

# ACADEMIC BOARD REVIEW

## PHASE TWO

### FACULTY OF VETERINARY SCIENCE

WEDNESDAY 4 JUNE 2003

## REPORT AND RECOMMENDATIONS

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

## **1 MEMBERSHIP**

### **1.1 Review Team**

Professor Judyth Sachs, Chair and Chair of the Academic Board  
Professor Paul Ramsden, Pro-Vice-Chancellor (Teaching and Learning)  
Professor Masud Behnia, Dean of Graduate Studies  
Dr Tania Gerzina, Faculty of Dentistry

*with*

Ms Rachel Symons, Quality Assurance Officer (Teaching and Learning) (*Review Team Secretary*)

Professor Beth Reid, Faculty of Health Sciences (*Observer*)

### **1.2 Senior Faculty representatives**

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

Professor Reuben Rose, Dean;  
Associate Professor Paul Canfield, Pro-Dean;  
Professor David Hodgson, Director of Clinical Teaching;  
Dr Paul Hopwood, Associate Dean, Teaching and Learning;  
Professor Alan Husband, Associate Dean, Research;  
Professor Chis Maxwell, Associate Dean, Staff and Students;  
Associate Professor Rosanne Taylor, Chair of Teaching and Learning Committee;  
Ms Cindy Wilkinson, Faculty and Business Manager.

1.2.2 Professor Frank Nicholas, Sub Dean for Postgraduate Education was unable to attend the first interview but took the opportunity provided by the open meeting to discuss matters relating to the postgraduate research program.

### **1.3 Students**

1.3.1 The Review Team met three groups of students: five undergraduate students; two postgraduate coursework students (out of a cohort of ten) who both came from the Camden campus, although one was currently undertaking an internship in the Sydney clinic; eight postgraduate research students who had canvassed their colleagues and represented the views of all this group of students. One undergraduate student attended the open meeting.

## **2 INTRODUCTION**

2.1 The Faculty of Veterinary Science was the first Faculty to be reviewed during Phase One. The Academic Board team visited on Thursday 29 November 2001. The Phase Two review process complements the Phase One review, following up on its recommendations and also considering the Faculty's activities and quality assurance arrangements in relation to the seven Goals of the University.

2.2 The process of restructuring in 2001 has allowed the Faculty to consolidate its teaching and administrative resources to support more effectively the new Bachelor of Veterinary Science curriculum, also introduced in 2001. The old and new curricula are running simultaneously for the final years of the Bachelor of Science (Veterinary) course. The Faculty also contributes significantly to the Bachelor of Animal Science (BAnimSc) and Bachelor of Science in Agriculture (BScAg) which are administered through the Faculty of Agriculture, Food and Natural Resources.

### **3 BENCHMARKING AND QUALITY ASSURANCE PROCESSES IN THE FACULTY**

3.1 Appendix One provides an overview of the quality assurance structures and processes of the Faculty.

3.2 The Faculty restructure and the redesign of the BVSc curriculum were developed to establish Total Quality Management in all areas of Faculty activity, with particular emphasis on quality teaching and learning. Issues arising from Faculty and University quality systems (for example Faculty culture surveys and Institute for Teaching and Learning Student Course Experience Questionnaire (SCEQ), Course Experience Questionnaire (CEQ) and Student Research Experience Questionnaire (SREQ)) are examined and reviewed and changes implemented within the Faculty structure and action plans. Both staff development programs and units of study are regularly evaluated, with changes made as necessary. *(See Commendation 1)*

3.3 In the area of teaching and learning the Faculty undertakes informal benchmarking with other Australian university veterinary faculties. This includes comparison of learning outcomes and lecture notes; and common assessments and co-marking with Murdoch University. A workshop on veterinary graduate attributes, organised by the Faculty, provided opportunities for dialogue with Australian and international veterinary schools. The Review Team commends the Faculty on its benchmarking activities, particularly in relation to teaching and learning. However it recommends that the Faculty follow up on the sharing of materials and ensures that co-marking eventuates. *(See Commendation 2 and Recommendation 1)*

#### **3.4 Accreditation**

3.4.1 The requirement for accreditation with professional bodies ensures that the Faculty adheres to strict international standards. The Faculty is assessed by the Australasian Veterinary Schools Accreditation Advisory Committee. Internationally the Royal College of Veterinary Surgeons and the American Veterinary Medical Association provide rigorous standards against which the Faculty benchmarks itself. The Faculty seeks advice on policy and practice from medical schools at the Universities of Sydney and Newcastle. The Faculty is also regulated by the NSW Board of Veterinary Surgeons, who license students as interns in their final year of clinical training.

3.4.2 Accreditation with the American Veterinary Medical Association (AVMA) is seen by the Faculty to be critical to international recognition and is supported by the staff as a positive move. The Review Team commends the Faculty on the AVMA accreditation process, and considers it to be a good quality assurance and change management strategy. It has aided in the process of getting the staff to work as a team. *(See Commendation 3)*

### **4 GOAL ONE: QUALITY TEACHING AND LEARNING**

4.1 Appendix Two provides a summary of the action taken by the Faculty in relation to each recommendation from the Faculty's Phase One review in November 2001, together with the Review Team's comments and conclusions. Further detail follows in relation to some of the recommendations. Information relating to teaching and learning activities not covered during the Phase One review is also provided.

#### **4.2 Balancing teaching and research development**

4.2.1 Recommendation One from Phase One had recommended that the Faculty examine ways to balance the tension between teaching development and research development. The Review Team welcomed the progress that has been made in this area. A workload model, which forms part of the annual Performance Management and Development review for each staff member, has been developed. Overall there has been good compliance with the concept and staff see it as a means of informing their colleagues about the work they are undertaking.

