

ACADEMIC BOARD REVIEW

PHASE TWO

FACULTY OF NURSING

16 OCTOBER 2003

REPORT AND RECOMMENDATIONS

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Note: This report draws on the information provided in the documentation considered by the Review Team as well as discussion with staff and students. In some places, material from the Self-Evaluation Report has been incorporated directly into the text.

1. MEMBERSHIP

1.1 Review Team

Professor Judyth Sachs (<i>Chair</i>)	Chair of the Academic Board
Professor Paul Ramsden	Pro-Vice-Chancellor (Teaching and Learning)
Professor Tim Hirst	Deputy Vice-Chancellor (Research and Innovation)
Dr Ines Krass	Faculty of Pharmacy

Review Team Secretary

Ms Barb McLean	Executive Officer (Quality Assurance)
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1.2 Senior Faculty representatives

1.2.1 The Review Team met the following Senior Faculty representatives during the first interview:

Professor Jocalyn Lawler	Dean
Professor Sue Armitage	Pro-Dean
Dr Maureen Boughton	HOD, Family and Community Nursing
Associate Professor Sandra West	HOD, Clinical Nursing
Ms Judith Romanini	Director, Alumni and Professional Relations Office
Ms Lynne Brown	Associate Dean (Undergraduate)
Dr Sue Forsyth	Associate Dean (Postgraduate)
Ms Kay Plymat	Associate Dean (International)
Ms Lynda Rose	Executive Officer

1.3 Students

1.3.1 The Review Team met three groups of students: ten undergraduate students; one postgraduate coursework student (by teleconference); and five postgraduate research students (including one by teleconference). The number of students was lower than anticipated due to the enforced relocation of the Review.

2. INTRODUCTION

2.1 The Academic Board Phase Two review of the Faculty of Nursing took place on 16 October 2003. This was the day of industrial action by some University staff. As a result of classes being cancelled and buildings being locked, the Faculty had to arrange an alternative site for the Review and to alert all staff and students. The Review Team commends the Faculty on the quality of its administrative support for the Review. It successfully instituted a seamless change of venues and produced a representative group of staff and students at late notice. (*See Commendation One*)

- 2.2 The Phase Two review complements the Phase One review, following up its recommendations and considering each Faculty's activities and quality assurance arrangements in relation to the seven goals of the University's Strategic Plan.
- 2.3 The Academic Board Phase One report of the visit in September 2002 recorded that the Faculty was in the midst of major change resulting from consolidation of the Faculty on the Mallett Street site and consequent restructuring. The Phase Two Self-Evaluation Report described a Faculty on the cusp of moving forward. In 2003 the Faculty commenced teaching the redesigned Bachelor of Nursing (pre-registration) and the innovative Bachelor of Nursing (Indigenous Australian Health); and in 2004 the Faculty of Nursing will offer these two undergraduate degrees in block release mode from the Centre of Regional Education at Orange (CREO).
- 2.4 These new courses demonstrate a greater integration of the Faculty into the University, with all first year students undertaking Biological Sciences in the Faculty of Science and the Koori Centre providing Indigenous Studies related to health care.
- 2.5 Another change the Faculty is facing is the need to develop a research culture. The Faculty has plans to replicate the model of the successful Education Development and Support Unit (EDSU) with the establishment in 2004 of the Research Development and Support Unit (RDSU). It is planned to appoint two senior academics with established and successful research profiles to lead the new Unit and to nurture the growth of research capability amongst Faculty staff.

3. QUALITY ASSURANCE

3.1 Self-Evaluation Report

- 3.1.1 The Review Team commends the Faculty for the quality of its Self-Evaluation Report. It indicates a revitalisation of the Faculty to a goal-oriented, forward thinking and engaged member of the University community. (*See Commendation Two*)

3.2 Benchmarking

- 3.2.1 The Review Team expressed the view that cross university benchmarking might be used by the Faculty as a means to decrease its isolation, to develop its staff and to speed the amalgamation of the Faculty into the University culture. However, it noted the difficulty in identifying appropriate external benchmarking partners, with the decentralised nature of the faculty at Monash, the smallness of the faculty at Melbourne and the direct competition with UTS. In addition to investigating Trinity College, Dublin as an international benchmarking partner, the Faculty could liaise with the Hochschule Bremen in Germany, the source of a number of Study Abroad students.
- 3.2.2 The Review Team recommends that the Faculty continue to identify international benchmarking partners as well as benchmarking common activities and processes within the College of Health Sciences. The Review Team recommends using the 2005 Nursing Research Conference as an opportunity to identify potential international and national benchmarking partners. (*See Recommendation One*)

4. GOAL ONE: QUALITY OF TEACHING

4.1 Response to the Phase One Review

- 4.1.1 The Phase One Review Report expressed concern at the insularity of the Faculty. The Faculty has responded by undertaking multiple approaches to integrate the Faculty into the University. Undergraduate students enrolled in the revised Bachelor of Nursing were enthusiastic about their 6 hours on the Camperdown Campus studying Biology. In addition the Faculty has arranged for students of the new Indigenous Australian Health qualification to undertake units at the Koori Centre, Yooroang Garang and the Faculty of Law. In 2004, the Bachelor of Nursing and the Bachelor of Nursing (Indigenous Australian Health) will be available from the University's Orange Campus as part of CREO.
- 4.1.2 The Review Team commends the Faculty on the revised Bachelor of Nursing and the innovative new Bachelor of Nursing (Indigenous Australian Health); particularly the manner in which these exploit strengths of the University while also integrating the Faculty into the University and avoiding the duplication of resources. (*See Commendation Three*)
- 4.1.3 The Self-Evaluation Report documents work already under way to review postgraduate coursework. Given the success of the Faculty's review of undergraduate courses, the Review Team commends the Faculty on its review of postgraduate coursework offerings and recommends that it includes Indigenous Australian Health in a new postgraduate course or as a speciality area in the current Master of Nursing, and continues with its goal for introduction of the new coursework offerings in 2005. (*See Recommendation Two*)
- 4.1.4 The Phase One Review recommended that the Faculty should strengthen its research activities. The Review Team noted that necessary preliminary work has commenced; the terms of reference for the Faculty's Research Committee had been revised and four priority research areas had been identified. See also Section 6 of this report.

