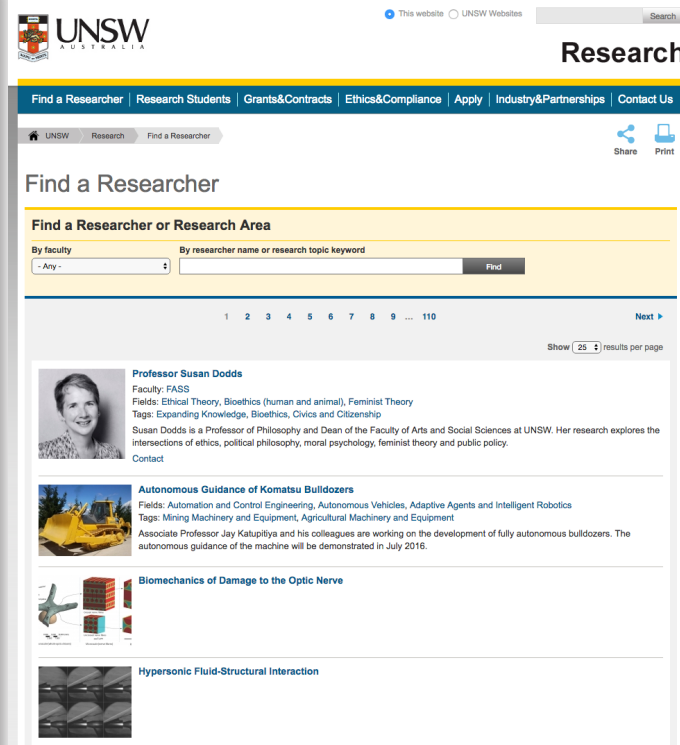
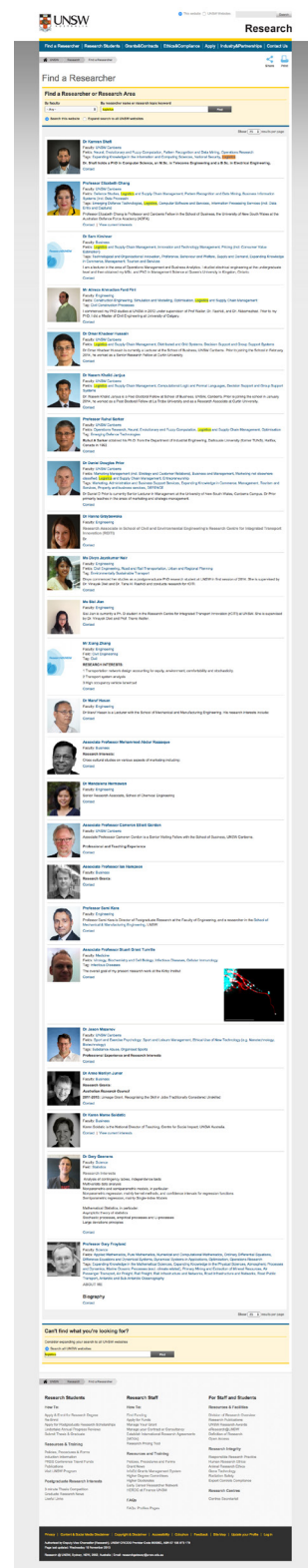
**Supervisors Projects (1) - Note if there are no existing projects or nothing suitable, you can propose one**

| Project name                    | Faculty      | Primary Supervisor | Masters offered | Add to Prospectus |
|---------------------------------|--------------|--------------------|-----------------|-------------------|
| Dr of Philosophy (Architecture) | Desc MORE... | Other Supervisors  | Phd offered     | Project Page      |
|                                 |              |                    | Funded = Y      | Course Page       |

**Supervisors Projects (0) - If the supervisor has no current projects or nothing suitable, you can propose one to them via their page**

## New designs

# Find research staff by field of interest

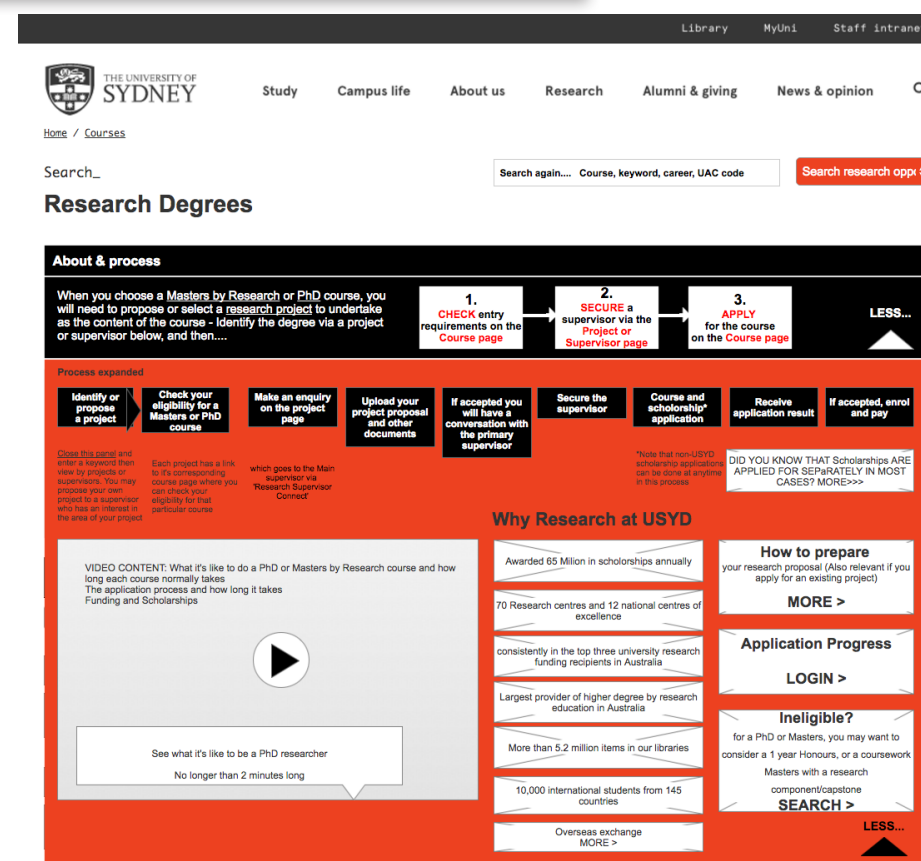


## UNSW 'Find a Researcher' Page

The reason a prospective research student would want to search for staff by field of interest is in the case that they want to propose their own project to the Supervisor, or find the best supervisor for their own area of interest, and then explore the supervisors projects on offer.

## Advantages compared to our Research Supervisor Connect (RSC)

- New design has a search filter which is similar to the course search filter, with Area of Interest and keyword, however instead of a course level filter the user can now filter down into faculties, which is more important for research students. Course level is still available, but in the 'More filters' area, since it's less important now and there's only 2 course level types.
- Comprehensive list of researchers across all fields, with images and descriptions of their position
- Information on fields of research is clearly displayed for each researcher
- There is a 'contact' option for each researcher which sends applications through the RSC Triage and avoids direct contact with staff which becomes unmanageable for them and has no quality control for students.



**Exploded process diagram with video and links to help prepare a proposal and application progress**



# Use Snapchat to get prospective students to experience life on Campus



Many of the students in user interviews have expressed that it's hard to really tell what it's like to be at Sydney University despite attending open days. The 'Here' interactive tool on Sydney Uni homepage is a great idea, but is not being found, is hard to use and isn't communicating what students want to know. Some want a general feel and some want to experience a real lecture in their chosen course. Some commented that they trust 'Word of mouth' from their friends and family, but not marketing direct from the University.

Snapchat allows users to share photos and videos and 'build stories'. Students (or just student ambassadors) could upload snippets of their day to build up an experiential picture to students who can't visit campus, or even those who have, but still don't feel like they're immersed in the experience.

## 32% of US teens aged 13-17 use snapchat

*The snapchat username could be @sydneystudent so students can follow and this will act as a 'trigger' to remind them of their potential course (like emails only much better with daily stories).*

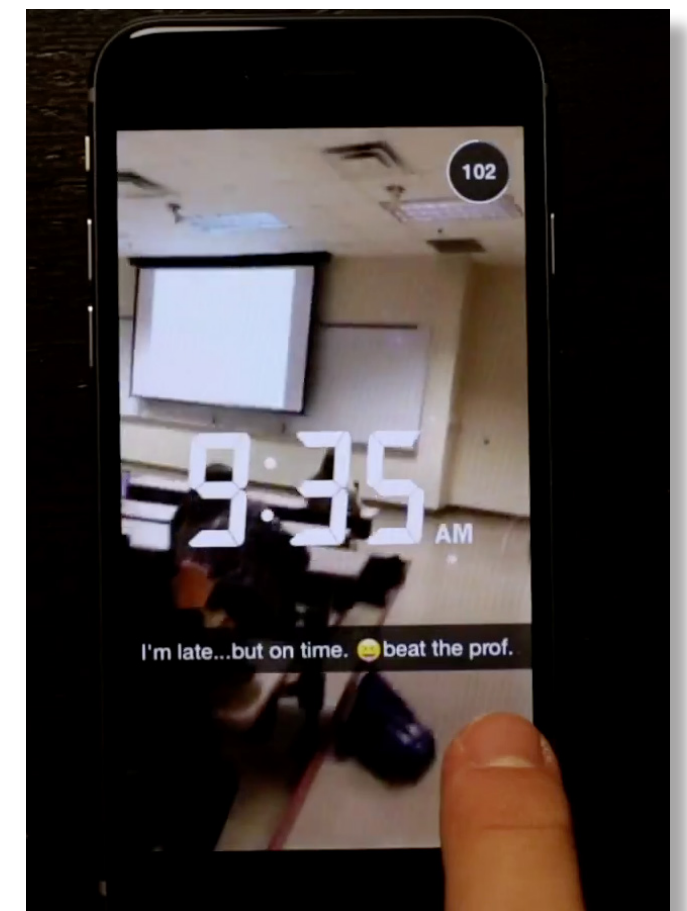
## 71% of snapchat users are under 25 years old

Snapchat is a great way to tell an IMMERSIVE story, and show events and facilities on campus, from the eyes of a student - see this example

<https://www.youtube.com/watch?v=dc5qTuhUzFk>

Our Campus Story - <http://www.businessinsider.com.au/snapchats-new-feature-campus-story-lets-college-students-post-snaps-to-a-campus-live-feed-2014-10>

Further info - Tutorial on how snapchat works - <https://www.youtube.com/watch?v=QRdCFAH6-I0>