4.2.2 The Review Team was impressed with the introduction of the staff leadership program, and considered it to be an example of 'best practice' and be promulgated to other faculties. The benefits of the program can be measured by the number of staff who wish to participate in future programs, the number of staff who are taking on leadership roles, and the change in culture across the Faculty particularly in relation to team work and communication. The Team were pleased to note the inclusion of general staff in the program. This had led them to feel a shared sense of involvement in the Faculty's governance. (*See Commendation 4*)

### 4.3 Communication in the Faculty

4.3.1 Recommendation Two from the Phase One review had stated that 'Communication: under restructure no clear sense of who has responsibility for mentoring, support and development of early career staff, who are unsure of who to report to. The Faculty needs to think about developing seamless process.' The Review Team noted that a number of strategies had been put in place to address this recommendation. Communication across the Faculty had improved. The Faculty acknowledges that continued effort is required to encourage staff to work across old boundaries on new tasks. The leadership program (*see Section 4.2.2*), and the work involved in the accreditation process (*See Section 3.4*) have facilitated inter-disciplinary communication and cross Faculty collaboration.

4.3.2 Recognising that culture is a key element in successful change, the Faculty held a range of workshops and a whole of Faculty retreat from which a culture statement was developed. This commits the Faculty to open and honest communication, mutual trust and respect between all staff and students, recognition and reward for staff achievements, a willingness to adapt to change, pride in the Faculty, and the acceptance of personal responsibility and shared leadership for the future.

4.3.3 The Review Team noted the introduction by the Faculty of an induction and mentoring program for all new academic staff, which introduces them to the Faculty culture and orients them to expectations of teaching and learning. Mentors are responsible for ensuring that each new staff member accomplishes tasks within the induction program, and for supporting their teaching development. All new staff members are required to enrol in Principles and Practice of University Teaching and Learning (3 day program) within six months, and the Graduate Certificate in Educational Studies (Higher Education) within three years.

### 4.4 Resocialising of students

4.4.1 Recommendation Three of the Phase One review related to the resocialising of students at both ends of the program – from HSC to University (from exam passers to learners) and from University to Practice so that they become lifelong learners and professionals. The Faculty has addressed this recommendation through strategies in the Faculty Teaching and Learning Plan Objective 2. These include the provision of First Year Experience programs to ensure the effective transition from school/work/study and socialise students to learning at university; and the development and implementation of innovative learning resources eg WebCT and VEIN<sup>1</sup>, to support learning through integration and enquiry.

4.4.2 One of the First Year Experience initiatives is the development and implementation of training in group in Professional Practice 1 to develop students' skills and maturity as independent learners. Mature age students expressed dissatisfaction with the program, in that it is designed to develop social skills in school leavers, and consequently they received no benefits from the course. We suggest that these students are provided with experiences that extended their skills, rather than being exempted from attendance and recommend that the Faculty consider the need to extend the competencies of mature age students within the framework of the Professional Practice program. (*See Recommendation 2*)

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<sup>1</sup> Veterinary Education and Information Network <http://vein.library.usyd.edu.au/>

4.4.3 Students responded positively to the use of WebCT across the Faculty. They acknowledged that staff were prepared to listen to their feedback and corrected problems with the modules during the semester. Positive comments were made by students on resources and staff at Camden library, and the resources available for lifelong learning through VEIN. (*See Commendation 5*)

#### 4.5 Postgraduate research supervision

4.5.1 Recommendation Three referred to research higher degree supervision and programs. It recommended that the Faculty should provide a greater sense of community for students and that students should be made aware of the resources available to them, and that students should have easier access to these resources. The Faculty was also advised to look at developing postgraduate supervision skills among its staff.

4.5.2 The Review Team noted that the Faculty was keenly aware of the critical comments made by the Faculty's students in the University-wide Student Research Experience Questionnaire (SREQ), and was addressing the issues raised through open forums, analysis and discussion of results, interviews with postgraduate students, and the development of a strategic plan for 2003-2004.

4.5.3 The Review Team noted that the Review had been instrumental in bringing the postgraduate research students together as a group to discuss issues relating to postgraduate supervision and resources. One outcome was that a postgraduate students' society had been established.

4.5.4 Faculty strategies to foster students' sense of being part of a strong research community include the introduction of annual research conferences and weekly seminars. Students would appreciate attendance at these seminars by their supervisors and other academic staff. The suggestion was made that the seminars would be more effective if they were able to receive feedback from academic staff and be held earlier in the year.

4.5.6 Contrary to Academic Board policy, many students do not currently have regular contact with their supervisors. This problem is being addressed by the Faculty with the introduction of a signed agreement with all supervisors which includes a stated timetabled hour each week in which they see their students. Students expressed concern about the confidentiality of the annual progress report within a small Faculty, especially when the supervisor is also the postgraduate coordinator. The Team noted that the Faculty is implementing the College of Science and Technology 10 point plan for postgraduate supervision.

4.5.7 In the area of resources, the Faculty reported that all new postgraduate students are provided with a new computer. It was unsure how the issue of a lack of computer resources for existing students would be resolved. In response to a request by students, the Faculty is compiling a database of all available resources, expertise, projects and other relevant information. Research students expressed concern about delays in receiving necessary and often urgent IT assistance due to the fact that priority was given to requests from staff members.