4.2 The Clinical Experience

- 4.2.1 The Review Team noted that the new courses have been designed to respond to student concerns about a lack of clinical work. First year students appreciated the three hours of hospital visits and the forty hours of block placements they received but reported variability in the quality of the clinical experience. Some of these issues are beyond the control of the Faculty. The students commented that their visits took place in the afternoon, by which time all the procedures had taken place and patients were asleep. Another process issue was raised by double degree students where due to timetabling problems they missed all Semester One clinical practice.
- 4.2.2 Students commented negatively on the new form of assessment for clinical practice. They felt that Clinical Facilitators did not understand the criteria for High Distinction/Distinction/Credit/Pass/Fail. There was a perceived lack of consistency in assessment of clinical practice. The Review Team recommends that the Faculty should take a leadership role in bringing together participants in clinical training to address quality and process issues around the clinical experience. This might include an investigation of the means of rewarding individuals for their participation in clinical practice, e.g. by the appointment of Clinical Associates and Clinical Chairs. (*See Recommendation Three*)
- 4.2.3 The report on their clinical experience by students in the revised Bachelor of Nursing alerted second and third year students enrolled in the old course to the increase in clinical practice. While these existing students will have access to the newly redesigned Honours year, the Review Team felt that this was a long time to wait to gain some benefit from the revised

course. The Review Team recommends that the Faculty find ways for existing students to gain access to the new Bachelor of Nursing course. (*See Recommendation Four*)

4.3 Teaching Awards

4.3.1 The Review Team noted the intention of the Faculty to institute Faculty based excellence in teaching awards, but that the Terms of Reference and nomination processes have not yet been determined. Faculty staff reported a cultural reluctance to put themselves forward for either Faculty or University awards. The Review Team recommends that the Faculty investigate the Teaching Award schemes already in place in the College, particularly any schemes that involve nominations from both peers and students. (*See Recommendation Five*)

4.4 Assessment

4.4.1 The Review Team noted Faculty has responded to Assessment issues – both in measures to reduce variation and in the provision of timely feedback. Staff reported on the Faculty Review Day on Assessment, staff development on teamwork, and the development of Assessment Guidelines giving consistency and providing an audit trail in large classes where there are multiple markers, many of whom are casual members of staff. The inclusion in the Assessment Guidelines of a mandated assessment response time and the use of WebCT to communicate any variations from this schedule were seen as positive developments by the Review Team. The development of a logbook for clinical practice was noted; but the Review Team felt that the learning values of clinical practice needed further development. Students reported that questions did not relate to what they saw and were framed in a way that they could be undertaken independently of the hospital visit).

4.5 Access to the Library

4.5.1 The lack of access to the Library reported in the Phase One Review has been overcome by the provision of journals in digital format. The Review Team commends the Library for its work in developing the information literacy of Nursing Students, and in particular the Research Roundtable delivered to over 300 first year undergraduates. The Review Team recommends that the Faculty investigate the inclusion of a Research Roundtable as part of the review of postgraduate coursework offerings and investigate means of extending this research assistance to postgraduate research students. (*See Recommendation Six*)

4.6 Interaction between Staff and Students

4.6.1 The Review Team noted the formal mechanisms developed to enhance staff/student interaction – the introduction of Undergraduate and Postgraduate Staff/Student Liaison Committees and the inclusion of PhD students in the Faculty Research Fora. These appear to be met with mixed success, especially in the postgraduate area. The Faculty believes that this is largely due to the preponderance of part-time students in their postgraduate programs.

4.6.2 The Review Team were surprised to note the lack of curiosity and interest expressed by postgraduate research students in the research of other students and staff. The Review Team recommends that the Faculty investigate ways of fostering a collegiate culture amongst researchers, including ways to support an increase in the numbers of full-time postgraduate research students. (*See Recommendation Seven*)

4.7 Student Evaluation

4.7.1 The Review Team sensed a tendency to over-evaluate within the Faculty. Given the implementation of the new undergraduate courses and the data in hand to redevelop the postgraduate coursework offerings, the Review Team felt that the Faculty could adopt the

triennial evaluation recommended in Academic Board policy *The Management and Evaluation of Teaching*.

5. GOAL TWO: DIVERSITY, ACCESS AND EQUITY

5.1 Indigenous Australians

5.1.1 The Faculty is a University centre of best practice in both the method used to develop the course and the final product of the new Bachelor of Nursing (Indigenous Australian Health). It has also appointed an Indigenous Student Advisor, formed an Indigenous Nursing Advisory Committee, included a compulsory unit on Indigenous Australia in its Bachelor of Nursing, and provided support for indigenous students. The Review Team commends the Faculty on its work to improve the access of its courses to Indigenous Australians and increasing the knowledge of all students about Indigenous Australia. (*See Commendation Four*)

5.2 Rural and Remote Students

5.2.1 The Review Team noted the flexibility in mode of delivery of postgraduate and post-registration units of study and the plan to offer the two new undergraduate courses in block release mode at CREO from 2004. Students studying in distance mode commented positively on the quality of the coursework and the application of assignments to their workplace. However they did report a sense of isolation. The Review Team recommends that the Faculty investigate the use of the communication modules of WebCT and the development of class email groups to overcome remote students' sense of isolation. (*Recommendation Eight*)

5.3 Access to the Services on Camperdown/Darlington Campus

5.3.1 As mentioned in Section 4.1.1, first year undergraduates spend six hours on the Camperdown/Darlington Campus studying Biology. They appreciated the access to services such as the Library and other student facilities this facilitated and reported feeling "part of the University". However double degree students reported problems with timetabling clashes across the two campuses. The Review Team recommends that the Faculty negotiate again with Facilities Planning and Management for a shuttle bus between the two campuses. (*See Recommendation Nine*)

6. GOAL THREE: EXCELLENCE IN RESEARCH

6.1 Development of a Research Culture

6.1.1 As mentioned in Sections 4.1.4 and 4.5.1, the Faculty has taken positive steps to commence building a research culture. Research students reported equivalent access to facilities with staff, access to teaching, inclusion in the Faculty Research Symposium, and access to funding for conferences.

6.1.2 These initiatives are detrimentally affected by an individualistic and non collegial culture. Within the profession there appears to be little recognition of any need for continuing professional development or the value of a research culture. Research students were singularly focussed on their own research and appeared not to take an interest in other research taking place, or even different research methodologies. Access to resources, such as qualitative research software, was not requested.

6.1.3 To encourage the development of a research culture the Faculty has assigned resources in the 2004 budget to fund the new Research Development and Support Unit (RDSU), to fund champions to lead the four research priority areas and to provide staff access to seeding grants

to fund the development of grant applications, especially in the 4 nominated research priority areas.