# 'Here' Interactive Tool

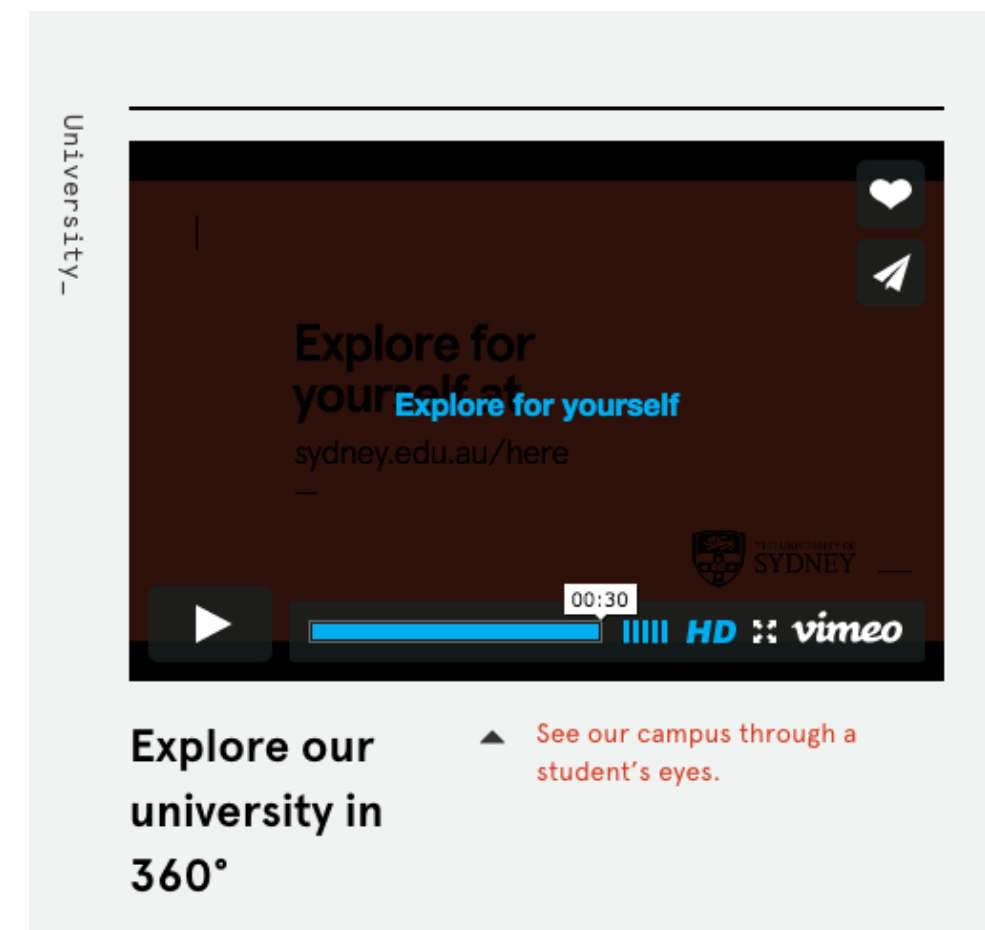
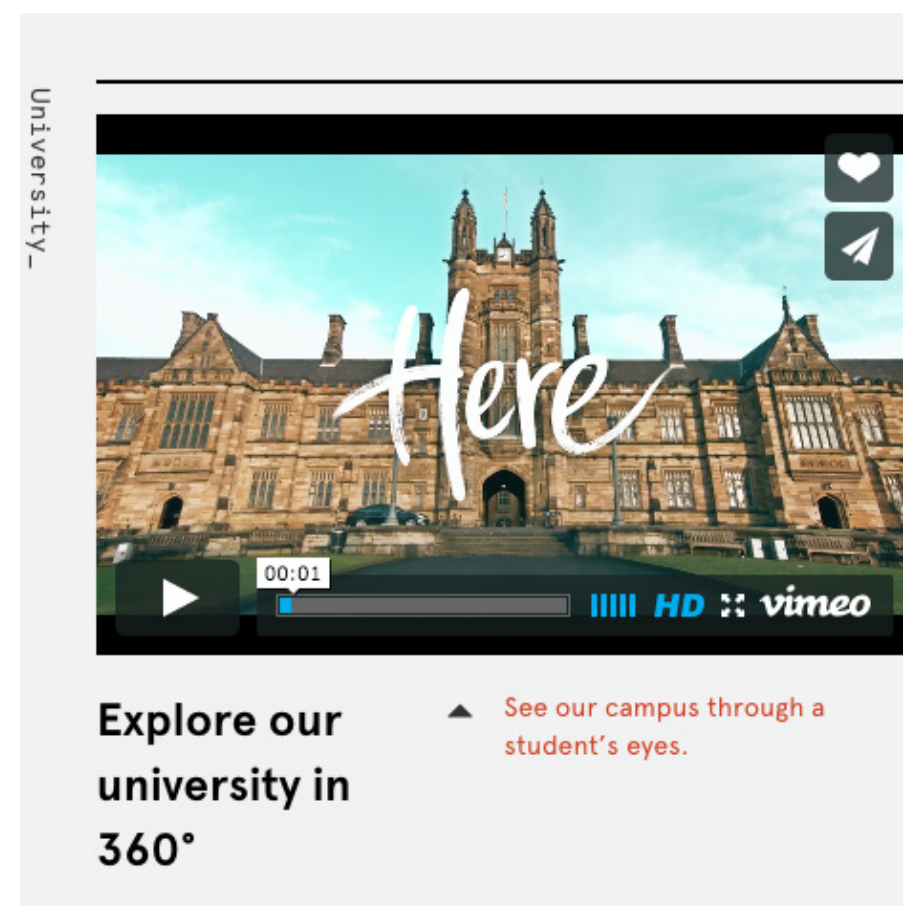
The video 'Explore our University in 360°' is not prominent enough. The 360° experience is hidden behind an intro video, and users are watching the video but missing the interactive tool. I recommend removing the video and just having the tool. If that's not possible, then rename the link at the end 'Explore for yourself at [URL]', and then 'Explore for yourself' should be changed to 'Click here to launch the interactive 360° campus tour'.

Homepage - Soft triggers to choose UofS - The campus, buildings, green spaces - This could also be available as a feature on course pages (bottom of page, low priority)

## Issues

Note that on mobile, there is no link to the interactive experience at the end of the video, and the user has to instead click the small red text link under the item in the homepage after closing the video.

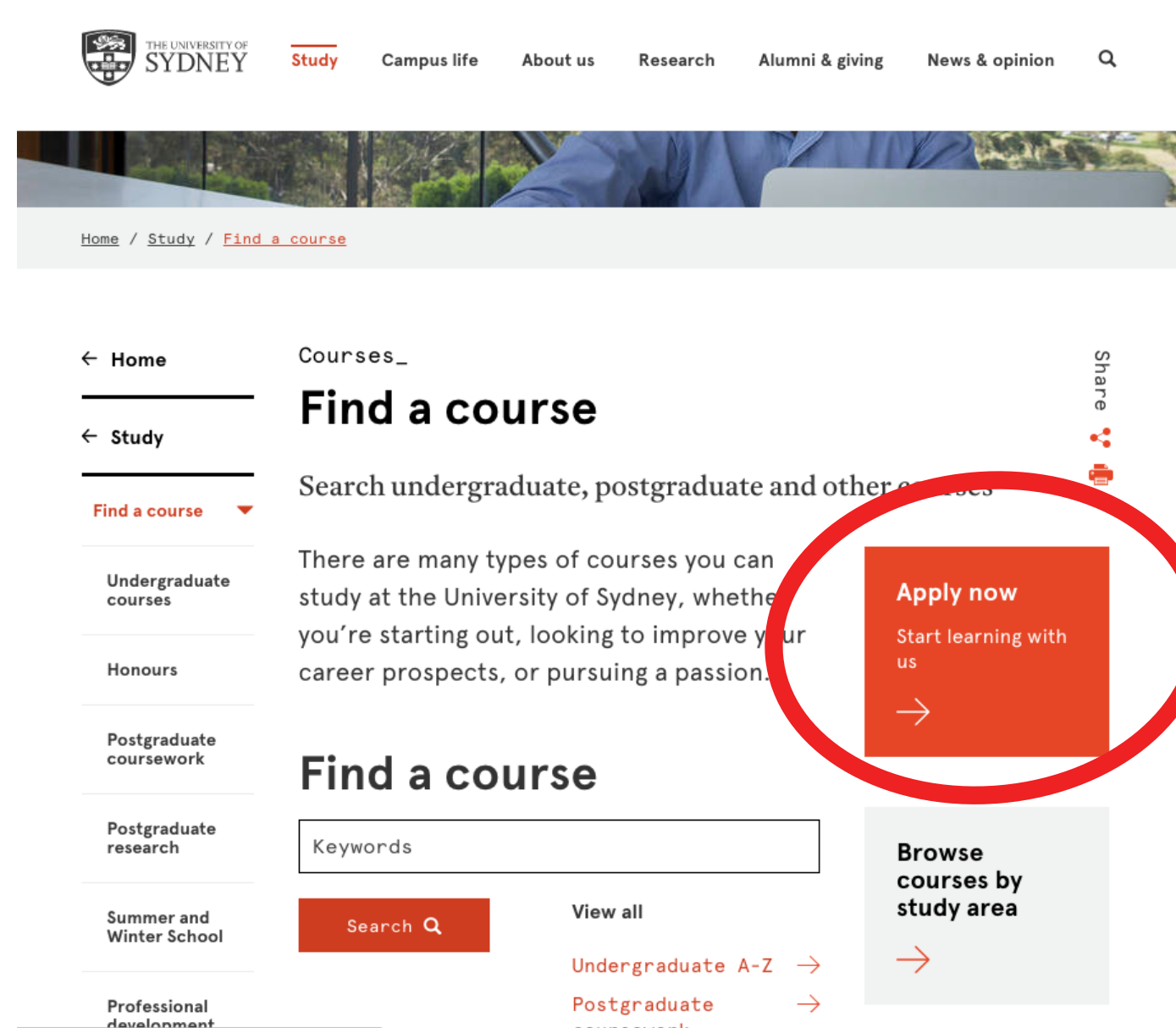
Within the interactive experience, there seems to be no way to stop the film and explore the assets as you can on desktop.



# Find a course page

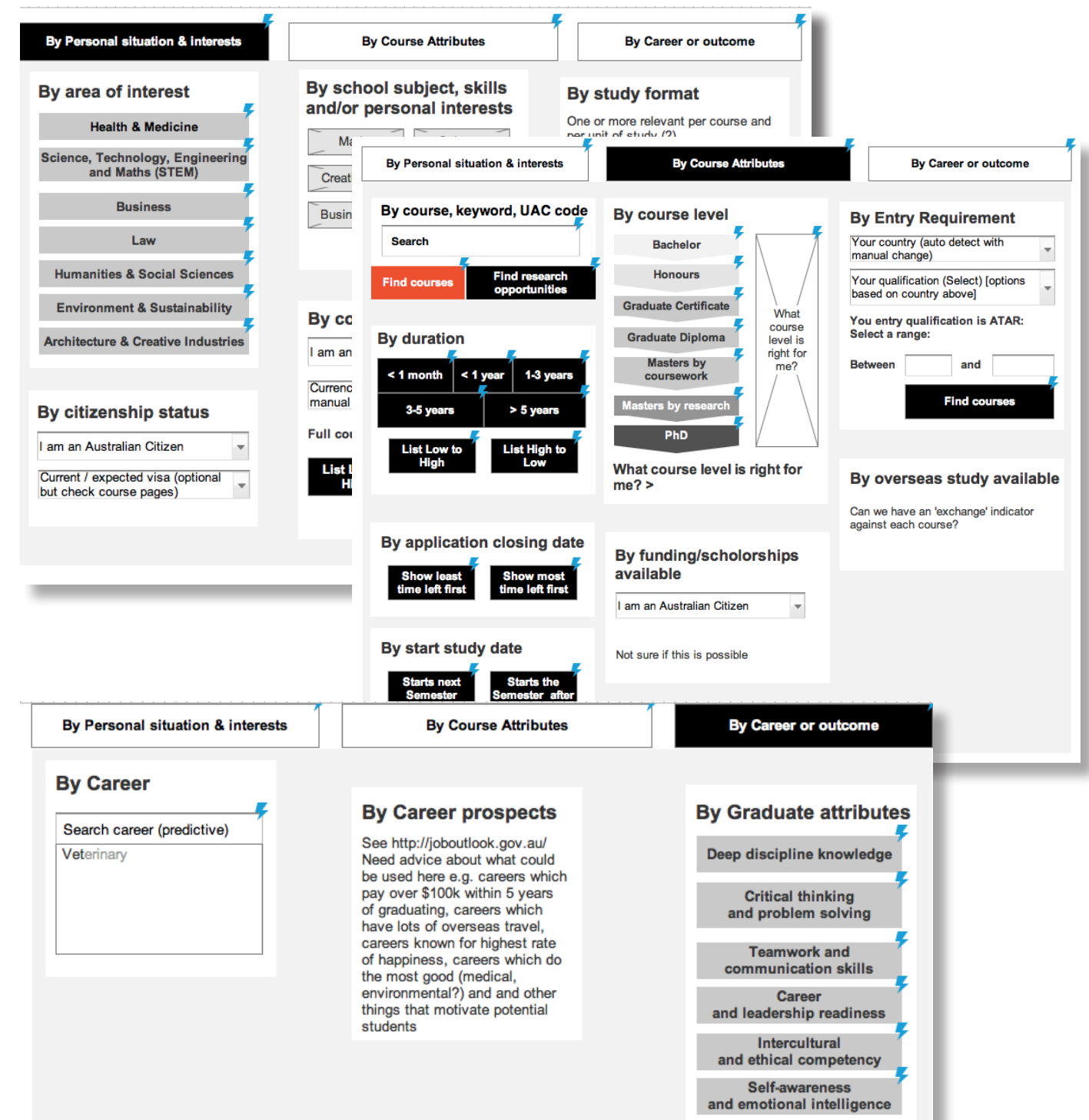
## Find a course page

It doesn't make sense to have a CTA here called 'Apply now' when the user is likely to not have found a course yet. A better CTA would be 'How to apply for a course', or 'All About Courses and Levels'.