4.5.8 In conclusion, the Review Team was concerned that despite the above activities, there had been little improvement in students' experiences of postgraduate supervision and resources since the Phase One review. A high quality research higher degree experience is a key element in a research intensive university and its improvement should be vigorously addressed by the Faculty. Reasons provided by the Faculty for the lack of progress in this area include the priority placed on the development and implementation of the new undergraduate curriculum, and the level and availability of funding for the employment of research assistants and the purchase of computers. The Review Team recommends that the improvement of postgraduate supervision and associated resources should take priority in future planning. (*See Recommendation 3*)

4.5.9 The Review Team was also concerned that few postgraduate research students in the Faculty were envisaging a future career as academics. The Faculty are advised to think of these students as contributors to the research environment, and to commence succession planning amongst them for the next generation of academics.

#### **4.6 Bachelor of Animal Science (BAnimSc) degree**

4.6.1 The Faculty makes a significant contribution to the teaching of the Bachelor of Animal Science degree which is administered by the Faculty of Agriculture, Food and Natural Resources. The Academic Board Phase Two Review of the Faculty of Agriculture, Food and Natural Resources highlighted tensions in the teaching and marketing of this degree between the two faculties. The view was expressed by students in the Faculty of Agriculture, Food and Natural Resources that the BAnimSc degree did not accord with their expectations. They had anticipated and wanted a stronger focus on animal production and conservation issues, and expected it to provide an alternative route to the Veterinary Science degree.

4.6.2 The Dean is aware of the problems in the curriculum, but is not in a position to effect changes because the degree is administered by another Faculty. Students, incorrectly, saw this degree as an alternative entry point into the B Vet Sc. Degree.

4.6.3 In April 2003 the Dean put forward a proposal for another degree called the Bachelor of Veterinary (or Animal) Biosciences to the Senior Deputy Vice-Chancellor. The degree will be based in the Faculty of Veterinary Science and involve the Faculty of Agriculture, Food and Natural Resources and the Faculty of Rural Management. This is subject to university profile discussions and allocation of appropriate resources. If the proposal is accepted, the first offering will be in Semester 1, 2006.

4.6.4 While the Review Team commends the Faculty on the proposal for the Bachelor of Veterinary (or Animal) Biosciences as an alternative to the current degree of Bachelor of Animal Science, it also recommends that the Faculty take steps to resolve issues relating to the marketing and curriculum of the Bachelor of Animal Science degree with the Faculty of Veterinary Science. *(See Commendation 6 and Recommendation 4)*

#### **4.7 Quality of teaching**

4.7.1 Variations in the quality of teaching were evident during discussions with the students. Whereas some staff were said to provide a stimulating learning environment through innovative teaching methods and the integration of case studies; others were criticised for using more traditional and uninspiring methods. *(See Recommendation 5)*

#### **4.8 Assessment and workload**

4.8.1 An analysis of SCEQ open responses highlighted problems in the area of assessment and workload. The self-directed learning nature of the new curriculum, which includes more assignments and fewer examinations, has fundamentally changed the pedagogic relationship between learners and teachers. The Faculty has experienced a noted improvement in students' perception of assessment practice on a year to year basis and it accepts that in professional faculties the workload will be high. On the whole students are positive about the recent moves towards intra-semester assessments; however strategies to avoid excessive workload when assessments are due simultaneously need to be investigated. *(See Recommendation 6)*

#### **4.9 Bachelor of Veterinary Science program**

4.9.1 The Review Team noted that students were very positive about the new program, and were appreciative of the efforts made by the Faculty to respond to student feedback. However expressed concerns about a perceived lack of clinical exposure in the new degree compared to

the previous degree, and some considered that they would be under-prepared for the profession on graduating. The Faculty reported that in the new degree fifth year students would be on clinical rotations for the whole year, compared with six week placements in the previous degree, and this would ease the transition on graduation. The Faculty acknowledged that it had not communicated the reasoning behind the structure of the clinical component to the students, and the Review Team recommends that it remedies this situation so that students are more confident of being competent practitioners on graduation. (*See Recommendation 7*)

#### **4.10 Honours program**

4.10.1 The Faculty currently awards honours degrees based on Weighted Average Mark (WAM) rather than on a research component, resulting in a large proportion of honours students graduating each year. The Faculty is instigating a major review and revision in the honours program which will include a research component, but this will not come into effect until 2008.

#### **4.11 Research-led teaching**

4.11.1 Students made positive comments about lecturers integrating their research findings and processes into their lectures, making them more interesting and more closely related to the profession.

### **5 GOAL TWO: DIVERSITY, ACCESS AND EQUITY**

*See also Section 7: Goal Four: Internationalisation*

5.1 Access objectives are addressed by a series of admissions quotas, within which all students are assessed on the same set of criteria. Across the student body, there are more females than males, ethnic diversity due to strong international marketing, and low uptake of Cadigal program positions for Aboriginal and Torres Strait Islander students. Rural students comprise approximately 10% of the student body and about 3% are from low socio-economic backgrounds.

5.2 Recent media reports suggest concern in the profession about the high proportion of female students and their capacity to undertake large animal work. The Faculty considered that the lack of veterinary services in rural areas, where practices are geared to large animals, might be a factor in this supposition since female veterinarians tended to stay in the city. Female students who were interviewed indicated that they had no problems with large animals.

5.3 Although Aboriginal and Torres Strait Islander students are provided with the opportunity to enrol in the bachelor degree through the University Cadigal program, few students actually take advantage of this opportunity. Support is offered through the Koori Centre, and part-time enrolment is offered as an option. For the students who are accepted, the program is working well and a high percentage pass at credit level.