6.1.4 The Review Team commends the Faculty for the initiatives it has developed and funded in order to embed a research culture within the Faculty. (*See Commendation Five*)

6.1.5 The Review Team recommends that one of the initial responsibilities of the RDSU be a review of the Faculty's Research Plan. The revised Plan should include Key Performance Indicator's, timeframes and an allocation of responsibility. (*See Recommendation Ten*)

6.2 Collaborative Research

6.2.1 Cooperative research projects could be used by the Faculty to hone the skills in obtaining competitive external research grants, continue the development of staff research skills and to assist in developing collegial and collaborative ways of working.

6.2.2 The Review Team commends the Faculty for the development of the Research Centre for Adaptation in Health and Illness, a collaboration with the Faculty and the Central Sydney Area Health Service; and the discussions underway with the South East Sydney Area Health Service and the Office of the Chief Nurse regarding joint appointments for nursing research. (*See Commendation Six*)

6.2.3 It is noted that two of the four research priority areas (ageing and Indigenous health) are also research priorities within the College of Health Sciences. The Review Team recommends that the Faculty liaise with the College Dean of Research and Development to investigate opportunities for cooperative research projects in these priority areas. (*See Recommendation Eleven*)

6.3 Completion Rates

6.3.1 In response to poor PhD completion rates the Faculty has implemented an annual progress review. The Faculty has also documented its expectations regarding progress and has honed its skills at selecting candidates most likely to succeed. The Faculty Research Symposium mentioned in Section 6.1.1 above, is also an attempt to improve completion rates by identifying role models and mentors for current candidates.

6.4 Supervision

6.4.1 While other faculties have weekly meetings between supervisors and PhD students; in the Faculty of Nursing, these meetings are monthly. Student response to this frequency was mixed. Part-time candidates felt that this was adequate and realistic contact, as they were working. Full-time students reported that it was inadequate "to pick things up in the corridors".

7. GOAL FOUR: INTERNATIONALISATION

7.1 Progression Rates

7.1.1 While numbers of International students are increasing in undergraduate programs, their progression rates are declining. The Faculty has addressed this by appointing an Associate Dean (International) and Year Advisors to monitor and support International students. Additional tutorials have been provided for International students as a response to feedback that they were not coping with self-directed learning and flexible delivery mode. These forms of assistance were appreciated by students. However, International students reported that the removal of the Student Counselling Service away from the Education Building to the

International Office meant that their personal support needs were not being met and their sense of isolation was increasing.

- 7.1.2 The Faculty reported a process around identifying students at risk – offering graduated access to the MASUS Test and Learning Centre workshops in grammar and expression. This process is currently optional. The Review Team recommends that the Faculty investigate making compulsory its process for the identification and remediation of NESB and International students at risk. A model is available in the Student Preparation Program provided for International Students by the Faculty of Health Sciences. (*See Recommendation Twelve*)

7.2 International Curriculum

- 7.2.1 International students reported positively on the new BN (Australian Indigenous Health). They felt that they could use course content for indigenous groups in their countries. An opportunity for international field trips was offered in the Unit of Study called International Health Care. The Review Team commends the Faculty on the internationalisation of content in its programs. (*See Commendation Seven*)

8. GOAL FIVE: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS

8.1 Formal Mechanisms of Engagement

- 8.1.1 Faculty engagement with its profession is formalised through the process of course accreditation. The NSW Nurses Registration Board accredits all courses leading to practice as a nurse or midwife. The Faculty is both a recipient (the new undergraduate programs have been given 7 years accreditation) and a contributor in this process (the current Chair is a member of Faculty). Likewise, Faculty engagement with government is at two levels – strategic; and as the major employer of its graduates. The Self-Evaluation Report also documents engagement in the form of successful grants and projects with both state and federal governments.

8.2 Informal Mechanisms of Engagement

- 8.2.1 The lack of a culture of continuing professional development and an Industrial Award that removes the responsibility of nurses to mentor students, limits the informal engagement opportunities of the Faculty with the profession. Section 4.2 deals with process issues around the clinical experience, and indicates a divide between education and practice. Students reported that many nurses at placements were unhelpful and that they felt that they were “in the way”. Staff reported the difficulty and the length of time taken to negotiate clinical experience with the hospitals.
- 8.2.2 Informal mechanisms of engagement with Area Health Services, the hospitals and the nurses involved in the clinical experience need to be nurtured by the Faculty. The Review Team recommends the Faculty take a leadership role in bringing together the participants in clinical training to address quality and process issues around the clinical experience. This could include an investigation of the means of rewarding individuals for their participation in clinical practice, e.g. by the appointment of Clinical Associates and Clinical Chairs. (*See Recommendation Three*)

9. GOAL SIX: EFFECTIVE MANAGEMENT

9.1 Academic Practice Committee

- 9.1.1 The Review Team commends the Faculty on the work of its Academic Practice Committee. Through its work on the statistical analysis of results, the development of the Faculty

Teaching and Learning Plan and its Research Roundtables it has become an engine room for change and renewal. (*See Commendation Eight*)

9.2 Redesign of the Faculty Web presence

9.2.1 The Review Team commends the Faculty for the user friendly and informative redesign of its Web presence. (*See Commendation Nine*)

9.3 Student Administration

9.3.1 The Review Team commends the Faculty for the marked improvement in the student approval rate for Student Administration in the 2002 SCEQ. The Self-Evaluation Report credits a restructure, an increase in opening hours of the Faculty Office, and improved communication processes with students as possible contributing factors. (*See Commendation 10*)

10. GOAL SEVEN: SERVICE TO THE COMMUNITY

10.1 The Faculty contact with its community is chiefly through the Alumni and Professional Relations Office (APRO) and the Nursing Alumni Association. APRO has provided professional development courses for local and international clients.

10.2 There is little contact with the general community, beyond those forged through the establishment of the Bachelor of Nursing (Australian Indigenous Health) both in Sydney and at Orange.