## New design

This offers a variety of ways to find a course: by personal situation and interests, by course attributes, and by career or outcome. A popular way to search a course is by ATAR



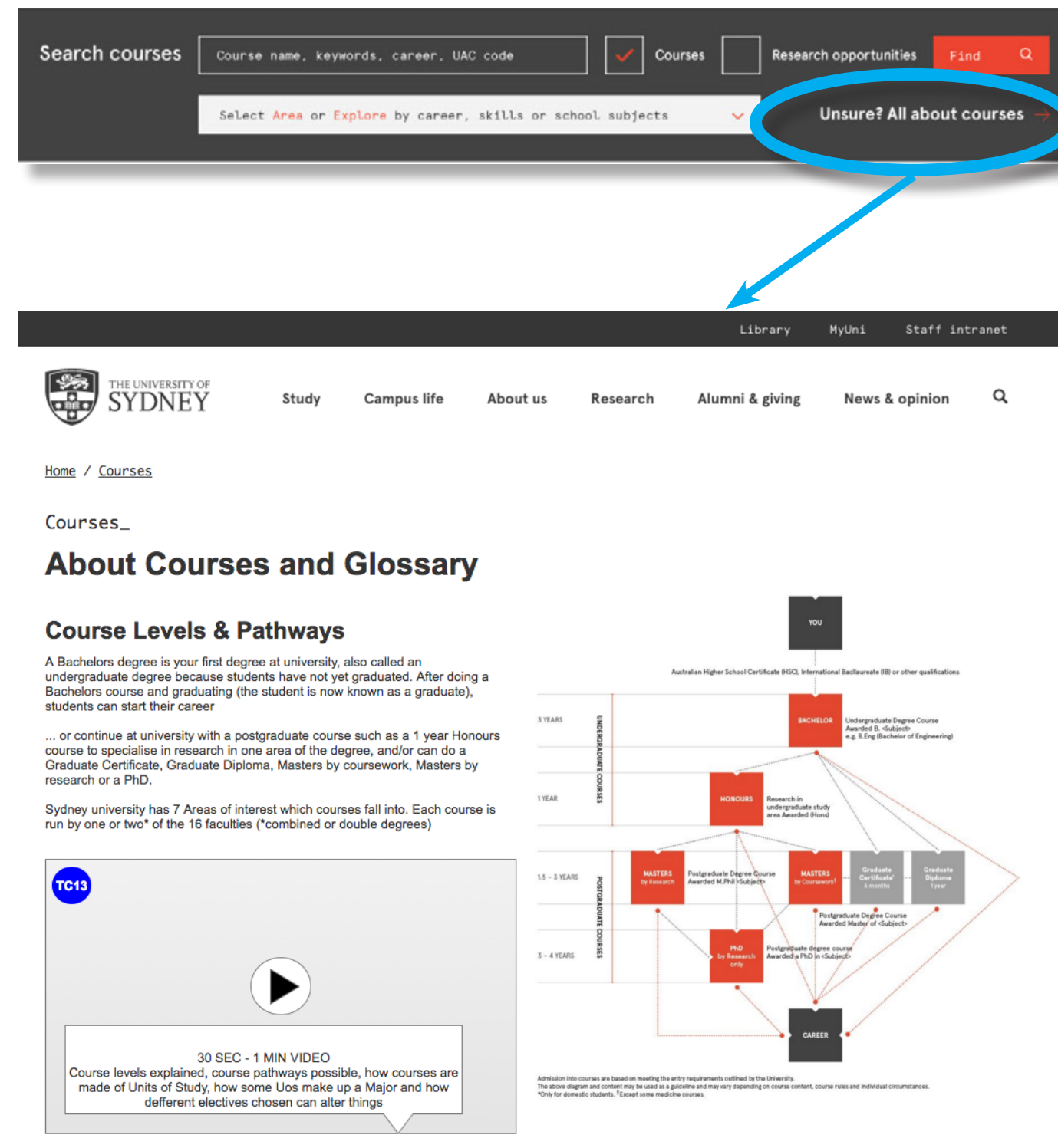
# Unsure? All About Courses Page

## Why this is needed

In user testing, it became evident that many prospective students were confused by many university terms, and were unaware of university processes, course levels, and the order that courses can be taken in.

An **'About Courses and Glossary'** page was needed. This would be a 1-page run-down of what a Bachelor's, Master's and PhD is, what degree comes first, what undergraduate and graduate mean.

This page could feature a video (30 seconds to 1 minute) which could include an explanation about how you can start a course and then choose different electives to change the course title and major and even transfer between courses later.



The screenshot shows the University of Sydney's course search interface. At the top, there is a search bar with the text "Search courses" and a dropdown menu for "Course name, keywords, career, UAC code". To the right of the search bar are buttons for "Courses" (checked), "Research opportunities", and a "Find" button. Below the search bar is a link "Unsure? All about courses" which is highlighted with a blue circle and an arrow pointing to the "About Courses and Glossary" page.

The "About Courses and Glossary" page features a section titled "Course Levels & Pathways" which explains the progression from undergraduate to postgraduate studies. It includes a diagram showing the flow from "YOU" (starting with Australian Higher School Certificate, IB, or other qualifications) through "BACHELOR" (Undergraduate Degree Course, Awarded B. (Subject), e.g. B.Eng (Bachelor of Engineering)), "HONOURS" (Research in undergraduate study area, Awarded Hons), "MASTERS" (Postgraduate Degree Course, Awarded M. Phil (Subject) or M. (Subject)), "PHD" (Postgraduate degree course, Awarded a PhD in (Subject)), and "CAREER". The diagram also shows "Graduate Certificate" and "Graduate Diploma" as intermediate steps. A video player is embedded on the page, showing a 30-second to 1-minute video explaining course levels and pathways.

# SEO & Terminology

UX recommends that SEO strategy is done to maximise Search engine optimisation.

The Strategy may choose to draw attention to the 7-10 Area of interest inspiration pages, as they are good landing pages and give a nice introduction to the university, feature a video and all the courses in that Area of Interest, and so are a good lead in and jump off point for a user into the content, giving a concise overview including 'Why study at USYD'.

The AEM CMS templates may need areas built into them for SEO elements, and that should be considered before build commences.

An SEO expert can also do keyword work and make recommendations to copy. The UX recommendation is to avoid confusing terms, overlapping terms, and 'be consistent throughout the site' should be included in considerations.

SEO recommendations may also require the adjustment of some wireframes.

How the site appears in Google search results with Google tabs and in aggregators also needs to be considered

Aggregators:

[Coursefinder.com.au](http://Coursefinder.com.au)

[gooduniversitiesguide.com.au](http://gooduniversitiesguide.com.au)

[australianuniversities.com.au/university-courses/australia](http://australianuniversities.com.au/university-courses/australia)

<http://www.australianuniversities.com.au/schools/medical/>

<http://www.gapmedics.com.au> - for medical students only



# SEO & Terminology

**Confusing terms (throughout the site, all non-standard words will be underlined, and show an explanation when clicked):**

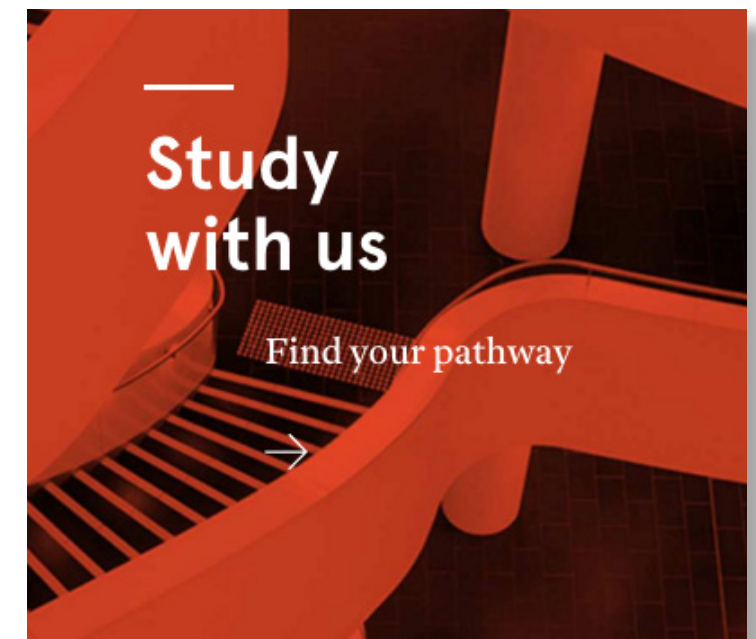
`undergraduate`, `postgraduate`, `bachelor`, `Honours`, `unit of study`, `CSP (Commonwealth Supported Place)`, `department`, `electives`, `progression rules`, `credit points`, `prerequisites`, `co-requisites`, `prohibitions`

**Global personalisation:** note that titles on the course pages say `your fee` and `your entry requirement`, etc. This is to indicate to the user that the personal situation of the user has been taken into account by the global personalisation values.

The word `pathway` will be more rigorously used to cover career pathways and course pathways, and will not be used here, and alternate pathways to entry will now be renamed.

**Stay consistent with the definitions outlined in this document.**

**Avoid the use of terms which cannot be defined, such as `Study Area`, as undefined terms are not consistent with good database practice.**



**Terms which are being avoided in designs to reduce user confusion:**

- Study area
- Subject area
- Academic discipline
- Field of study
- Field of research

**Terms preferred:**

- Area of interest
- (To study or research i.e via coursework or research)
- Unit of study (a sub-course)
- Major (UG) or specialisation (PG) [instead of Study area or subject area]

# Clickable Wireframes & Review Scenarios

## 1. Pick a Scenario:

When browsing the clickable wireframes, please do so with a scenario in mind so that you step through the experience as the user would in real life.

## 2. Wireframe link:

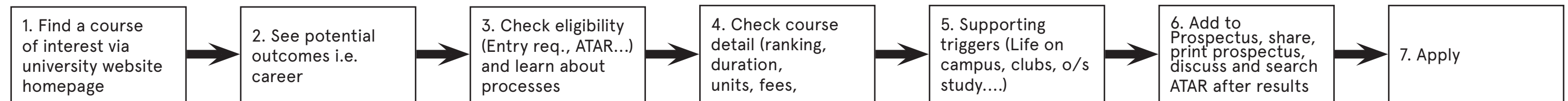
**<http://157kgh.axshare.com>**

The password is **Sydney01**

# Scenarios

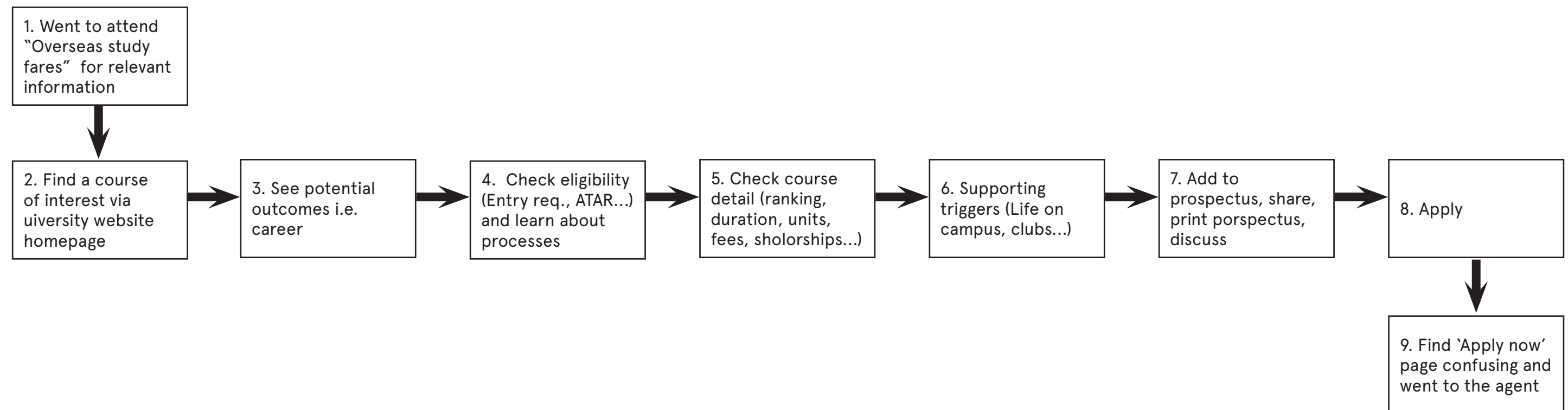
Based on all student interviews, the following is the most average approach or would be if the site supported it:

## 1. Prospective Domestic Undergraduate



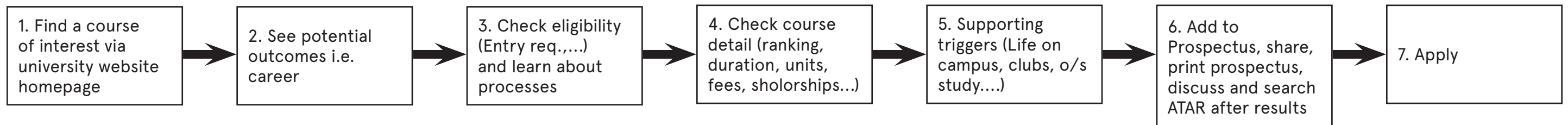
\*Finding a course of interest can be via the students personal situation, career outcome or course keyword/name

## 2. Prospective International Undergraduate

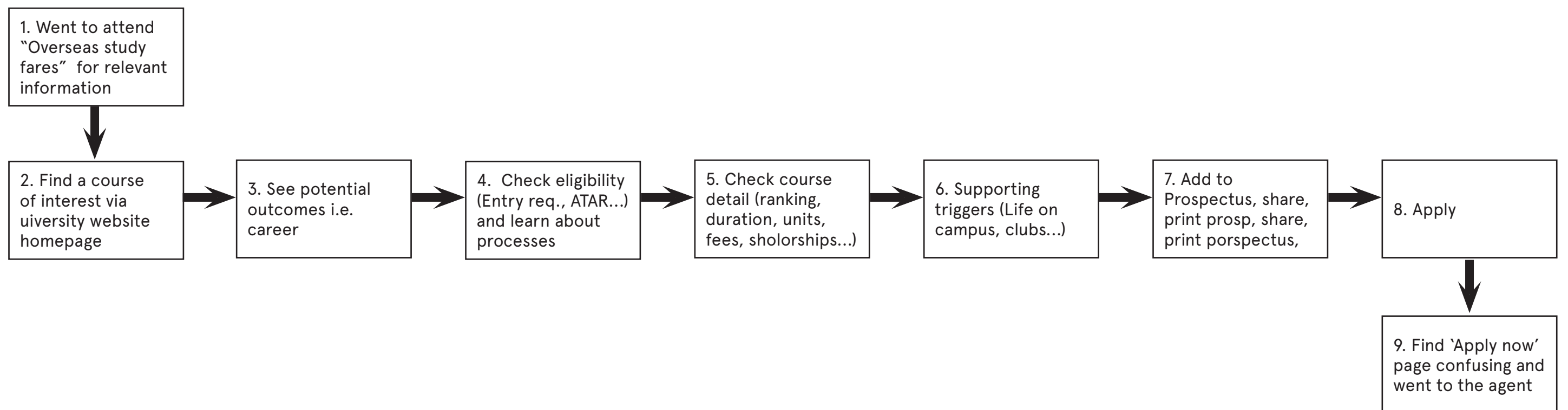


# Scenarios

## 3. Domestic Postgraduate (Coursework)



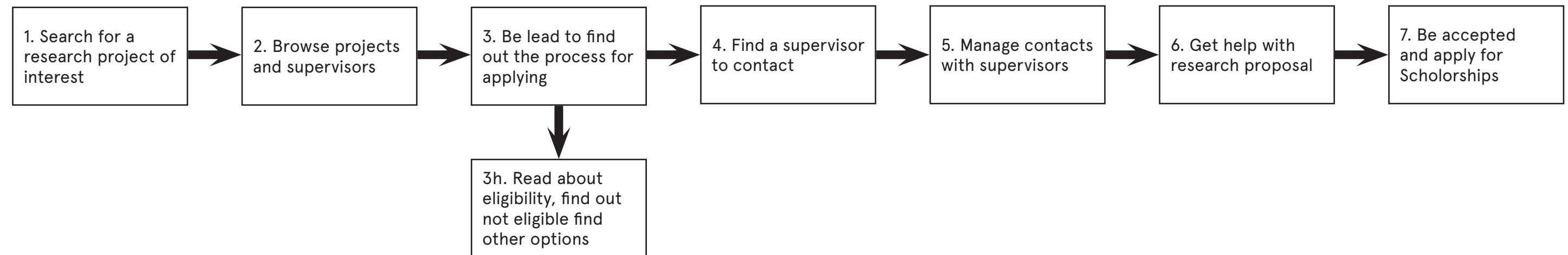
## 4. International Postgraduate (Coursework)