### **6 GOAL THREE: EXCELLENCE IN RESEARCH**

6.1 The Faculty is committed to research in a variety of preclinical, paraclinical and clinical disciplines. It aims to encourage strong research performance and to have outstanding success in attracting competitive research grants, industry-based research contracts, and producing high calibre research papers in international research journals. A number of postgraduate research students have been successful in a wide variety of research and higher education fields. The city and rural campuses place the Faculty in a good position to provide the infrastructure necessary for a wide range of research activities – from molecular biology to herd and flock health management. Funding is received from stakeholder bodies such as Meat and Livestock Australia, Australian Pork Ltd, Dairy Research and Development Corporation

and NSW Racing Research Fund, as well as from veterinary hospitals which are run by the Faculty.

- 6.2 Approximately 65-75% of the staff are research active, and there has been an improvement in research performance over the past five years as demonstrated by the increase in RIBG funds distributed to the Faculty. A number of academics work in service clinics, which although important in terms of clinical research, this does not count towards research productivity of the Faculty.
- 6.3 In terms of benchmarking research against other Australian universities, the Faculty considered that it was the most successful in terms of clinical output and clinical publications, but the lowest in the level of government support (apart from the University of Queensland).
- 6.4 During the course of the visit it became apparent to the Review Team that there is a need for stronger leadership in the area of research. Given the large number of professors in the Faculty, the level of research output, and the research culture, is relatively under-developed. *(See Recommendation 8)*

## **7 GOAL FOUR: INTERNATIONALISATION**

- 7.1 The main objective of the Faculty in relation to this goal is the promotion of the Faculty globally and the formation of links with international veterinary schools. The Faculty has consequently developed marketing materials specifically aimed at the international market, and visited key locations for student recruitment. There is ongoing market research to understand the needs of international students and the factors which lead students to choose the University of Sydney. During April and May 2001 an independent qualitative survey of first and second year international students provided information on the international student experience. The research shows that the Faculty is accepted as a respected place to study. International students interviewed during the visit confirmed these findings.
- 7.2 The Faculty has appointed a Sub-Dean for students with special responsibility for international students. A special Faculty orientation session, specifically designed for international students is held in the early part of Orientation week, and regular meetings take place with international students to discuss curriculum and experiences. The Review Team commends the Faculty on the support it provides to international students, particularly the meetings with first and second year students, and suggests that these meetings take place with other years. *(See Commendation 7)*
- 7.3 Other international activities include invitations to leading academics from leading internationally recognised veterinary schools for workshops, seminar series and collaborations; visits by Faculty academic and clinical staff to veterinary schools in North America and Europe; research projects by Faculty staff in developing countries; promotion of the Cornell Student Leadership Program; and the AVMA Accreditation process (See Section 3.4).

## **8 GOAL FIVE: ENGAGEMENT WITH THE INDUSTRY AND THE PROFESSION**

- 8.1 The Veterinary Science Foundation raises funds to support the program of the Faculty, and builds awareness of the Faculty nationally and internationally. Media coverage in rural areas benefits the Faculty and provides an important portal to the profession. The Foundation recently provided \$2.3m to the new teaching hospital.
- 8.2 VEIN is the electronic gateway to information services for staff, students and veterinary and animal scientists in the community. It not only supports students in their learning, but also provides relevant, high quality continuing education to the profession. Its effectiveness is measured by the number of times the website is accessed. The Library updates the content regularly, with input from 12-15 Faculty staff. The Faculty acknowledged that raising staff

awareness about this resource, as well as ongoing training in its use were very important to its continued success.

- 8.3 Students are exposed to and involved in the profession through the extra-mural placement and professional practice programs. They spend eight afternoons over the first two years in veterinary practices as part of the professional practice program and are encouraged to work in practices at weekends. Extra-mural placements take place during the clinical years of the degree. A concern was expressed that a few practitioners were not conversant with the requirements of the placement, making it in some cases a less than satisfactory experience. Coordination of the professional practice and extra mural placements received some adverse comments in the SCEQ open responses.
- 8.4 The Review Team recommends that the coordination of the professional practice and extra mural placements should be improved, and that the practitioners' handbook developed by the Faculty be distributed to all practitioners. *(See Recommendation 8)*

## **9 GOAL SIX: EFFECTIVE MANAGEMENT**

- 9.1 Restructuring of the Faculty over the past two years has resulted in a management structure that, for a small Faculty, was seen as complex and which may be detrimental to effective management and communication. However, the Review Team noted that there is a strong quality culture with associated structures and processes developing. Nevertheless, a set of monitoring procedures needs to put in place to monitor the continuing effectiveness of the structure. *(See Recommendation 10)*
- 9.2 Staff members considered that the current structure had been advantageous in breaking down previous barriers between departments and campuses and had removed territorialism. It was easier to plan and integrate units of study, communication between campuses had improved, and duplication had been eliminated. Staff who had only experienced the current structure commented that they considered it easy to follow, to be well defined and that they knew exactly who was responsible for what activity in each area. *(See Commendation 8)*
- 9.3 The SCEQ quantitative results for student administration has shown a decline in undergraduate satisfaction over the past four years. The Faculty considered that there were two factors contributing to this result – the increase in student numbers and the change in the curriculum.

## **10 GOAL SEVEN: SERVICE TO THE COMMUNITY**

- 10.1 The Review Team was impressed by the range of activities undertaken by the Faculty in serving the community. These include membership of a number of committees, organisations and industry bodies including the NSW Police Dog Welfare and Ethics Committee, the RSPCA Scientific Advisory Panel, NSW industry and government technical advisory committees, NSW National Parks and Wildlife Service Native Animal Keepers' Consultative Committee, and the Australian Museum Animal Care and Ethics Committee; education and advice to the community through seminars for veterinarians; provision of advice regarding farm animal health to farmers at public meetings and agricultural field days; and the publishing of articles in professional and community publications.