11. CONCLUSIONS

11.1 Commendations

1. The Review Team commends the Faculty on the quality of its administrative support for the Review. It successfully instituted a seamless change of venues and produced a representative group of staff and students at late notice. (*See Section 2.1*)

Quality Assurance Processes

2. The Review Team commends the Faculty for the quality of its Self-Evaluation Report. It indicates a revitalisation of the Faculty to a goal-oriented, forward thinking and engaged member of the University community. (*See Section 3.1.1*)

Goal One: Quality of Teaching

3. The Review Team commends the Faculty on the revised Bachelor of Nursing and the innovative new Bachelor of Nursing (Indigenous Australian Health); particularly the manner in which these exploit strengths of the University while also integrating the Faculty into the University and avoiding the duplication of resources. (*See Section 4.1.2*)

Goal Two: Diversity, Equity and Access

4. The Review Team commends the Faculty on its work to improve the access of its courses to Indigenous Australians and increasing the knowledge of all students about Indigenous Australia. (*See Section 5.1.1*)

Goal Three: Excellence in Research

5. The Review Team commends the Faculty for the initiatives it has developed and funded in order to embed a research culture within the Faculty. *(See Section 6.1.4)*
6. The Review Team commends the Faculty for the development of the Research Centre for Adaptation in Health and Illness a collaboration between the Faculty and the Central Sydney Area Health Service; and the discussions underway with the South East Sydney Area Health Service and the Office of the Chief Nurse regarding joint appointments for nursing research. *(See Section 6.2.2)*

Goal Four: Internationalisation

7. The Review Team commends the Faculty on the internationalisation of content in its programs. *(See Section 7.2.1)*

Goal Six: Effective Management

8. The Review Team commends the Faculty on the work of its Academic Practice Committee. Through its work on the statistical analysis of results, the development of the Faculty Teaching and Learning Plan and its Research Roundtables it has become an engine room for change and renewal. *(See Section 9.1.1)*
9. The Review Team commends the Faculty for the user friendly and informative redesign of its Web presence. *(See Section 9.2.1)*
10. The Review Team commends the Faculty for the marked improvement in the student approval rate for Student Administration in the 2002 SCEQ. *(See Section 9.3.1)*

11.2 Recommendations

Quality Assurance Processes

1. The Review Team recommends that the Faculty continue to identify international benchmarking partners as well as benchmarking common activities and processes within the College of Health Sciences. The Review Team recommends using the 2005 Nursing Research Conference as an opportunity to identify potential international and national benchmarking partners. *(See Section 3.2.2)*

Goal One: Quality of Teaching

2. The Review Team commends the Faculty on its review of postgraduate coursework offerings and recommends that it includes Indigenous Australian Health in a new postgraduate course or as a speciality area in the current Master of Nursing, and continues with its goal for introduction of the new coursework offerings in 2005. *(See Section 4.1.3)*
3. The Review Team recommends that the Faculty should take a leadership role in bringing together participants in clinical training to address quality and process issues around the clinical experience. This might include an investigation of the means of rewarding individuals for their participation in clinical practice, e.g. by the appointment of Clinical Associates and Clinical Chairs. *(See Sections 4.2.2 and 8.2.2)*
4. The Review Team recommends that the Faculty examine ways for existing students to gain access to the new Bachelor of Nursing course. *(See Section 4.2.3)*

5. The Review Team recommends that the Faculty investigate the Teaching Award schemes already in place in the College and University, particularly any schemes that involve nominations from both peers and students. (*See Section 4.3.1*)
6. The Review Team recommends that the Faculty investigate the inclusion of a Research Roundtable as part of the review of postgraduate coursework offerings and investigate means of extending this research assistance to postgraduate research students. (*See Section 4.5.1*)
7. The Review Team recommends that the Faculty investigate ways of fostering a collegiate culture amongst researchers, including ways to support an increase in the numbers of full-time postgraduate research students. (*See Section 4.6.2*)

Goal Two: Diversity, Equity and Access

8. The Review Team recommends that the Faculty investigate the use of the communication modules of WebCT and the development of class email groups to overcome remote students' sense of isolation. (*See Section 5.2.1*)
9. The Review Team recommends that the Faculty negotiate again with Facilities Planning and Management for a shuttle bus between the two campuses. (*See Section 5.3*)

Goal Three: Excellence in Research

10. The Review Team recommends that one of the initial responsibilities of the RDSU be a review of the Faculty's Research Plan. The revised Plan should include Key Performance Indicators, timeframes and an allocation of responsibility. (*See Section 6.1.5*)
11. The Review Team recommends that the Faculty liaise with the College Dean of Research and Development to investigate opportunities for cooperative research projects in the priority areas of ageing and indigenous health. (*See Section 6.2.3*)

Goal Four: Internationalisation

12. The Review Team recommends that the Faculty investigate making compulsory its process for the identification and remediation of NESB and International students at risk. A model is available in the Student Preparation Program provided for International Students by the Faculty of Health Sciences. (*See Section 7.1.2*)

Professor Judyth Sachs
Chair, Review Team

October 31 2003

APPENDIX ONE: FACULTY RESPONSE TO PHASE ONE RECOMMENDATIONS

<p>Recommendation 1</p>	<p>The College and the University should endeavour to work collaboratively with the Faculty to achieve greater integration of the Faculty into the University</p>
<p>Action taken by Faculty</p>	<p>Commencing in 2003 students undertaking the Bachelor of Nursing are required to complete a minimum of two units of study outside the Faculty. In Year 1 of the degree students take two units (one per semester) in the Faculty of Science. In Year 3 students have the option of undertaking an elective unit from another Faculty. Students who commenced in the Bachelor of Nursing (Indigenous Australian Health) in 2003 are also required, in addition to those units run by the Faculty of Science, to undertake units at the Koori Centre, Yooroang Garang and the Faculty of Law.</p> <p>This year the Faculty has been working towards providing the Bachelor of Nursing and the Bachelor of Nursing (Indigenous Australian Health) to students wishing to study at the University's Orange campus. These courses will be offered commencing in 2004.</p> <p>At the postgraduate level several specialty areas of the Master of Nursing will offer electives run by other Faculties.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>The Faculty has commenced discussions with both the Dubbo and Lismore Clinical Schools (Faculty of Medicine) to consider possible sharing of resources and collaboration on research projects.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>Whilst there have been some minor timetabling difficulties introducing the units of study offered by the Faculty of Science, the Faculty believes this move has been successful both academically and in encouraging students to become more aware of other areas of the University. It should be noted, however, that due to the professional requirements of the degrees, further integration at the undergraduate level would be difficult.</p> <p>There has been considerable interest in Orange and the surrounding areas in the courses scheduled to commence in 2004 and the Faculty is encouraged by this interest.</p>