# Scenarios

## 5. Potential International or Domestic Research (PhD)



# Working Group Review – Phase 1

## Student Recruitment feedback on Phase 1 designs

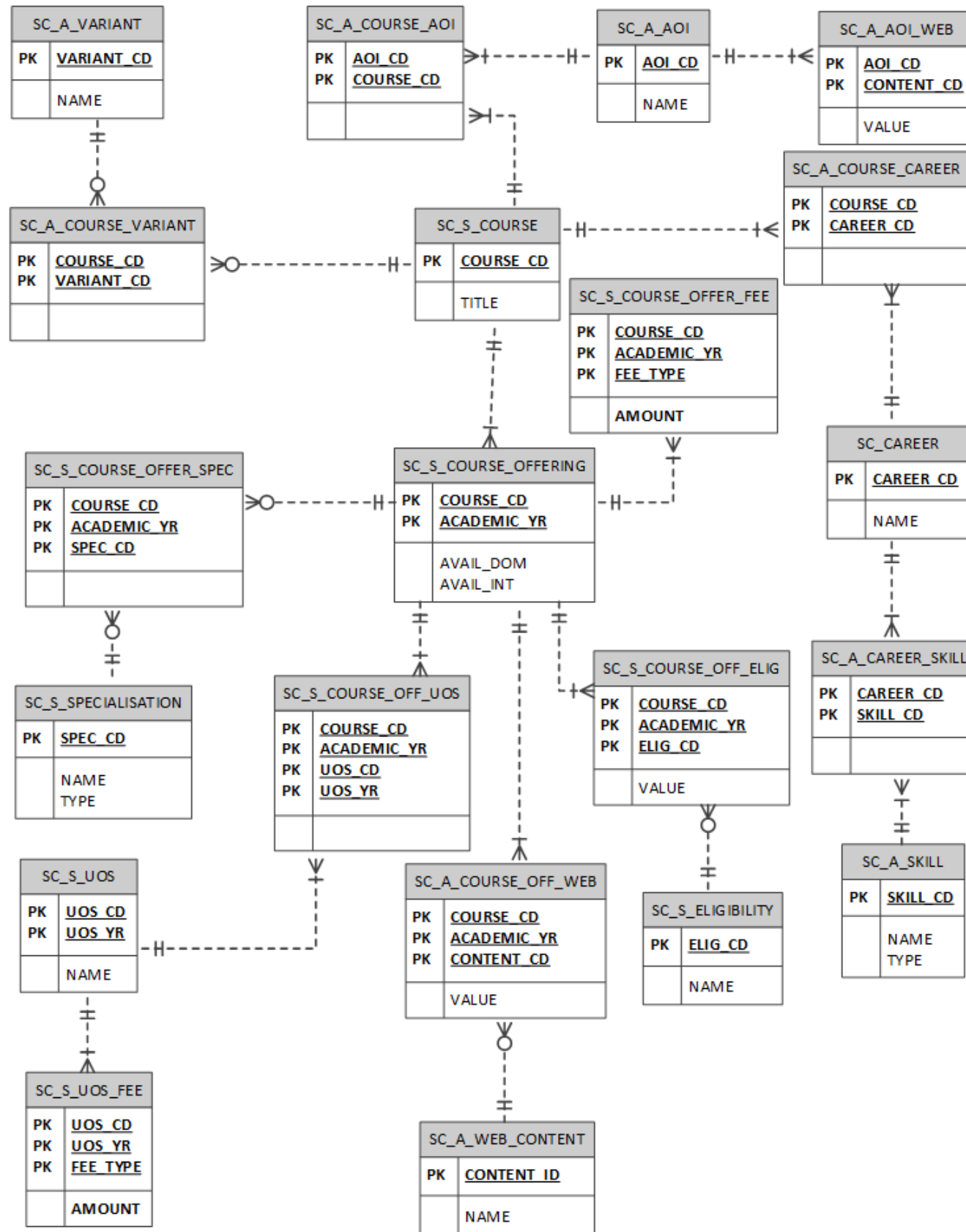
| Page   | Page link | Comment   | Marketing/Comms response   | Follow-up action   |
|--|-----------|---|--|--|
| Home   |           | [1] 'Have we agreed on the term "creative industries" for SCMRSCA?' – KL [2] 'That drop-down box is very unappealing. Should be a list.' – CB [3] 'Please can we make events for future students (very relevant) more prominent (top/big feature)?' – AS + JK [4] Is the only difference a black or white box? If so, white is easier to see.' [re alternative home page design] – KL   | [1] Not our problem – this is copy. [2] See follow-up action. [3] Yes, and have a new international student page. What are other events?   | [1] CLOSED. [2] E-mail Liam. [3] Further discussion needed. [4] Send to Liam.  |
| Courses Levels (etc.)                        |           | [1] 'Line needed from Bachelor degree to Masters by coursework (currently looks like MUST do Honours to do Masters.' – Latha [2] 'Just say Entry Requirement NOT Eligibility. Also include credit/RPL as part of this section [i.e. Eligibility, Fees, Finances & How to Apply].' – Thushara [3] 'I think the word "eligibility" is a more precise term for what we want to describe. Entry requirements is the next step.' – KL [4] 'I get your point!' – TF | [1] Liam, please add two lines, and add Bachelor to M. by research. [2]–[4] 'Eligibility' has been changed to 'Entry Requirements' to maintain consistency throughout the designs. Credit/RPL is not relevant here.            | [1] E-mail Liam. [2] CLOSED.   |
| Find a course (by situation & interests)     |           | [1] 'Note: courses also have more than one mode of study, so not as easy to isolate a single mode for all courses. Good idea for courses that are a single mode. Need to work out how we manage multiple-mode of study courses.' – Thushara   | [1] Agreed, but if found, we show it.  | [1] Further discussion needed?   |
| Find a course (by career or outcome)         |           | [1] 'Graduate attributes is nice – how is this populated/source?' – Lucy [2] 'Aren't we saying in the new Education Paper that all graduates have these attributes?' – KL   | [1] We want to know that.  | [2] Action point to work this out – perhaps remove feature.  |
| Find a course (by course attributes)         |           | [1] 'What is "situation"?' – Lucy [2] 'Can you search for courses offered online? Can you search for courses which start in July?' – KL   | [1] Personal situation, e.g. a prospective student only has \$10,000 to spend on a Master's course and wants to perform a search to meet that criterion. [2] Yes, in tab 1. Yes, added ('next semester' and 'semester after'). | [1] The wireframes actually call this tab 'By personal situation and interests', but this has been scaled back in the design process. Discuss with Liam. [2] CLOSED. |
| Course search results                        |           | [1] Typo on Commerce!! – LMc [2] 'Is this too stereotypical? A broader range of professions? Would it narrow people's focus? Isn't uni a journey, not just a destination?' – KL   | [1] Yes; this is just to show actual user input. [2] Dependent on data; not our problem, and not relevant to designs.  | [1] Typos to be fixed in later stages of design. [2] CLOSED.   |
| Example pathway page                         |           | [1] 'Continuing Education: Bachelor and Honours doesn't belong here. + specify career outcome for D. Philosophy and M. Philosophy.' – Thushara  | [1] This has been addressed in the pathway diagram designs.  | [1] CLOSED.  |
| Explore your career pathways to find courses |           | [1] 'RPL – Recognition of Prior learning.' – PG   | [1] Clarify why this is relevant here.   | [1] Further discussion needed.   |

Design Review\_

# Working Group Review – Phase 2

Not available at the time of printing

# Draft Data Model for Databases



This is a draft database relational diagram, based on the model in the wireframes, and developed by Vishal Marken, Database Administrator for SITS, in close consultation with UX.

This is for course data in SITS; the other Marketing data will be held within the content management system (i.e. Adobe Experience Manager).

Note: 'PK' = Primary Key  
'CD' = Code



# Draft Data Model for Databases

Futher information on the SITS database is unavailable at the time of printing and work is still in progress. The blue circular codes on the annotations will be used to match up each item in the wireframes with each data item and user stories from the annotations are also in progress.

# What we're testing for

- Test for lack of confusion
- Quickly find a course of interest via various start points based on mental tickboxes
- Quickly digest detailed course information
- Content is valuable to the right audience at the right time
- Aligned with the broader aspirations of the user
- Receive contextually relevant course info (int / dom, fee status etc)
- Facilitate understanding value of course
- Link to tangible outcomes such as skills (have now, gain later), future study, industry prospects, career pathways.
- Can find out what it's like to be at Sydney Uni
- Real student and ambassador stories are surfaced
- Can orient themselves in the uni process and terms
- Can see career pathways in relation to courses
- Can 'Add to Prospectus'
- Can compare major course statistics
- Can print course info

## Search

- Good search result - relevant and with context
- Filters useful
- Clear business and content ownership
- Cover CET (centre for english teaching) and summer and winter school courses

# Audience types & participants

| Audience Type                       | Citizenship   | Degree status | Participant Names |
|-------------------------------------|---------------|---------------|-------------------|
| Current international postgraduate  | International | Postgraduate  | Neeti             |
| Current international undergraduate | International | Undergraduate | Andrew Chih       |
| Current international postgraduate  | International | Postgraduate  | Anne-Marie        |
| Current domestic undergraduate      | Domestic      | Undergraduate | Caitlin           |
| Current domestic undergraduate      | Domestic      | Undegraduate  | Nick              |
| Current domestic undergraduate      | Domestic      | Undergraduate | Taneika           |

# Test format

The tests were quite organic, depending on the participants own situation for some questions and on scenarios they were given in others.

3 participants were UG and 3 were PG but questions were mixed between both areas for all. Here are examples of the questions asked, some were added on-the-fly to investigate further what users were doing or thinking.

**Scenario 1 – You’re really confused about University, about courses, course names, course levels, the whole concept of University is quite a mystery to you. You would like to investigate some course options, understand university processes, and read careers information and ideally would like to find a course and save it for later and take something away in print (assume you have a printer)**

## Homepage and search bar:

What would you click on this homepage? Do that and then continue your journey on the next page to find a career / course of interest.

When you have decided on the most interesting course, try to save it for later and print it out.

**Scenario 2 – a 15 year old Australian citizen school student who loves science and is both looking for a course and career pathway and wanting to work out what subjects to choose to end up being a doctor. Thinks wants to be a doctor, but not**

**sure and would welcome some careers advice. Wants to know entry score, fee, funding, application process, scholarships. Would like to know career outcomes and international travel opportunities both while studying and once graduated.**

**Scenario 3 – You would like to ‘build’ the course and get a prospectus.**

## General questions

Homepage and search bar:

Focussing on the search area, what is your initial impression, given your scenario, what would you want to interact with first?

Search for a career, get a search result? and see the career pathway page

Search ‘Doctor’. Explore by interests and careers tool

Use pathway tool to investigate science and add doctor as a career, Add to Prospectus and view some courses (check can find Add to Prospectuss)

## **Add to Prospectuss / Prospectus**

Do you think that this tool covers all the things you want to see – e.g. do you think it should include personal qualities like ‘caring, kind, dependable, supportive, curious, organised or good communicator’?