## 11 CONCLUSIONS

### 11.1 Commendations

#### Benchmarking and Quality Assurance processes (Section 3)

- 1 The Review Team commends the Faculty on the quality assurance processes which are in place for both staff development and units of study, whereby areas for improvement are identified and action is taken. *(See Section 3.2)*
- 2 The Review Team commends the Faculty on its benchmarking activities, particularly in relation to teaching and learning. *(See Section 3.3)*
- 3 The Review Team commends the Faculty on the accreditation process by the American Veterinary Medical Association. It appears to be a valuable quality assurance and change management process, and an indicator of international recognition. It has helped to develop a culture of teamwork among staff of getting the staff to work as a team. *(See Section 3.4)*

#### Goal One: Quality of Teaching

- 4 The Leadership program is an example of best practice which could be disseminated to other faculties across the university. *(See Section 4.2.2)*
- 5 The Review Team commends the Faculty on its use of WebCT, the learning resources available through VEIN and the staff and resources at Camden Library, which were all viewed positively by students. *(See Section 4.4.3)*
- 6 The Review Team commends the Faculty on the proposal the Bachelor of Veterinary (or Animal) Biosciences as an alternative to the current degree of Bachelor of Animal Science. *(See Section 4.6)*

#### Goal Four: Internationalisation

- 7 The Review Team commends the Faculty on the support it provides to international students, particularly the meetings with first year international students, and suggests that these meetings take place with other years. *(See Section 7.2)*

#### Goal Six: Effective Management

- 8 The Faculty is to be commended on the strong quality structure which is developing; and the effective implementation of the restructure. *(See Section 9.1)*

### 11.2 Recommendations

#### Benchmarking and Quality Assurance Processes

- 1 The Review Team recommends that the Faculty follows up on the sharing of materials with other Australian Veterinary faculties, and ensures that cross marking with Murdoch University eventuates. *(See Section 11.2.1)*

#### Goal One: Quality of Teaching

- 2 The Review Team recommends that the Faculty consider introducing flexibility into the Professional Practice program whereby mature age students can be provided with experiences which will add to their existing repertoire of skills. *(See Section 4.4.2)*

- 3 Due to concern that the Faculty shows little evidence of improvement in the area of postgraduate research supervision since the Phase One Review, the Review Team recommends that the Faculty give this area priority for future planning. *(See Section 4.5)*
- 4 The Review Team recommends that the Faculty take steps to resolve issues relating to the marketing and curriculum of the Bachelor of Animal Science degree with the Faculty of Agriculture, Food and Natural Resources. *(See Section 4.6)*
- 5 The Review Team recommends that the Faculty consider ways in which the variation of the quality of teaching across the Faculty can be improved. *(See Section 4.7)*
- 6 The Review Team recommends that the Faculty should consider ways in which assessment requirements can be more clearly articulated to the students, and be sequenced to avoid clashes in scheduling. *(See Section 4.8)*
- 7 The Review Team recommends that the Faculty communicate the rationale behind the structure of the clinical component to students, so that they develop more confidence about being competent practitioners on graduation. *(See Section 4.9)*

Goal Three: Excellence in Research

- 8 The Review Team recommends that the Faculty provide stronger leadership in research. *(See Section 6.4)*

Goal Five: Engagement with the Industry and the Professions

- 9 The Review Team recommends that the coordination of the professional practice and extra mural placements be improved, and that the practitioners handbook developed by the Faculty be distributed to all practitioners. *(See Section 11.2.9)*

Goal Six: Effective Management

- 10 The Review Team recommends that a set of monitoring procedures needs to put in place to monitor the continuing effectiveness of the management structure. *(See Section 9)*

Prof. Judyth Sachs  
Chair, Review Team  
Chair, Academic Board

28 July 2003

**APPENDIX ONE: OVERVIEW OF QUALITY ASSURANCE ARRANGEMENTS IN THE FACULTY OF VETERINARY SCIENCE**

<b>Student feedback</b>	<b>Externality</b>	<b>Graduate Destinations</b>	<b>Progression and completion</b>	<b>Program review</b>
Mechanisms to analyse and respond to SCEQ results (such as committees).  Other mechanisms to collect, analyse and respond to student feedback at Faculty level	Mechanisms to facilitate input from employers/professions on curriculum content and graduate attributes How is externality built into the Faculty's QA processes?	Mechanisms/ structures to analyse graduate destination statistics for the Faculty's programs	Mechanisms/ structures to analyse progression and completion rates of the Faculty's programs	Faculty arrangements, if any, for periodic review of its degree programs. If the Faculty does regularly review its programs, does the Review process involve external input?
Teaching & Learning Committee (TLC)  Postgraduate Education and Research Training Committee (SREQ Results)	Consultation with relevant industry sectors during course and program developments, graduate attribute development, faculty management and planning	Graduate Destination Survey  Employer Satisfaction Survey (under development)	Student Attrition Reports  Student Progress Reports	Internal Reviews informed by targets  External Reviews by profession  External Reviews for accreditation
Staff Student Liaison Committee  Focus groups run periodically	<ul style="list-style-type: none"> <li>▪ External Advisory Committee</li> <li>▪ Clinics Advisory Committee</li> <li>▪ Veterinary Science Foundation (VSF)</li> <li>▪ VEIN<sup>2</sup> Community</li> <li>▪ Post Graduate Foundation in Veterinary Science</li> <li>▪ Dean</li> </ul>	Teaching & Learning Committee  Faculty Executive Committee	Teaching & Learning Committee  Postgraduate Education & Research Training Committee  Research Advisory Committee  Staff Student Liaison Committee  SubDean for Students	Associate Dean for Teaching and Learning  External Advisory Committee  Gee Committee (for admissions review)  VSAAC, RCVS, AVMA <sup>3</sup>
Annual Teaching & Learning Plan Research Training Plan (under development)	Clinics planning Faculty strategic planning VSF Liaison	Teaching & Learning Plan	Teaching & Learning Plan Research Training Plan (under development)	Teaching & Learning Plan Research Training Plan (under development)