<p>Recommendation 2</p>	<p>The Review Team recognised the progress that has been made so far by the Faculty in developing its research profile and welcomed the Faculty's stated commitment to further developing and refining its research agenda. It recognised that the Faculty's progress in research takes place in the context of a professional environment which is still in the process of adjusting to the significant changes occurring in nursing education. The Team therefore recommended that the Faculty seek to maximise the support available from the College and the University in strengthening its research activities, and in strengthening the collaboration and support of the profession.</p>
<p>Action taken by Faculty</p>	<p>Since Phase One of the Academic Board Review, The Faculty has continued to experience some turbulence with ongoing re-profiling of staff. A number of voluntary redundancies have had an influence on research productivity and there have been some distractions that have affected research performance adversely. Nevertheless, staff are continuing to develop their research expertise and the Faculty is poised to begin a period of strategic growth in order to focus on levels of research activity commensurate with the expectations of a leading research university.</p> <p>A Research Working Group of the Faculty has met on several occasions in order to discuss and strategically plan ways to encourage, strengthen and support the research focus of the Faculty. Terms of reference for the Faculty of Nursing Research Committee were revised and a number of proposals put forward. Recommendations were made to the Dean's Advisory Committee of Faculty.</p> <p>Four research priority areas for the Faculty have been identified: (i) ageing; (ii) Indigenous health and nursing; (iii) the patient, processes of care and illness experience; and (iv) midwifery.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>There is included in the budget for 2004 provision for the establishment of a Research Development and Support Unit (RDSU) with the concomitant appointment of senior academics and support staff. The terms of reference for the RDSU will be the development of the Faculty's research profile both by undertaking research and by monitoring, supporting and reporting on the research activity in the Faculty. Benchmarking will also be among the unit's area of responsibility.</p> <p>Seeding Grants for early stage and developed research projects will be offered to staff of the Faculty in 2004. Projects submitted by research teams will be viewed favourably. It is intended the projects will be achievable and completed within a maximum three year period. Funding for each year will be consequent on previously identified performance indicators being achieved.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>It is too early to evaluate the success of the proposals given here but early responses from staff have been favourable to the notion of a unit to support their research activity and seeding grants to enhance the speed of their performance.</p>

Recommendation 3	It is strongly recommended that the Faculty consider, as a matter of urgency, ways to respond to the current undergraduate student concerns regarding the amount of clinical work included in the undergraduate programs, the perceived lack of relevance of the theory components to the practice of Nursing, and the students' overall low level of satisfaction with the course. It is recommended that the Faculty enter into formal discussions with the current First and Second Year students with a view to addressing these issues. Again, it is recommended that this should be done as a matter of urgency. In accordance with Academic Board policy, students should be advised of the outcomes of their feedback.
Action taken by Faculty	(1) Clinical time for Year 3 of the 'old' BN has been extended within the limits of externally determined constraints. Discussions have been held with Year 2 students about options available for them in 2003 and 2004 (when the old curriculum will cease). (2) A detailed analysis of SCEQ data has been conducted (and these continue) both in respect of individual cohorts' satisfaction over the time of their degree and among cohorts. There is rising satisfaction with some areas, particularly IT support, and this has been further supported by (a) doubling the capacity of the computer labs, (b) extending the use of WebCT; (3) Courseware is being progressively enhanced through the Education Development and Support Unit.
Further action planned but not yet implemented (if appropriate)	(1) Refurbishing the IT support in clinical labs in readiness for 2004. (2) Implementation team to ensure that Years 1 and 2 of the new degrees evolve as pedagogically coherent and strong in relation to theory and practice and the generic and nursing-specific attributes.
Faculty's evaluation of the success of action taken	The new degree patterns commenced in 2003 have made a significant impact on students' appreciation of the links and discontinuities between theory and practice. Some of what students learn as appropriate care (sometimes understood as 'theory') cannot be achieved in the current circumstances that prevail in the Australian health system. What can be done to offset these difficulties is and will be done.
Recommendation 4	While commending the positive feedback from students on excellence in some areas of the Faculty's teaching (see Commendation 7), the Review Team recommended that the Faculty consider ways to foster the recognition and reward of excellence in teaching within the Faculty, finding ways to encourage, for example, applications for excellence in teaching awards.
Action taken by Faculty	The Faculty has accepted this recommendation and will be introducing a scheme to both foster and reward excellence in teaching. Discussions are continuing as to the processes to be implemented.
Further action planned but not yet implemented (if appropriate)	Commencing in 2004 the Faculty will be introducing Faculty based excellence in teaching awards. The Academic Practice Committee will determine the terms of reference for these awards and the form in which recognition will take place.
Faculty's evaluation of the success of action taken	Evaluation of these awards will take place at the end of 2004.

<p>Recommendation 5</p>	<p>The Faculty should continue to develop, monitor, and review the effectiveness of the flexible mode of delivery, including greater consultation with students. Faculty should consider ways to underpin both flexible delivery and self-directed learning to develop the independent learning skills needed for students to gain maximum benefit from current modes of delivery. Particular efforts should be made to ensure that marketing materials (including international marketing materials) explain the nature of the delivery mode and attendance pattern. The Faculty should also consider ways to provide further support to students who are experiencing difficulties in adapting to the flexible mode and more self-directed forms of learning. International students are likely to require the most support.</p>
<p>Action taken by Faculty</p>	<p>The flexible mode of delivery has been monitored and its effectiveness reviewed in discussion with students. In some units of study, where it is appropriate, additional (optional) tutorials have been added between study days; and these improvements have been appreciated by students. As a result of these modifications, in 2004, the pattern of flexible delivery will be changed to accommodate the suggested preferences of students.</p> <p>In 2004, some units of study will be offered more intensively over a shorter period of time in half of one semester. Most postgraduate students in the Faculty of Nursing are enrolled on a part time basis. This means that students who enrol in two units of study each semester will be able to study two units sequentially rather than consecutively throughout the whole of one semester as at present.</p> <p>All material for students enrolled in postgraduate modes of study in the flexible or distance mode is prepared and processed through the Education and Development Support Unit of the Faculty. The presentation of material is standardised to a high quality and the processes for distribution of material, submission and collection or posting of assignments is centralised.</p> <p>Information provided to students and prospective students provide a clear explanation of the requirements for study in both the flexible and distance education modes.</p> <p>The Associate Dean (International) carries responsibility to provide additional contact and support for international students. This works well and they are known to her on an individual basis.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	
<p>Faculty's evaluation of the success of action taken</p>	<p>The altered mode of attendance will be monitored after its introduction in 2004.</p>
<p>Recommendation 6</p>	<p>The Faculty should consider ways to respond to student dissatisfaction regarding the recent decrease in tutorial time.</p>
<p>Action taken by Faculty</p>	<p>The circumstances that led to this recommendation will cease to exist at the end of 2003. In the interim, measures have been employed to assist students.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>In 2004 all Year 2 students will have weekly tutorials timetabled for each unit of study. This will progress to Year 3 in 2005.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>Evaluation of this will not be possible until the end of 2004.</p>