Can you find this page – from the homepage, from the XYZ pages



# User Testing Results

| Template                                      | What page user on             | Negative comments  |
|---|-------------------------------|--|
| DONE - VISUAL DESIGN TO DO                    | All pages                     | Instead of 'Bookmark' what we should have is- "Add to my prospectus" throughout the whole site because it's not understood that you bookmark to add to prospectus or that a personalised prospectus is available.                          |
| UX & VISUAL DESIGN                            | All pages                     | Very long pages are not being scrolled down till the end - this could be fixed by spitting up some and having consertinas on others, but could be a symptom of using wireframes rather than a live site, more testing needed on live site. |
| DONE IN UX. NEEDS TO BE DONE IN VISUAL DESIGN | Homepage                      | Users aren't able to understand and use the search bar properly  |
| UX & VISUAL DESIGN                            | Homepage                      | Should 'Unsure' link instead be a large tile underneath the black search bar?  |
| VISUAL DESIGN                                 | Homepage                      | In the All courses dropdown there should be images for all of those inspiration tabs   |
| VISUAL DESIGN (FOLLOW NEW UX DESIGNS)         | Homepage                      | Research opportunities option is not being seen even after showing the Graphic design as well.   |
| UX  | Home page                     | 'Unsure' link is not visible and clear to the user but in graphic design it's 'OK'   |
|   |                               |  |
| UX  | Glossary page                 | "Course chooser"- make it very clear that USER can choose only one thing   |
| UX  | Glossary page                 | When selecting a course, needs to make it clear that only one thing needs to be selected to go to the course page  |
| UX  | Course levels page / glossary | The other pathways button is not clear what it's lead to?  |
| VISUAL DESIGN                                 | About courses pathway page    | Graphic design is not making it clear enough how it goes to Bachelor → Career  |
| UX  | Course levels Glossary page   | Add a student ambassador introduction video  |
| VISUAL DESIGN                                 | About courses page            | Diagram is confusing(Liam graphic design)  |
| UX  | Glossary page                 | "Course chooser"- make it very clear that USER can choose only one thing   |
| UX  | Glossary page                 | When selecting a course, needs to make it clear that only one thing needs to be selected to go to the course page  |
| VISUAL DESIGN                                 | About courses page            | Diagram is confusing(Liam graphic design)  |
|   |                               |  |
|   |                               |  |
|   |                               |  |
| RP  | Inspiration page              | Need to add more course levels-(grad cert/grad dip)  |
| UX  | Inspiration page              | Students who do these courses are good at- considering remove  |
| VISUAL DESIGN                                 | Inspiration page              | Graphic design consider swapping what can I study in careers   |
| VISUAL DESIGN                                 | Inspiration page              | What can I study- The course filter needs to attract more interaction  |
| VISUAL DESIGN                                 | Inspiration page              | Make about course levels more prominent  |
| UX  | Inspiration page              | Variants panel- Need to add the word "Combine with" to go thorough to the explanation to combined and double degree. "The combined with degree" should go through double degree  |
| UX  | Inspiration page              | In the" Variiants panel" if user clicks on individual degree, it should go through course page instead of using course details button  |
| VISUAL DESIGN                                 | Inspiration page              | On the graphics desgin swap 'Reason to study' and 'Rankings' box   |
|   |                               |  |
| UX  | Course search results page    | Advanced view- turn panel into a light box   |
| UX  | Course search results page    | Consider ability to select more than one Area of Interest  |
| UX  | Course search results page    | On the advanced view- Move "ATAR" earlier or move "Study mode" to the end of the columns   |
| UX  | Course Search Results page    | In an 'Advanced tab' consider adding course summary in a drop down   |
|   |                               |  |
|   |                               |  |
|   |                               |  |

# User Testing Results

| Template             | What page user on                  | Negative comments   |
|----------------------|------------------------------------|---|
| VISUAL DESIGN        | Course search results page         | On course search results page- 'About levels' is not being seen   |
| UX and VISUAL DESIGN | Course search page                 | On the course page in the variant panel bookmarking is not clear enough   |
| UX                   | Course search results page         | Advanced view- funding column must have information for international students  |
| UX & VISUAL DESIGN   | Course search results page         | Wireframes and Visual designs are too busy  |
| UX                   | Course search results page         | Needs a question mark (?) next to majors and UoS  |
| UX                   | Course search results page         | On the course search results page- Advanced view need a submit button on the panel  |
| UX ANNOTATIONS       | Course search results page         | If a user clicks→ see projects under the Phd dropdown, the keyword must be pulled through   |
| UX                   | Course search results page         | Double and combined degrees are not clearly visible and user doesn't like it  |
| UX                   | Course search results page         | Bookmarks tab is not well understood (It's not to bookmark the page, It's to bookmark the courses)  |
| UX                   | Course search results page         | Every individual box on this page should be bookmarkable.   |
| UX                   | Course search results page         | Need to make it easy for people to go to combined degree page   |
| UX                   | Explore page                       | Need to add suggested careers as soon as interests are selected   |
| UX                   | Explore page                       | when user mouse over a career, show a summary of the career.  |
|                      |                                    |   |
| UX                   | Explore page                       | Remove Selected careers from interests tab  |
| VISUAL DESIGN        | Explore page                       | Get rid of "Biggest decisions" and change that to "There are multiple pathways to the career of your dreams"  |
| UX                   | Explore page                       | How to/pathways should link to the pathways page  |
| UX (CHECK IF DONE)   | Explore page(Interests)            | Move the filter underneath the A-Z buttons  |
| UX                   | Explore pathways tab               | Allow bookmarking of all pathways   |
|                      |                                    |   |
| VISUAL DESIGN        | Explore page                       | Pathways diagram too complicated  |
| UX                   | Pathway page                       | The CTA's at the top need to be- "Add all courses to my prospectus" , "Compare these courses" and "Add this pathway to my prospectus". Also we need to make "See my prospectus" a lot more evident or bigger. |
| UX                   | Pathway page                       | Remove the bookmark individual courses and bookmark individual career   |
|                      |                                    |   |
|                      |                                    |   |
| UX                   | Pathway Page                       | Bottom of page (Graduate destinations) wasn't scrolled down to  |
| UX                   | Pathway Page                       | Remove bookmarking individual careers and view individual career page   |
| UX and VISUAL DESIGN | Pathway page                       | Need to make it very clear that user can see the course or career details in the visual design  |
|                      |                                    |   |
|                      |                                    |   |
| RP                   | Pathway page                       | Take out ' Find out more' tab   |
| UX                   | Pathway page                       | Need UG/PG explained  |
| UX & VISUAL DESIGN   | Pathway page                       | Prospectus button is not evident enough   |
| UX                   | Pathway page                       | Add a share button on a page  |
| UX                   | Pathway diagram page               | Need to be able to share and print the whole pathway page   |
| UX AND VISUAL DESIGN | Pathway page                       | Need to make it far more obvious that we can add courses. TO THE PROSPECTUS?  |
| UX                   | Pathway page                       | Would like to split that page into 2- First page could be a diagram and the other should be an Employability information  |
| UX                   | Pathway page/Employability section | Add 'My prospectus' panel with recently view courses  |
|                      |                                    |   |

# User Testing Results

| Template  | What page user on             | Negative comments  |
|---|-------------------------------|--|
|   |                               |  |
| UX and VISUAL DESIGN                                | Study- Find a course page     | In the tab 'Course attributes' move personal prospectus down   |
| VISUAL DESIGN                                       | Study- Find a course page     | The designs make to need it clear that they needed to appear like individual elments(very separated)   |
|   |                               |  |
|   |                               |  |
| RP  | Course page                   |  |
| RP  | Course page                   | In duration and details panel we need more details on how many intakes per year are there ?  |
| UX  | Course page (Coursework)      | Majors needs to be in a drop down or concertina  |
| UX  | Course page (Coursework)      | Entry requirements- Add flexible entry   |
| UX  | Course page (Coursework)      | In UOS add explanantion text - checkout your building block subjects   |
| UX  | Course page (Coursework)      | Add a float down to tell students about global personalisation values.   |
| UX ANNOTATIONS                                      | Course page (Coursework)      | All concertinas or drop downs should close by default  |
| UX  | Course page (coursework)      | Need a popup to confirm courses being added to prospectus with an option "To view prospectus"  |
| UX  | Course page                   | Employabiltiy panel should link through to the Graduate detinations on the same course page whre available and to the graduate destinations by pathway page where not availabel for the course |
| UX annotations                                      | Course Page (coursework)      | Page is very long, user's often didn't read the bottom - default all consertinas to closed   |
| UX Merge this with WHY STUDY along with SR feedback | Course Page (coursework)      | Employability box wasn't seen  |
| VISUAL DESIGN                                       | courses pages                 | * In the designs the bookmark tab should be more visible on course pages   |
| VISUAL DESIGN                                       | Course page (coursework)      | The course level indicator in the graphic designs is not coming across as an indicator/ Remove tab designs as well   |
|   |                               |  |
| UX annotations                                      | Course page                   | All consertiinas on the desktop should start of to be closed   |
|   |                               |  |
| UX  | UoS page                      | Summer school needs to link through the glossary   |
| UX  | UoS page                      | Needs "full fee paying domestic and international" should link through the glossary  |
| UX  | UoS page                      | "Take individually" should include summer school   |
|   |                               |  |
| UX  | Major page                    | Swap courses which offer this major with career pathways   |
| UX  | Major page                    | 'Graduate opportunities' should click through to the pathways graduate opportunities   |
|   |                               |  |
| RP  | Major page                    | Need to add the abiltiy to bookmark careers (PATHWAYS)   |
| VISUAL DESIGN                                       | Major page                    | View my prospectus is not jumping out enough   |
| UX  | Major page                    | When click bookmark major tab, it should show a panel of all bookmarks and at the bottom of the panel there shouds be an option to view prospectus   |
| UX  | Major page                    | The career pages needs to link to the career pathway page not to the career detail page  |
|   |                               |  |
| UX AND VISUAL DESIGN                                | Bookmarks and Prospectus page | Too complicated  |
| UX  | Bookmarks and Prospectus page | Remove all share and remove buttons and put those under a pop up   |
| UX  | Bookmarks and Prospectus page | Put in brackets 'How many recently views' next to Recently Viewed Tab  |
| UX  | Bookmarks and Prospectus page | Change Print Prospectus button to Print/Save Prospectus  |
| UX ANNOTATIONS                                      | Bookmarks and Prospectus page | Worst to logging in and worst to give email details. "Avoid" to give any details   |
| UX  | Bookmarks pages               | If the courses being built then all the Units and majors in that course should also show up in the bookmarks   |

# User Testing Results

| Template   | What page user on             | Negative comments   |
|--|-------------------------------|---|
| UX   | Bookmarks page                | Combine courses bookmarked with courses built and add a built this course button  |
| UX   | Bookmarks and prospectus page | Include tick box for pathway diagram  |
| DONE - VISUAL DESIGN to do also                            | Bookmarks page                | * in the research tab when no research projects are bookmarked the search must be obvious   |
| UX   | Bookmarks and prospectus page | Add ask a question button   |
|  |                               |   |
| UX   | Research projects result page | In the application process add information about the duration   |
| UX   | Research Results Search page  | Have to make it very clear that one can check the eligibilty after choosing the course  |
| UX   | Research Results Search page  | Make it clear in Phd's- Students not sure where to check the eligibilty   |
|  |                               |   |
|  |                               |   |
| VISUAL DESIGN  | courses pages                 | * In the designs the bookmark tab should be more visible on course pages  |
|  |                               |   |
| UX   | Course page (Research)        | In the entry reequirements all cofnusing terms needs to be underlined and linked to the glossary  |
| UX   | Course page (research)        | "Your entry requirements" box doesn't say eligibilty and perhaps it should  |
| UX   | Course page (research)        | Need an explanation of RTS - "Its not obvious enough"   |
|  |                               |   |
| Partly done, add interaction to show major if one selected | Course builder page           | * on a course builder page, Major selection should not show until and unless its selected. Also need to be able to save electives against a Major without committing to the major                                       |
| UX   | Course builder page           | * SEMESTER AND TIMETABLE info Under units of study add in which semester the unit is available ie. If semester 2 not available (if unit is not available in that semster then clearly marked it that its not available) |
| UX   | Course builder page           | * the break down should have a message that says not displayed until course planner finalised and a breakdown of lectures, tutorials and self study and we need tutorial term in glossary and have a link               |
| UX   | Course builder page           | Point 2. Major selections - Needs to advise how many majors are selectable and areas in the majors needs to be eg: Arts etc   |
| UX   | Course builder page           | Needs to explain what pre-reuisites, corequisites and banned units are?   |
| UX   | Course builder page           | Instead of core and elective there could be junior and senior units   |
| UX   | Course builder page           | When leaving course builder show error message - Do you want to save the course plan? And link view my prospectus button  |
| UX   | Course Builder page           | Need a confirmation popup after stage 1   |
| UX   | Course Builder page           | On the breakdown eg: Clinical experience - it's good to show number of hours per semester or year   |
|  |                               |   |