<sup>2</sup> Veterinary Education and Information Network (VEIN)

<sup>3</sup> Veterinary Schools Accreditation Advisory Committee (VSAAC), the Royal College of Veterinary Surgeons (RCVS) and the American Veterinary Medical Association (AVMA)

<b>Curriculum updating</b>	<b>Annual monitoring</b>	<b>Benchmarking</b>	<b>Offshore QA</b>
Processes to ensure the currency, relevance and validity of degree programs	Processes to monitor the performance of degree programs on an annual basis	Arrangements to set, measure and ensure academic standards and benchmark these against national and international peer institutions	Quality Assurance arrangements to monitor the standards of any offshore activities
<ul style="list-style-type: none"> <li>▪ Alignment with Graduate Attributes</li> <li>▪ Planning and Development in teaching &amp; learning measured against planned targets</li> <li>▪ Alignment of research and teaching responsibilities</li> </ul>	<p>Open processes for analysing USE Results</p> <p>Open processes for analysing SCEQ Results<sup>4</sup></p> <p>Achievements according to action plans and targets</p>	<p>National and International accreditation standards</p> <p>Feedback supplied through collaborations and international visiting academics</p>	<p>Reporting and assessment mechanisms in EMS<sup>5</sup> program</p> <p>Postgraduate Annual Progress Reports</p>
<ul style="list-style-type: none"> <li>▪ Teaching &amp; Learning Committee</li> <li>▪ Unit of Study &amp; Year Coordinators</li> <li>▪ Associate Dean for Staff &amp; Students</li> <li>▪ Associate Dean for Teaching &amp; Learning</li> <li>▪ Research Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching &amp; Learning Committee</li> <li>▪ Unit of Study &amp; Year Coordinators</li> <li>▪ Associate Dean for Teaching &amp; Learning</li> <li>▪ Research Advisory Committee</li> <li>▪ Faculty Executive Committee</li> <li>▪ Postgraduate Education &amp; Research Training Committee</li> </ul>	<p>VSAAC, RCVS, AVMA</p> <p>Faculty Executive Committee</p> <p>Teaching &amp; Learning Committee</p> <p>Research Advisory Committee</p>	<p>SubDean for Extramural Studies</p> <p>Director Clinical Education</p> <p>Teaching &amp; Learning Committee</p> <p>Postgraduate Education and Research Training Committee</p>
Teaching & Learning Plan	Teaching & Learning Plan	Faculty Strategic Planning Teaching & Learning Plan	Assessment policies Teaching & Learning Plan Research Training Plan (under development)

<sup>4</sup> Unit of Study Evaluation (USE), Student Course Experience Questionnaire (SCEQ)

<sup>5</sup> Extramural Studies Program (EMS)

APPENDIX TWO: REPORT ON RECOMMENDATIONS FROM PHASE ONE REVIEW

<b>Recommendation 1</b>	<b>That the Faculty should look at ways to balance the tension between teaching development and research development</b>
<b>Action taken by the Faculty</b>	<p>1. The Faculty has developed a Workload model that forms part of the annual PM&amp;D review for each staff member. The Associate Dean for Staff and Students negotiates the workload balance where required, appropriate to each person, to provide a mix of research, teaching and administration.</p> <p>2. All new staff receive encouragement and mentorship in establishing research and developing their teaching skills. Good alignment of teaching and research interests is encouraged to create synergies.</p> <p>3. A faculty leadership program in 2002 trained 20 staff in shared leadership, including management of workload and effective team work.</p>
<b>Further action planned but not yet implemented</b>	<p>4. Effective preparation, training and support of new postgraduate research supervisors are planned (see Recommendation 4).</p>
<b>Faculty's evaluation of the success of action taken</b>	<p>5. The Workload Model for the Faculty of Veterinary Science was endorsed at a special Faculty meeting in December 2001 and was based on the University recommended proportions of 40:40:20 for teaching, research and leadership. The data gathered from staff in 2002 showed the overall Faculty workload proportions to be Teaching 38%, Research 42% and Leadership 19%. Staff were provided with their own workload data for use in Performance Management and Development review.</p> <p>6. The induction and leadership programs have produced substantial change in culture and facilitated working across boundaries in research and teaching.</p> <p>7. Preparation and support for postgraduate research supervision requires close attention, given the low SREQ results from 2002.</p> <p>8. The Faculty is in the midst of rapid change, renewal and expansion in all areas, combining major refurbishments, AVMA accreditation visit, new curriculum implementation and major new research projects. This combination has greatly increased the workload of many of the most productive researchers and leaders in the Faculty.</p>