Recommendation 7	<p>It is recommended that the Faculty continue to review its policies and practices on providing students with feedback on assessed work, with a view to achieving greater consistency across the Faculty in providing timely and effective feedback. Student views identified feedback on practical work as a particular area for improvement.</p>
Action taken by Faculty	<p>In association with the revision of the BN curriculum the previously foreshadowed changes in this area have now been implemented in Year 1. Student feedback has been enhanced by the use of a logbook which records the students' experiences and associated reflections and includes individual commentary from the clinical facilitator.</p> <p>The format for the assessment of student clinical experience has also been extensively revised and is now based on written commentary on core elements of practice appropriate and additional specific areas of practice addressed within each clinical unit of study. Summary commentary of these assessments and the opportunity to include personal comments is provided for each student.</p>
Further action planned but not yet implemented (if appropriate)	<p>The above approach will be implemented in all subsequent year's of the degree over the next two years.</p>
Faculty's evaluation of the success of action taken	<p>Initial evaluation of this approach has been conducted for Semester 1 units of study. Students report satisfaction with the approach taken for the assessment of their clinical practice and although some students did want to discuss the completed assessments staff report an increased level of student understanding of the aims and appropriate outcomes for this component of the unit of study.</p>

<p>Recommendation 8</p>	<p>The Faculty is encouraged to consider ways to respond to student views on the need for the provision of weekend library support.</p>
<p>Action taken by Faculty</p>	<ul style="list-style-type: none"> ▪ Both Fisher Library and the Medical Library are open on the weekend. These libraries are staffed to provide weekend service to all library clients, including those from the Faculty of Nursing. ▪ In the last five years, the Library has purchased most of its journal resources in an electronic format, so that students may have access to journal literature at home or at their workplace 24 hours a day, 7 days a week. The University of Sydney Library now subscribes to 54,000 electronic journals, many of them in the biomedical and nursing fields. ▪ The library offers an email “Ask a Librarian” reference service, where students can receive email advice on their reference questions from a professional librarian. Queries from Nursing students are directed to the Nursing Librarian. ▪ In 2003, First Year Undergraduates enrolled in the Unit of Study <i>Nursing Concepts: an Introduction</i> completed a strand called <i>Research Roundtable</i>. This compulsory strand consisted of one lecture and four small group tutorials delivered by professional librarians from the Nursing Library. Research Roundtable was designed to make students aware of sources of nursing literature, both print and electronic, to show them how to gain access to web resources, and to teach them how to search electronic databases to find relevant literature on a topic. Over 300 students attended Research Roundtable tutorials. ▪ Postgraduates in the Faculty of Nursing were offered similar tutorials by the Library at the time of their enrolment. It has not been possible to make these tutorials compulsory for postgraduates, and not all of them take up the opportunity that is offered. <i>This is an area that has been identified by the Nursing Library as an area that needs improvement.</i> If students are not aware that they can access their research literature at home, they are anxious about library opening hours. ▪ Postgraduates can register to use the Library’s Document Delivery service, through which they can obtain a copy of any research article they require from anywhere in the world. This service is available to them without charge. Articles are mailed to students living outside the County of Cumberland. The Nursing Library is about to change its mode of delivery so that all patrons will receive these articles as email attachments. Explanation of this service is part of the tutorials given by the Library to Postgraduate Students.
<p>Further action planned but not yet implemented (if appropriate)</p>	
<p>Faculty’s evaluation of the success of action taken</p>	

Recommendation 9	The Faculty is encouraged to involve more staff from across the Faculty in the development of its next Teaching and Learning Plan, and to make arrangements to encourage the dissemination and discussion within the Faculty of this and other Faculty plans and key documents (such as the Self-evaluation Report) with a view to achieving a stronger sense of ownership among the Faculty's teaching staff.
Action taken by Faculty	A working group with members drawn from various levels of academic staff and from departments of the Faculty was involved in the development of the current Teaching Learning Plan. The plan was then taken to a committee of Faculty for ratification and disseminated to members of the two academic departments of the Faculty. Contributions to writing the Self-Evaluation Report have been made by a variety of staff in the Faculty and all staff hold responsibilities relating to the areas of the recommendations.
Further action planned but not yet implemented (if appropriate)	The Faculty is currently in the planning stages of new strategic plans that are necessary and aligned to the College of Health Sciences strategic plans. These are scheduled for completion by the end of 2003 and will involve a significant proportion of the Faculty student body.
Faculty's evaluation of the success of action taken	No feedback has yet been received on the 2003 Teaching and Learning report.

Recommendation 10	<p>As part of the Faculty's foreshadowed development of research, the Faculty should develop its policies and practices in relation to PhD candidatures to ensure compliance with University policies and procedures with a view to ensuring a more active research culture, greater interaction between staff and students, greater links with the research support activities available on the main University campus, and compliance with minimum standards of financial support to students.</p>
Action taken by Faculty	<p>More active research culture and greater interaction between staff and students</p> <ul style="list-style-type: none"> • The Research Committee Working Committee has met on a number of occasions throughout 2003. In reviewing current research arrangements within the Faculty it has recommended that a Faculty-wide Research Unit be established to oversee research within the Faculty. This had previously been devolved to the Departments. • To provide a more active research culture and to provide greater interaction between staff and postgraduate research students, PhD students have been invited to attend relevant monthly Research Fora that have been held at the Faculty throughout 2002 and 2003. All PhD students were invited to attend the most recent Research Fora where Ms Amy Monk, who graduated with a Bachelor of Nursing, First Class Honours and the University Medal from the Faculty of Nursing in March 2003, presented her research. • In 2003 the Faculty of Nursing participated in the Postgraduate Induction Day organized by the Dean of Graduate Studies on 14 August. All postgraduate students enrolled in the Faculty, including PhD students, were sent information regarding the day, and were specially invited to attend a Library Workshop on advanced searching of electronic sources, and an informal afternoon tea with Faculty staff. • A number of PhD students (12) have some teaching responsibilities within the Faculty. This facilitates interaction with other postgraduate research students and academic staff, and provides them with opportunities to engage in research activities organized by the Faculty and the University. <p>Links with main University campus.</p> <ul style="list-style-type: none"> • The Qualitative Research Group of the University has regular monthly meetings and occasional workshops. Those PhD students engaged in qualitative research at the Faculty have been made aware of these meetings and workshops and invited to attend. This group also has an email group list that operates as a support network for those students engaged in qualitative research. All PhD students have been made aware of this list. • In July and August 2003 SUPRA and the Affiliated Unions each held an information session for all postgraduate students, followed by an informal afternoon or morning tea respectively. <p>Financial support to students. Upon receipt of the funds from the Research Office into the Departmental Accounts all staff were notified of the funds available for their research students. Supervisors and PhD students have been informed of the funds available and for what purposes the funds may be used.</p>