User Testing\_

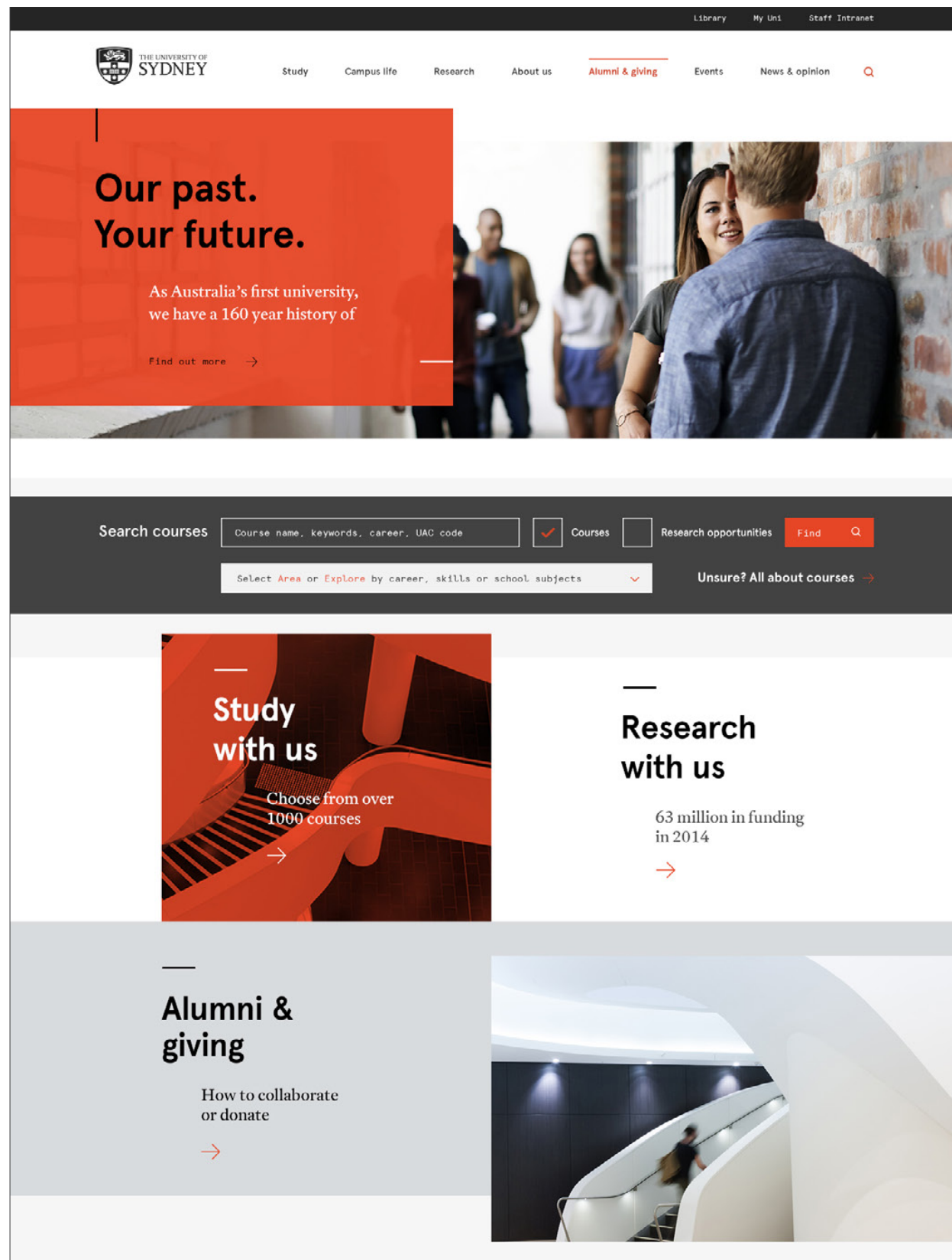
# Wireframe Updates – New link

Final wireframe link unavailable at the time of printing (V3)  
because wireframe final updates after user testing are still in  
progress.

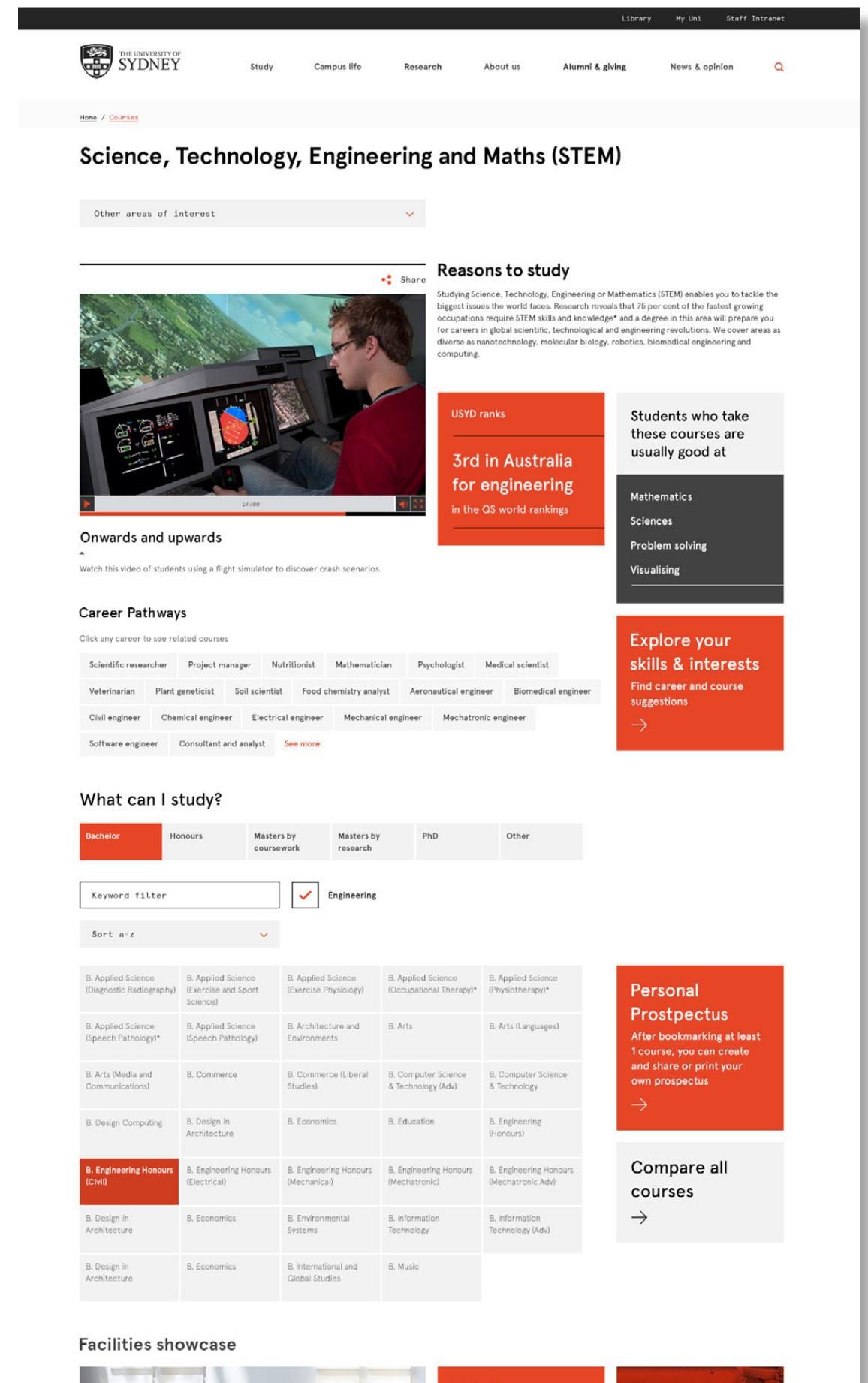
# Visual Designs: Desktop

A small selection of the visual designs for desktop

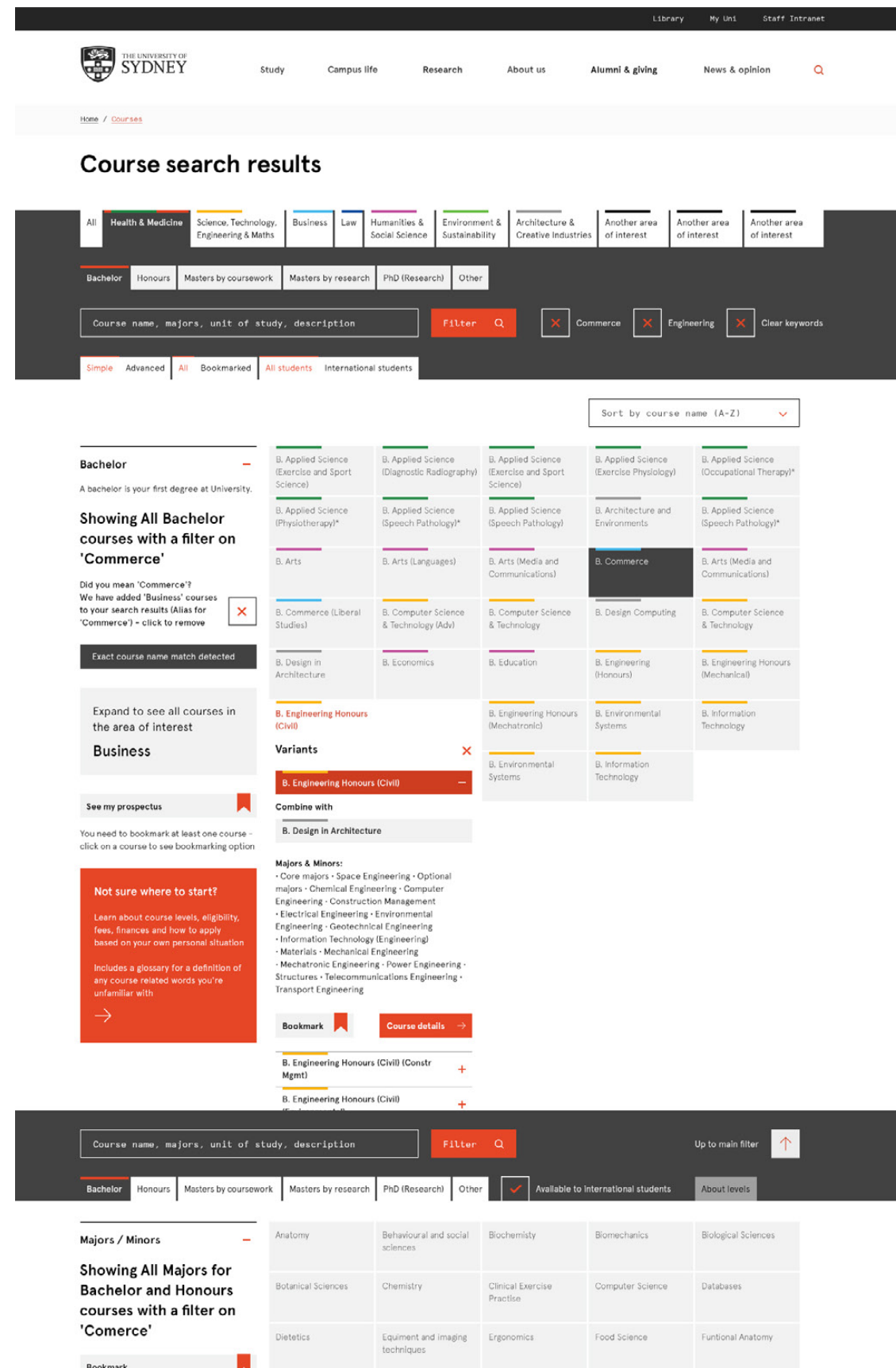
## An early homepage visual design



## The inspiration page - One for each of the 7-10 areas of interest

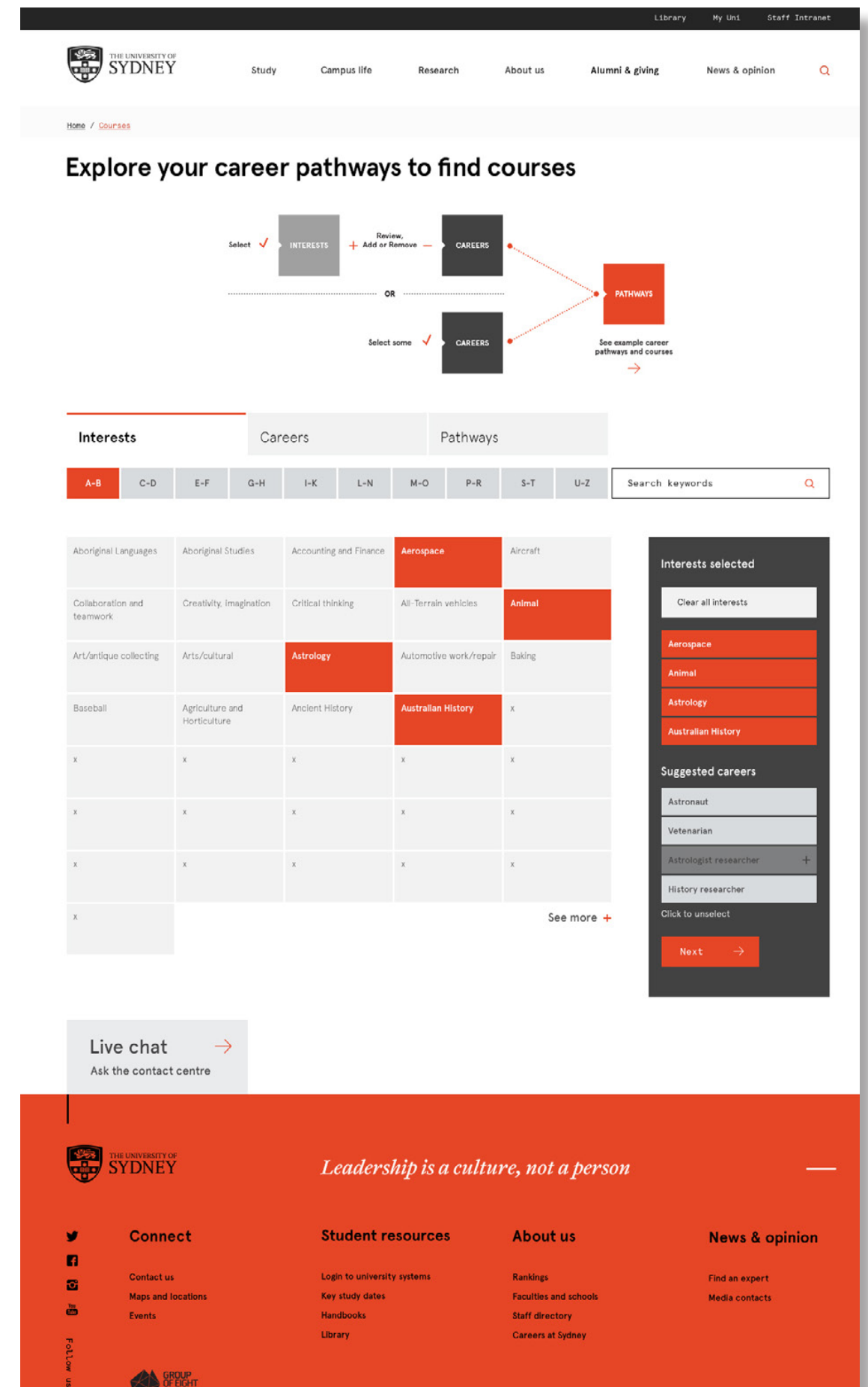


# Visual Designs: Desktop



An early course search results visual design – note the filter doesn't repeat, but the course result content slides up below it, so that it's always a on page, and the filter elements grey-out when not applicable to the current section