<p><b>Recommendation 2</b></p>	<p><b>Communication: Under restructure no clear sense of who has responsibility for mentoring, support, and development of early career staff, who are unsure who to report to. Faculty needs to think about developing seamless process.</b></p>
<p><b>Action taken by the Faculty</b></p>	<p>1. An important new element in the Faculty's planning has been the recognition of culture as the key driver of change. A Faculty culture statement has been developed following a range of workshops and a whole of Faculty retreat. This commits the Faculty to:</p> <ul style="list-style-type: none"> <li>• A strong sense of common purpose supported by open and honest communication</li> <li>• Mutual trust and respect between all staff and students regardless of position</li> <li>• Fairness for all staff and students with recognition and reward for their achievements</li> <li>• A willingness and capability to adapt to internal and external change</li> <li>• Pride in the Faculty's heritage and belief in our core values</li> <li>• Everyone accepting personal responsibility and shared leadership for our future.</li> </ul> <p><b>T&amp; L Objective 3: Attract, recruit, and reward staff with a strong commitment to best educational practice and mentor, support and develop staff skills and professionalism in teaching:</b></p> <ol style="list-style-type: none"> <li>2. Build a Faculty culture of excellence and commitment to professionalism in teaching and learning</li> <li>3. Recruit, induce and support new academic staff, require early training in T&amp;L, postgraduate supervision- commenced in 2002</li> <li>4. Provide support and training for all aspects of teaching and learning appropriate to the needs of academic, general, casual, clinical staff and extramural practitioners- in progress since 2002</li> <li>5. Provide additional staff development in a range of teaching methods including flexible learning, on line learning, assessment best practice and learning through inquiry – in progress since 2002</li> <li>6. Encourage and reward effective, stimulating and challenging teaching through incentives and public recognition.</li> <li>7. Encourage and support staff to apply for University and other teaching awards -2 staff were finalists in University, State and National teaching awards</li> <li>8. Offer Faculty Teaching Prizes for academic, general and clinical staff - awarded 1 academic and 2 general staff teaching prizes in 2002</li> <li>9. Recognise outstanding achievement in Faculty publications - many staff profiled in Faculty's 3 publications in 2002</li> <li>10. Revise workload model to reward achievement -under consideration</li> <li>11. Stimulate research-led teaching and encourage all teaching staff to seek funding to research and improve their teaching. Information on workshops, seminars circulated, series of invited external speakers to Faculty, staff supported to buy T&amp;L books, attend conferences using Scholarship Index funds, apply for TIF and other support for teaching innovations</li> <li>12. New academic job descriptions include commitment to T&amp;L professionalism and innovation, including development and archiving of learning and curriculum resources- in place March 2003</li> <li>13. New staff induction program in T&amp;L priorities-conducted in 2002, planned for 2003. T&amp;L mentors appointed for all new staff- in place</li> <li>14. New academic staff to complete 3day, Grad Cert -10 Faculty staff enrolled in Grad Certificate, 2003, provided with books, time release and support for studies since 2002</li> <li>15. Leadership training to create a culture of shared responsibility for leadership in research and teaching across the Faculty- 2002-2003</li> <li>16. Transparent processes for decision making- open access to all Faculty executive and committee minutes, agendas, papers via the Intranet</li> <li>17. Development of more effective, clear processes for management of key tasks in teaching and research- enhanced role for Year coordinators,</li> </ol>

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	<p>committees and working groups Casual tutor induction and development program- completed Feb 2003</p>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<p>18. Targeted training for general staff- Workshop- July 2002, Survey and report, planning- Feb 2002, Training day planned- July 2003 19. Training session in group learning- planned for 2003 20. Clinical assessment coaching- In progress- from July 2002-July 2003 21. Training for extramural practitioners- training weekend June 2003 22. Teaching and Learning Development Days- planned for June, Nov 2003 23. Training workshop and coaching in use of WebCT VEIN, OLIVER to support learning through inquiry Thyne Reid Showcase- In progress since 2002</p>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<p>24. The strategies outlined above have made a major difference to the way staff, particularly new staff approach teaching, and their understanding of the Faculty's expectation that they should strive for professional development as educators. The Faculty has widened the training net to include ALL those involved in helping students learn, including general staff and extramural practitioners. This will require ongoing effort and commitment for success. 25. The Faculty restructure initially resulted in some confusion about reporting mechanisms as the Faculty adjusted to the absence of long-standing boundaries. These mechanisms are gradually being clarified with experience and the improvement of staff induction and administrative structures across the Faculty. Continued effort is required to encourage staff to work across old boundaries on new tasks. 26. The combination of leadership training, major refurbishments and new curriculum implementation have been crucial in improving communication/decision-making pathways. Most staff involved in the PM&amp;D process find it very useful for setting personal goals, comparing these with the views of their supervisor/reviewer, communicating their needs and negotiating a career development program. Nevertheless, the PM&amp;D reviews have a limited impact, as they provide a brief snapshot of a staff member's work program for 12 months.</p>