<p>Further action planned but not yet implemented (if appropriate)</p>	<p>To encourage a more active research culture within the Faculty: A new Research Development and Support Unit is to be established in late 2003/early 2004. This unit is to be staffed by an active researcher to be appointed at Associate Professor level, supported by a level B lecturer and an administrative support officer. This unit will have oversight of research activities within the Faculty, including the monthly research seminar series and the Faculty Research Committee.</p> <p>Chris Robinson from the Research Office is to be invited to address staff on ways to increase funding for research activity within the Faculty.</p> <p>The Faculty is currently organizing an international conference scheduled for July 2005 to be held at Darling Harbour. Postgraduate research students and academic staff will be encouraged to attend and present their research.</p> <p>Faculty Postgraduate Seminars The Faculty is currently organizing the Postgraduate Seminars for November 2003. This year these seminars have been organized at Faculty rather than Department level to encourage greater interaction between staff and PhD students. It is expected that all PhD students will attend for the three days of the Seminars.</p> <p>Faculty Postgraduate Reviews In 2003 there is a change to the PhD review process. The Dean of Graduate Studies has recently foreshadowed that the University will require all PhD students to be reviewed annually. With this in mind, the Faculty will review all PhD students in 2003. The reviews are to be conducted at Faculty rather than Departmental level, and will take place in November during the Postgraduate Seminars or the following week. These changes to the PhD review process provides students with the opportunity to express any concerns they may have about their postgraduate experience and without their supervisor present, and provide the Faculty with the opportunity to more closely assess the on-going performance of each student and understand the issues facing PhD students.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>More active research culture and greater interaction between staff and students The success of PhD students attending research seminars and other organized activities at the Faculty has been mixed. The twelve PhD students who have teaching responsibilities within the Faculty enjoy increased interaction with the other postgraduate research students and staff, and are more likely to attend research seminars and other organized activities at the Faculty. All PhD students (except one male student enrolled in semester 2, 2003) are female, and most are enrolled part-time, are mature age, work and many have family responsibilities. They are, therefore, less likely to attend such activities.</p> <p>Following a period of structural change and the implementation of two new undergraduate degrees, the focus of the Faculty has shifted to emphasise the research and postgraduate areas. This is evidenced by the proposed establishment of the Research Development Support Unit, the International Conference currently being organized by the Faculty, and the move towards Faculty level PhD Seminars and Reviews.</p> <p>Links with main University campus Links with the Qualitative Research Groups has enabled those interested students to engage with other postgraduate research students within the University, either through email or by attending the meetings and workshops.</p> <p>Financial support to students. Since the Phase 1 Academic Board Review one PhD candidate has been granted the maximum \$2,000 to present a paper on her research at an international conference.</p>

Recommendation 11	Notwithstanding Commendation 10, The Faculty should consider reducing the frequency of evaluating units of study, noting that Academic Board policy requires each unit to be evaluated at least once every three years (see <i>The Management and Evaluation of Teaching</i> , Part 4, s.2. (2) (b)).
Action taken by Faculty	With the introduction of the new undergraduate curricula, the Faculty will be evaluating units in their first semester of operation. Thereafter units will be evaluated on a rotating cycle ensuring compliance with Academic Board policy.
Further action planned but not yet implemented (if appropriate)	No further action planned.
Faculty's evaluation of the success of action taken	Not applicable.
Recommendation 12	Efforts should be made to improve the effectiveness of the staff/student consultative committees at both postgraduate and undergraduate levels, particularly in relation to advising students of the outcomes of student feedback. Consideration should also be given to increasing the number of representatives from each student cohort.
Action taken by Faculty	Undergraduate staff / student liaison meetings are held twice each semester. Membership numbers have been increased to include students representing all years and all degrees of the Faculty including the two combined degrees and the new BN (Indigenous Australian Health). The agendas for the meetings are notified in advance and notes of the meetings distributed to the student members with a précis included in the Faculty Newsletter to all students. The Dean of the Faculty occasionally attends staff / student liaison meetings. Comment and feedback on course issues given by the students is taken into account. One example of the subsequent changes made after student comments have been considered is the extended opening hours of the Faculty Administrative Office enabling longer periods of access to students. Postgraduate staff/student liaison arrangements remain problematic. Students are reluctant to become representatives and two informal meetings have been held so far this year between the associate Dean Postgraduate and two or three students. From discussion with students, it appears that their position usually as full time employees in the health sector as well as being part time students in addition to their personal and family responsibilities results in a reluctance or perceived inability to find more time for additional roles.
Further action planned but not yet implemented (if appropriate)	The Associate Dean Postgraduate is working, where possible, with students to streamline processes to enable feedback to be provided and further discussion to take place.
Faculty's evaluation of the success of action taken	There is a significant difference between the undergraduate and postgraduate consultative arrangements with staff. Efforts will be continued to attempt to include a greater number of postgraduate students in the Faculty business.