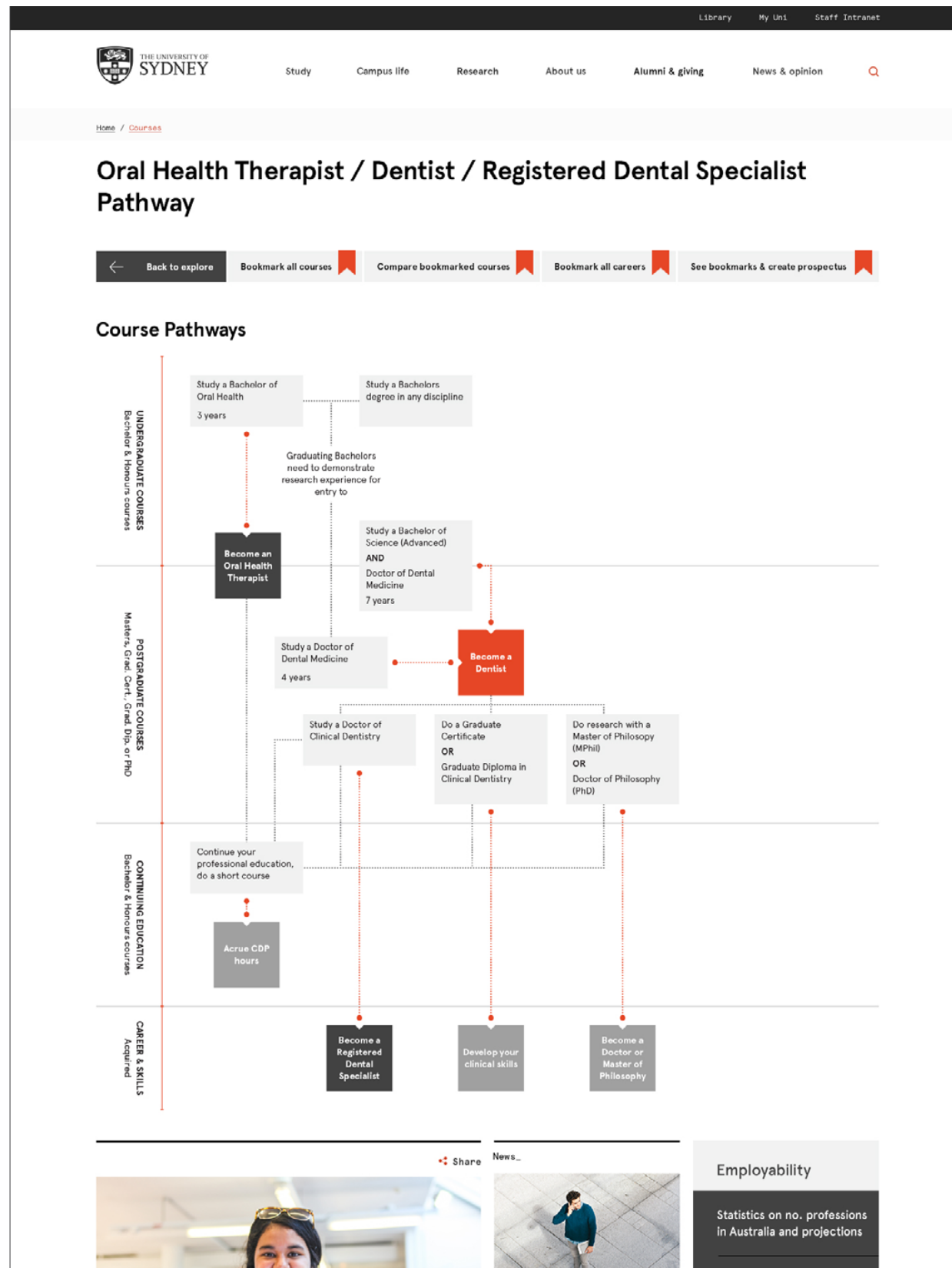
The Explore tool where students who know their interests gain access to a huge database of skills, careers and appropriate courses





# Visual Designs: Desktop

The Pathways diagram Page helping students navigate and validate their course and career pathways



This layout design represents the bottom portion of the website, focusing on graduate outcomes and career support. Key components include:

- Top Navigation:** Library, My Uni, Staff Intranet, Study, Campus life, Research, About us, Alumni & giving, News & opinion.
- Main Content Area:**
  - Video Player:** A video titled 'My STEM course and career' with a duration of 14:00.
  - Salary examples of our graduates:** A section highlighting that graduates enjoy starting salaries above the national average for accounting, business, and economics.
  - My STEM course and career:** A section encouraging students to watch a story of a student who did the STEM course 'XXK' and her resulting career path.
  - Graduate destinations:** A section reporting that 89.5% of Bachelor of Commerce graduates are working in the private sector, 9.6% in the public sector, and 0.9% in the not-for-profit sector. It includes a bar chart showing job satisfaction levels and a donut chart showing BCom graduate destinations by sector.
- Right Sidebar:**
  - Employability:** Statistics on no. professions in Australia and projections, showing 228,917 professions.
  - International travel opportunities:** A section with a placeholder text: 'Lorem ipsum dolor sit amet, etiam amaeconas ipsum consectetur adipiscing elit to link to an consectetur adipiscing external style sheet. Lorem ipsum dolor sit amet, etiam amaeconas ipsum consectetur adipiscing elit to link to an consectetur adipiscing external style sheet.'

Bottom of the same page, which after user testing has been split out into a seperate page called Graduate Destinations by pathway.




# Visual Designs: Desktop

An early course page which has recommended updates found in user testing, yet to be updated in design at the time of printing

Bottom of the course page where 'courses like this' can also be explored and emotional triggers are included such as on-campus clubs, accomodation and 'study Abroad'


Library
My Uni
Staff Intranet


Study
Campus life
Research
About us
Alumni & giving
News & opinion

Home / Courses

## Bachelor of Engineering with Honours (Aeronautical)

UAC code: 123456
USyd code: BPARTSAR70000



Employability
85% of students find work in the field of engineering
98% of students find professional roles
More graduate destinations

Bookmark course
See my personalised prospectus
Share Prospectus
Download
Apply now
Start learning with us
Ask a question

### Onwards and upwards

Watch this video of students using a flight simulator to discover crash scenarios.

Details

Bachelor
Honours
Masters by coursework
Masters by research
PhD (Research)
Other

Full-time: 4 years
Part-time: NA
Claim credit for prior learning
Faculty: Engineering and IT
Award Abbreviation: BEHons/BA
Campus: Darlington (map)
Grad. Cert Available: No
Grad. Dip. Available: No
International Student Visa Required: AU Student visa

Overview
This degree will provide you with a complex understanding of the design of a flight vehicle and a knowledge of aerodynamics, propulsion systems, structural design, materials, avionics, and stability and control systems. Your studies will cover the development and operation of aircraft both within the Earth's atmosphere and in space, from design and manufacture through to maintenance and operation.

Why Study at USYD?
3rd in Australia for Aeronautical Engineering
2nd in Australia for Engineering
Course accredited by the I.E.E
Course recognised internationally

Option to combine with
B. Architecture and Environments
B. Arts

Majors

|                     |                                 |                                  |                  |
|---------------------|---------------------------------|----------------------------------|------------------|
| Anatomy             | Behavioural and social sciences | Biochemistry                     | Biomechanics     |
| Biological Sciences | Chemistry                       | Clinical Exercise Practise       | Computer Science |
| Databases           | Dietetics                       | Equipment and imaging techniques | Ergonomics       |

Entry, Fees, Funding, How to Apply

All depends on your qualification and citizenship status
My qualification is from
Country
Qualification level
Commence studying in the year
Citizenship
Current / expected Visa

Your Entry Requirements
Required ATAR: 98.65
Alternate paths to entry
Entry requirement details
English language proficiency - international students only (IELTS)
sydney.edu.au/cet/ielts/aboutielts.shtml
Entry requirements non mandatory
Assumed knowledge
Prerequisites


Your Fee
Fee per year\*
Total fees\*
Total Student Contribution\*

More on applying via UAC

News\_
Graduate destinations
Our graduates enjoy starting salaries above the national average for accounting, business and economics. The median annual salary for Melbourne commerce graduates in 2010 was \$51,000 per annum, compared with the national average of \$45,000 for graduates in accounting, and \$45,000 in business/economics.
In 2010, 77% of Bachelor of Commerce graduates who were available for full-time work were employed full-time within four months of graduation.
Job satisfaction is high for Melbourne Bachelor of Commerce Graduates
BCom graduate destinations by sector
90% private sector
9.5% public sector
0.5% non-profit organisations

Other courses like this
Other courses in STEM (Science, Eng, Tech, Maths)
B. Applied Science (Exercise and Sport Science)
B. Applied Science (Exercise Physiology)
B. Arts
Share
Bookmark
Share
Bookmark
Share
Bookmark
See more
Related degrees up to
98.65
ATAR
B. Applied Science (Exercise and Sport Science)
B. Applied Science (Exercise Physiology)
B. Arts
Share
Bookmark
Share
Bookmark
Share
Bookmark
See more
Future Study Options
Some text and links to courses which follow on from this course
B. Architecture and Environments
B. Arts

Need help / careers advice?
Phone 1800 SYD UNI (1800 793 864) in Australia +61 2 8627 1444 outside Australia
Email sydney.uni@sydney.edu.au
We are available between 9am and 5pm Australian Eastern Standard Time, Monday to Friday.

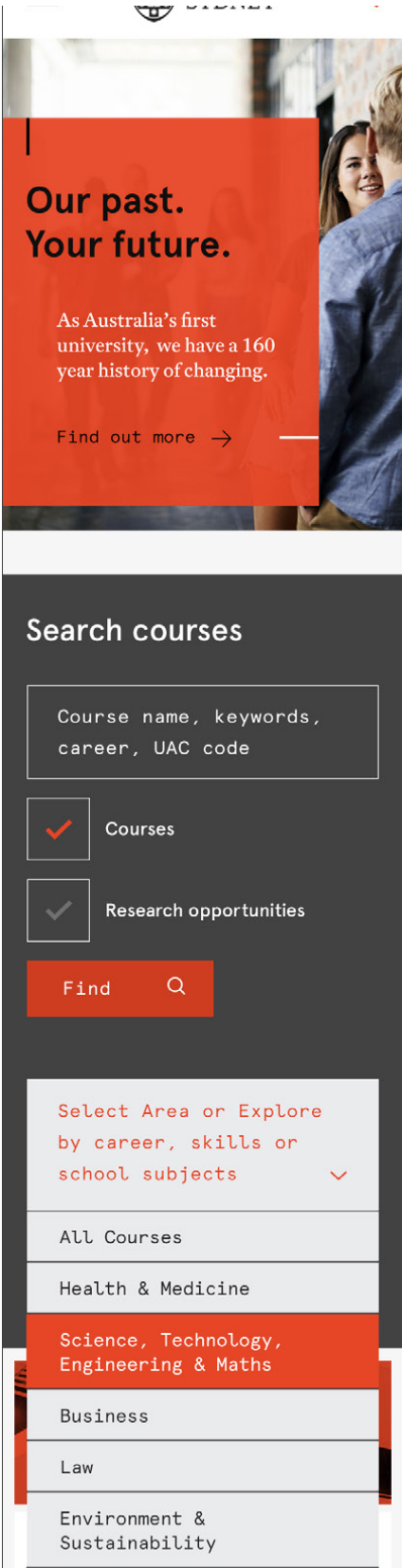
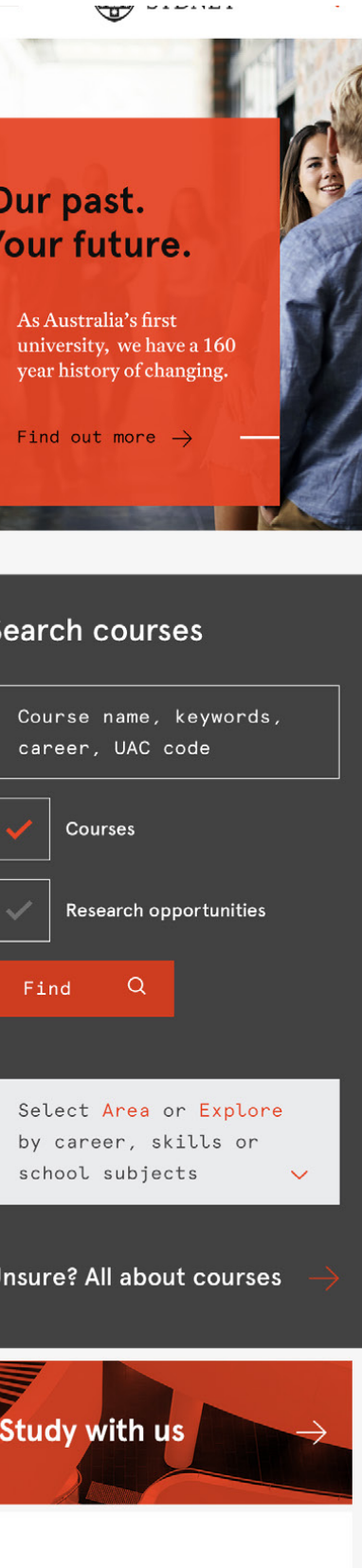
Experience & Practicalities
The Course Experience