<p><b>Recommendation 3</b></p>	<p><b>Re-socialising of students at both ends of program: From HSC to University – from exam passers to learners. Faculty should think about introducing PBL earlier than 3<sup>rd</sup> year. From University to Practice so that become lifelong learners and professionals. VEIN helps here as available to veterinarians in the community.</b></p>
<p><b>Action taken by the Faculty</b></p>	<p><b>T&amp;L Objective 2: <i>Strive to create and provide outstanding learning resources and facilities with opportunities for use of information technology, engaging students in learning through inquiry</i></b></p> <ol style="list-style-type: none"> <li>1. To provide programs to ensure effective transition from school/work/study and socialise students to learning at University.             <ol style="list-style-type: none"> <li>1.1. Implement First Year Experience initiatives:                 <ol style="list-style-type: none"> <li>1.1.1. Early diagnosis and referral of English language deficits to the Centre for English Teaching</li> <li>1.1.2. Develop and implement group learning training in Professional Practice 1 to develop students skills and maturity as independent learners- in progress, April 2003</li> </ol> </li> <li>1.2. Extended program to commence February 2003:                 <ol style="list-style-type: none"> <li>1.2.1. Diagnostic assessment task completed and returned to students by week 5 of Semester 1, targeted remediation in English- April 2003</li> <li>1.2.2. Develop and implement training for staff and students on strategies for learning in groups- planned for 2003</li> </ol> </li> </ol> </li> <li>2. Develop and implement innovative resources to support learning through inquiry and integration             <ol style="list-style-type: none"> <li>2.1. Create learning resources on VEIN, WebCT, Oliver for integrative case based learning – by establishing Thyne Reid education innovations unit, purchasing image capture equipment, employing staff through Thyne Reid funds, including educational developer- in progress</li> <li>2.2. Investigate and identify needs for IT development to extend/supplement WebCT- VOILS<sup>6</sup> – in progress - WebCT adopted</li> <li>2.3. Develop and implement learning through inquiry tasks supported by online resources in Year 2 and Year 4 units- in progress</li> <li>2.4. Increase WebCT use across Faculty- coaching in place</li> <li>2.5. Research impact of learning through inquiry tasks on student learning, collaboration with ITL- planned for May 2003</li> </ol> </li> </ol>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ol style="list-style-type: none"> <li>3. Complete, implement and evaluate 20 ICAPs<sup>7</sup>, present outcomes to Faculty at T&amp;L Day- Nov 2003</li> <li>4. Develop, implement and evaluate 10 VOILS modules, present outcomes to Faculty- Nov 2003</li> <li>5. Achieve target of 90% Yr1 to 3 units and 50% Yr4 units using WebCT- Nov 2003 through coaching and support-in progress</li> <li>6. Expand online learning resources in areas of strategic need to support flexible student- centred learning and achievement of Graduate Attributes             <ol style="list-style-type: none"> <li>6.1. Expand VEIN resources in priority areas</li> <li>6.2. Increase library's video/CDRom/on line veterinary education resources – underway, purchases made</li> <li>6.3. Develop a Virtual Clinical Campus to enable Year 5 students to remain active participants of the University learning community while off campus- in progress. Through an expansion of VEIN it will provide a seamless link through undergraduate study, year 5 clinical training to support new graduates (and life long learning)</li> <li>6.4. Develop teaching resources, assessment tasks, communication tools, to support extramural learning in clinical practice rotations and demonstrate to extramural partner practice workshop- June 2003</li> </ol> </li> </ol>

<sup>6</sup> Veterinary Online Interactive Learning System – conducted within WebCT.

<sup>7</sup> Integrated Case-based Applied Pathology

<b>Faculty's evaluation of the success of action taken</b>	7. The Faculty has embarked on an ambitious program to change students' learning strategies from teacher-driven tasks to student centred activities that better prepare them for professional practice. This is supported by Thyne Reid funds for 2003-4. Introduction of learning through inquiry tasks and case based learning has been well received by students and staff, and many staff are contributing to developing outstanding learning resources that students can access on campus or at remote sites. The outcomes of these changes will be researched and reported in 2004. We will be carefully monitoring students' perceptions of the learning resources and learning community scales on SCEQ.
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<b>Recommendation 4</b>	<p><b>PhD supervision and programs:</b>  <b>Need to provide a greater sense of community for students.</b>  <b>Make aware of resources available, and provide easier access to them. Need to look at developing supervision skills.</b></p>
<b>Action taken by the Faculty</b>	<ol style="list-style-type: none"> <li>1. Annual seminar has been made assessable</li> <li>2. Other seminars organised regularly</li> <li>3. Arrangements have been made to ensure postgraduate students receive Faculty email information</li> <li>4. Some supervisors enrolled in ITL supervision training</li> </ol>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ol style="list-style-type: none"> <li>5. Greater accountability taken by Faculty's PERT Committee; Development of comprehensive orientation material and training sessions for new postgraduate students and supervisors;</li> <li>6. PERTC to continue to implement the 10-point plan</li> <li>7. Ensuring that each student has access to regular timetabled quality time with supervisor.</li> <li>8. Broadening of community responsibility for research students so that responsibility is not <i>only</i> situated with the supervisor. This includes facilitating active involvement of associate supervisors.</li> </ol>
<b>Faculty's evaluation of the success of action taken</b>	<ol style="list-style-type: none"> <li>9. The Faculty Postgraduate Conference is a great success. However, seminars have had limited success in creating sense of community – Faculty needs to put effort in a number of new directions to develop community, value, positioning and research ambiance for students, and will expect more active participation in these activities from both supervisors and postgraduate students.</li> <li>10. Some students remain unaware of resources that are available to them – comprehensive orientation material needs to be developed to outline resources and systems in the Faculty. Mandatory postgraduate student and supervisor workshops/ training programs will be developed, implemented and evaluated.</li> <li>11. The Faculty needs to assess the resource requirements for research students and develop policies about the levels of resource responsibility that should be provided from core Faculty funds.</li> <li>12. Some students report outstanding supervision while others are very dissatisfied. PERTC needs to capitalise on its expertise, by: conducting supervisor training sessions as required, implementing postgraduate student performance review reports each semester, and developing policies and practices to improve the quality of supervision for all research students throughout their degree.</li> </ol>