<p>Recommendation 13</p>	<p>While noting the Faculty's advice that it has student representatives on some of its committees, the Team recommended that the Faculty should (i) implement strategies to raise awareness among students of their representation on committees; and (ii) involve students on <i>all</i> of its formal committees (in accordance with Academic Board policy (see <i>Management and Evaluation of Coursework Teaching</i> Part 4, s. 2 (1) (a) and (b))(with appropriate exclusions for considerations of individual student matters).</p>
<p>Action taken by Faculty</p>	<p>The Faculty has amended the membership of its formal committees to incorporate both undergraduate and postgraduate students. As the formal election period had passed prior to receipt of the findings of Phase One of the Academic Board review the Faculty, at the commencement of the academic year, advertised these positions widely utilising posters throughout the building, emailing all students at their University email address and bringing it to their attention during lectures. The relevant Associate Deans were also encouraged to approach individual students to participate in these committees. The Sydney University Nursing Society was also requested to encourage students to participate.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>This year the Faculty will also incorporate information about committee participation students in the Faculty Newsletter that is forwarded to students with pre-enrolment n</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>Whilst the Faculty believes it has made considerable effort to encourage participation by students it is disappointed in the lack of success. Students appear to be willing to sit on the Undergraduate Student/Staff Liaison Committee (a sub-committee of the Board of Studies) but have show a reluctance to involve themselves further. The Faculty was only able to find one student to become a member of Faculty and no students who were willing to sit on the formal Faculty Committees.</p> <p>The Postgraduate Student/Staff Liaison Committee has not met this year due to lack interest. The Faculty believes this is due to the fact that the majority of students undertaking postgraduate courses within the Faculty are also working full time in the care sector, which is under pressure due to staff shortages, and hence have little spare to participate in Faculty committees.</p>
<p>Recommendation 14</p>	<p>While certain parts of the Faculty's processes for student evaluation are working well, particularly in relation to mechanisms for collecting feedback from questionnaires, the Faculty should consider ways to improve its processes for ensuring that the outcome of student evaluations (from CEQs, SCEQs, unit of study questionnaires and staff/student consultative committees) is appropriately analysed, disseminated, discussed and responded to within the Faculty, and, importantly, that students are informed of the outcomes of their feedback, in accordance with Academic Board policy.</p>
<p>Action taken by Faculty</p>	<p>(1) Analyses of the CEQ and SCEQ are considered annually by the Academic Practice Committee. This is on-going and for 2003-4 the major focus will be on the postgraduate area, given that the undergraduate courses have very recently been reviewed.</p> <p>(2) In relation to postgraduate courses: (a) the Dean commissioned a report (the 'Plymat report'), which included consulting students and clinicians, on the Faculty's postgraduate course offerings and their appropriateness to the profession as it continues to change in the health system; (b) the Dean's Advisory Committee considered a range of data in considerable detail concerning postgraduate coursework; (c) the Faculty held a one-day workshop on postgraduate coursework to consider issues related to: admissions, progression, students' expectations and satisfaction, modes of delivery, outcomes and performance; and (d) a major review is in progress for introduction in 2005. The outcomes of these analyses have been communicated to students within units of study and more widely and this will continue.</p>

Further action planned but not yet implemented (if appropriate)	See above.
Faculty's evaluation of the success of action taken	There is now a clear understanding of the need for major change to the postgraduate coursework offerings. The direction and shape of a new set of course offerings is being developed. Students' feedback is informing that process.
Recommendation 15	The Faculty is encouraged to establish formal benchmarking practices with Australian and international Nursing faculties (including benchmarking research matters). Also, advisory committees including professional practitioners should be established for all of the Faculty's programs.
Action taken by Faculty	(1) In relation to research: (a) discussions have commenced to explore benchmarking within the Go8 (in our case with Melbourne and Monash) nationally; (b) The Australian Council of Deans of Nursing is developing processes for mapping and measuring research in nursing in Australia and New Zealand. (2) In relation to advisory committees, the Faculty has specialist advisory committees for: (a) Indigenous nursing; (b) midwifery; and (c) critical care. There are also external clinical advisors who also are members of the Faculty.
Further action planned but not yet implemented (if appropriate)	International comparisons will occur when suitable institutions have been identified.
Faculty's evaluation of the success of action taken	The advisory mechanisms are working well and have been for some years. Benchmarking is problematic for research, in part because of the difficulties of identifying appropriate comparator institutions (e.g. Melbourne's nursing group is quite small and Monash, though large, is spread across several campuses).
Recommendation 16	The Faculty is encouraged in its commitment to ensure that quality assurance arrangements are watertight in relation to its offshore activities in Singapore.
Action taken by Faculty	The Faculty sought a greater role in this course but has been advised that the course in Singapore 'belongs' to Health Sciences, at least for the immediate future. The Faculty of Nursing will continue to ensure that the units of study for which it is responsible will be of the highest possible quality and it will continue in its efforts to secure a more central role, particularly in light of the fact that the majority of graduates (89%) of this degree are practising registered nurses seeking stronger clinical qualifications and career progression.
Further action planned but not yet implemented (if appropriate)	See below. The Dean is continuing discussions with the incoming PVC, Professor Nutbeam, about residual issues.
Faculty's evaluation of the success of action taken	The poor outcomes, to date, of the Faculty's representations through the College are regretted. However, continuing discussion may be more fruitful.

Recommendation 17	The Faculty should investigate ways of formalising methods of identifying students at risk during the semester.
Action taken by Faculty	<ul style="list-style-type: none"> • Semester 1 year 1 - MASUS Test (requires a score of 10/16 to pass) if a student fails the first attempt in week 3 they are offered an 8 hour workshop from The Learning Centre in grammar and expression. If they fail the 2nd attempt in week 10 students are offered a 6-hour workshop from The Learning Centre in grammar and expression and is a more individualised workshop. The 3rd MASUS is offered in Semester 2 week 1 to allow the student time for more intensive study during the inter-semester break. • All Units of Study offer individual feedback on assessment items during the semester and recommend various courses from The Learning Centre. Clinical Unit of Study co-ordinators identify students to discuss absences of 2 weeks or more; students in these units of study are also flagged for future assistance if they have problems in the clinical practice area. Students who have an identified problem are referred to the Associate Dean (Undergraduate). The student will be asked to contact the Associate Dean for an appointment; the AD may contact the student if the problem is of a significant nature. • Letters are sent to each student who has failed one or more units of study in the previous semester/year. Students who have failed 6 credit points or less are offered an appointment with the year advisors who will advise the student regarding The Learning Centre Courses, Counsellor appointments and the co-ordinator of the unit of study that the student has failed to receive feedback on their assessment items and the year advisor may suggest an appointment to see the Associate Dean re an alteration in their enrolment pattern. Students who have failed more than 6 credit points or who are definite show cause, are asked to make an appointment to see the Associate Dean (Undergraduate). The AD will also advise appointments with the Counselling Service, The Learning Centre, the Unit of Study Co-ordinator and a reduction in workload for the semester/year. In addition the AD will explain the Show Cause Process to those students who are definite or at risk of being placed on show cause at the end of the year. • Indigenous students are also referred to the Indigenous Academic and International Students to the Associate Dean for International Students
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Maths test related to drug calculations is planned for 2004. This test will be conducted in a similar way to the MASUS test. <p>The Faculty is considering changing the English Language Requirements based on the results of the MASUS test results.</p>
Faculty's evaluation of the success of action taken	The MASUS test has highlighted some problems associated with the English Language ability of International students entering the Bachelor of Nursing Program through the UAC. The English grammar and comprehension of students who have completed an HSC in Australia has been demonstrated, in this test, to be insufficient in some cases, particularly for those students who have completed Maths and Science related subjects and ESL English.