My STEM course and career
Watch the story of a student who did the STEM course 'YX' and her resulting career path.
The Campus Experience

Bookmarks & prospectus
Compare bookmarked courses

Terms and Conditions

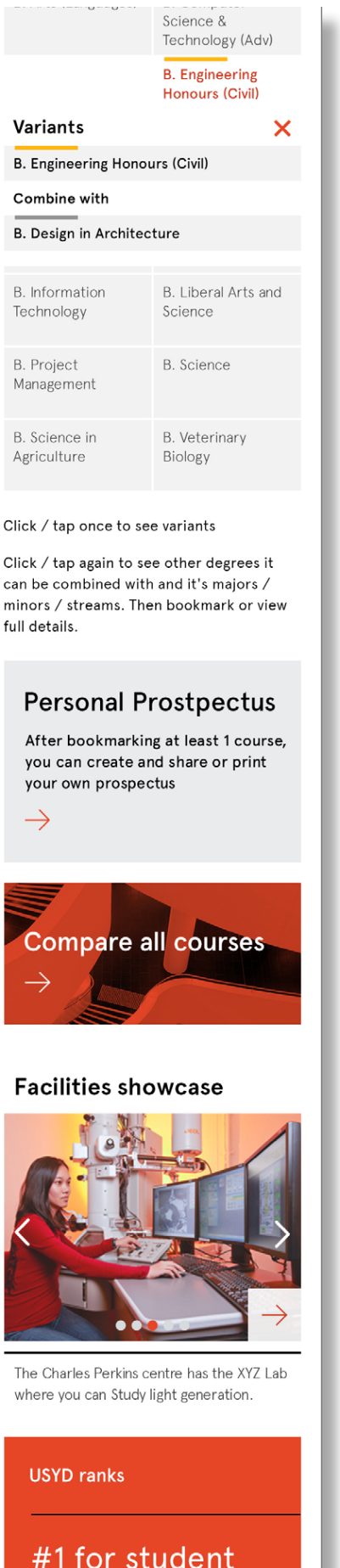
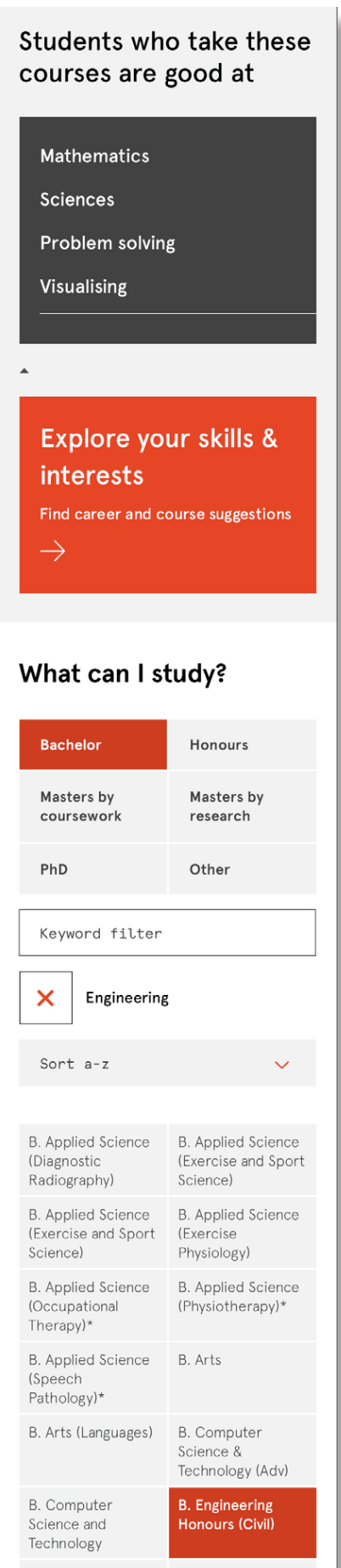
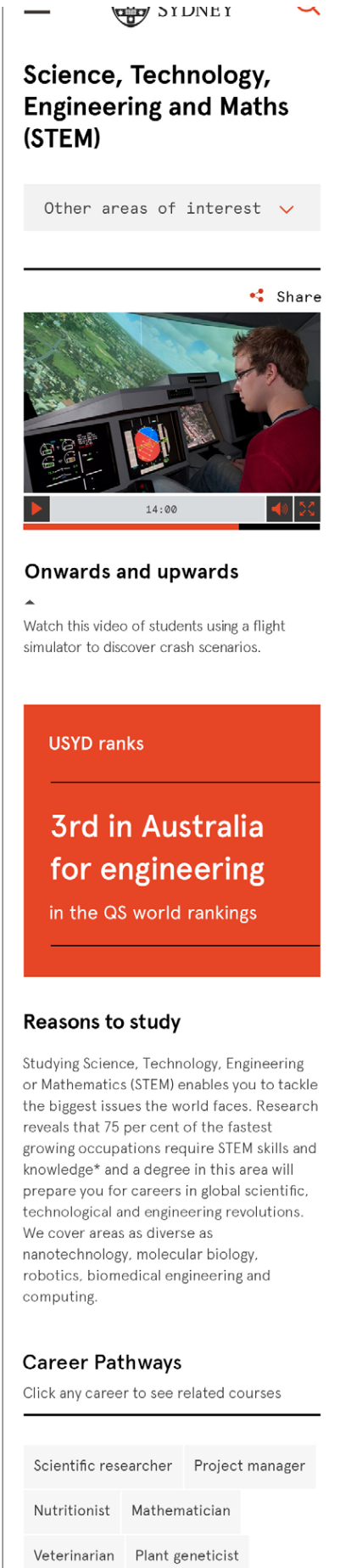
# Visual Designs: Mobile

A small selection of the visual designs for mobile




An early homepage visual design

The inspiration page - One for each of the 7-10 areas of interest





# Visual Designs: Mobile



Course search results

Areas of interest

Course levels

(A Bachelor is your 1st degree at University)

Keyword filter

Engineering

Sort by A-Z

Showing all Bachelor courses with a filter on 'Commerce'

Did you mean 'Commerce'?  
We have added 'Business' courses to your search results (Alias for 'Commerce') - click here to remove them

Exact course name match detected

|   |   |
|---|---|
| B. Applied Science (Diagnostic Radiography) | B. Applied Science (Exercise and Sport Science) |
| B. Applied Science (Exercise Physiology)    | B. Applied Science (Occupational Therapy)*      |
| B. Applied Science (Physiotherapy)*         | B. Applied Science (Speech Pathology)*          |
| B. Arts                                     | B. Arts (Languages)                             |
| B. Arts (Media and Communications)          | B. Commerce                                     |
| B. Commerce (Liberal Studies)               | B. Applied Science (Occupational Therapy)*      |

Variants

B. Engineering Honours (Civil)

Combine with

B. Design in Architecture

Majors & Minors:  
• Core majors • Space Engineering • Optional majors • Chemical Engineering • Computer Engineering • Construction Management • Electrical Engineering • Environmental Engineering • Geotechnical Engineering • Information Technology (Engineering) • Materials • Mechanical Engineering • Mechatronic Engineering • Power Engineering • Structures • Telecommunications Engineering • Transport Engineering

Bookmark

Course details

B. Engineering Honours (Civil) (Constr Mgmt)

B. Engineering Honours (Civil) (Environmental)

B. Engineering Honours (Civil) (Geotechnical)

B. Engineering Honours (Civil) (Structures)

See my prospectus

You need to bookmark at least one course first - click on a course box to see bookmarking option

Not sure where to start?

Learn about course levels and Eligibility, fees, finances and how to apply based on your own personal situation

Includes a glossary for a definition of any course related words you're not familiar with

Majors / Minors

Showing popular

Enter a keyword in the filter above to narrow your search

|                                  |  |
|----------------------------------|--|
| Anatomy                          | Behavioural and social sciences        |
| Biochemistry                     | Biomechanics                           |
| Biological Sciences              | Chemistry                              |
| Clinical Exercise Practise       | Computer Science                       |
| Databases                        | Dietetics                              |
| Equipment and imaging techniques | Ergonomics                             |
| Food Science                     | Functional Anatomy                     |
| Human Anatomy                    | Image processing                       |
| Information Systems              | Learning and control of human movement |

See more

Career Path

Commerce Careers

Enter a keyword in the filter above to narrow your search

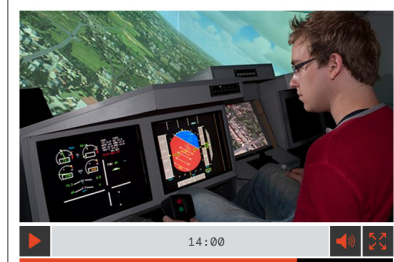
|                        |                                       |
|------------------------|---------------------------------------|
| Accountant             | Actuarial Analyst                     |
| Actuarial Consultant   | Advertising and Marketing Coordinator |
| Auditor                | Audit Associate                       |
| Business Analyst       | Business Development Manager          |
| Communications Officer | Environmental Economist               |
| Financial Analyst      | Graduate Accountant                   |

An early course search results visual design

## Bachelor of Engineering with Honours (Aeronautical)

UAC code: 123456

USyd code: BPARTSAR7000



### Onwards and upwards

Watch this video of students using a flight simulator to discover crash scenarios.

### Employability

**85% of students**

find work in the field of engineering

**98% of students**

find professional roles

More graduate destinations

Bookmark Course

See my personalised prospectus

Share

**Apply now**

Start learning with us

Ask a question

The Mobile course page

| Bachelor              | Honours             |
|-----------------------|---------------------|
| Masters by coursework | Masters by research |
| PhD                   | Other               |

Full-time: 4 years

Part-time: NA

Faculty: Engineering and IT

Campus: Darlington (map)

International Students: Graduate visa holders

### Why Study at USYD?

**3rd in Australia** for Aeronautical Engineering**2nd in Australia** for Engineering

Course accredited by the I.E.E.E

Course recognised internationally

### Overview

This degree will provide you with a complex understanding of the design of a flight vehicle and a knowledge of aerodynamics, propulsion systems, structural design, materials, avionics, and stability and control systems. Your studies will cover the development and operation of aircraft both within the Earth's atmosphere and in space, from design and manufacture through to maintenance and operation.

### Option to combine with

B. Architecture and Environments

B. Arts

### Majors

|                            |                                 |
|----------------------------|---------------------------------|
| Anatomy                    | Behavioural and social sciences |
| Biological Sciences        | Chemistry                       |
| Databases                  | Dietetics                       |
| Biochemistry               | Biomechanics                    |
| Clinical Exercise Practise | Computer Science                |

Use the course builder to see an example study plan, your options, UoS details and exact fee

On-Campus day

Study mode

On-Campus evening

Course Builder

### View the handbook

For info about how the different modes of study are combined

[sydney.edu.au/handbooks/](https://sydney.edu.au/handbooks/)

### Careers & Future Study

#### Career Pathways & Prospects

Select a career to see prospects. Students who complete this course have gone on to become:

|                                |                      |
|--------------------------------|----------------------|
| Scientific researcher          | Project manager      |
| Mathematician                  | Psychologist         |
| Plant Geneticist               | Civil Engineer       |
| Chemical Engineer              | Biomechanic Engineer |
| Clinical Exercise Practitioner | Computer Scientist   |

See more

Explore by career, skills, interests or school subjects

### News

#### Graduate destinations

Our most recent study reported that 89.5% of Bachelor of Commerce graduates are working in the private sector, 9.6% are working in the public sector and 0.9% are working in the not-for-profit sector. In addition:

- 95.2% of Bachelor of Commerce graduates were either very satisfied or moderately satisfied with their current job.
- 92.4% of Bachelor of Commerce graduates were working in an area either directly related or somewhat related to their course, and
- 92.7% of Bachelor of Commerce graduates viewed their current positions as either their desired position or a stepping stone to a desired position.

Final Designs\_

# UX Review: Visual Design

UX was closely involved in every visual design and the UX designer (Rachael Page) was seated next to the visual designer (Liam Gibbs) throughout the project and daily discussions occurred on top of Design handover meetings.

Final Design review was not available at the time of printing because the visual designs are still work in progress.



Final Designs\_

# UX Review: Build

Final build review was not available at the time of printing as build has not yet commenced.

End of document