



THE UNIVERSITY OF
SYDNEY

FACULTY OF HEALTH SCIENCES

ACADEMIC BOARD REVIEW

PROGRESS REPORT ON RECOMMENDATIONS

FINAL REPORT

1 October 2010

Recommendations from the Academic Board

Recommendation 1 5

The Academic Board recommends that the Faculty consider how a culture of collegiality and inclusiveness can be further encouraged in the new organisational structure. This might include: **5**

1.1 promotion of the opportunities in the existing management and governance structure for all staff and students to become involved in Faculty activities. **5**

1.2 development of strategies that will actively encourage staff and students to engage with the Faculty culture; **5**

1.3 and ensuring that staff and students have clear pathways through which issues can be addressed and that they are made aware of these pathways. **5**

Recommendation 2 8

The Academic Board recommends that the role of Discipline Heads in the new structure be further considered and clarified, particularly in respect of curriculum development and delivery and the mentoring of staff. **8**

Recommendation 3 9

The Academic Board recommends that the Faculty ensure that the academic risk factors inherent in: **9**

3.1 the realignment of the student cohort to one which is predominantly graduate-entry; **9**

3.2 and the provision of clinical training in a climate of increasing competition for places and growing requirements for payment by training providers; **9**

3.3 are adequately assessed through the development of a risk management plan and discussions with external stakeholders..... **9**

Recommendation 4 14

The Academic Board recommends that the Faculty develop strategies to ensure that its communication processes work well at all levels of staff and students. It is further recommended that the Faculty develop staff and student evaluation mechanisms to monitor the effectiveness of these strategies..... **14**



Recommendation 5 16

The Academic Board recommends that the Faculty adopt a coordinated strategy for the establishment and management of links with external stakeholders..... 16

Recommendation 6 19

The Academic Board recommends that the Faculty develop mechanisms to facilitate the continuing participation of staff and students in the development of its strategic objectives. . 19

Recommendation 7 20

The Academic Board recommends that the Faculty consider how it can expand the Student Ambassador program to involve a greater number of students and foster a greater level of engagement with the Faculty across the student body. 20

Recommendation 8 21

The Academic Board recommends that the Faculty develop clearly articulated processes to improve student engagement with the Faculty. This may include:..... 21

a student representation system which allows students to contribute to planning and decision making; 21

regular staff-student liaison committees at which academic as well as administrative issues can be raised;..... 21

and mechanisms for the Faculty to take student feedback into account in reviewing the organisation and delivery of course material and to report back to the student body on the outcomes of feedback..... 21

Recommendation 9 23

The Academic Board recommends that the Faculty adopt a more formal approach to benchmarking to achieve clarity about its national and international comparators and feed this back into strategic planning..... 23

Recommendation 10..... 24

The Academic Board recommends that the Faculty consider how it can 24

10.1 further develop interprofessional and interdisciplinary teaching; 24

10.2 work more closely with other cognate faculties in the University in the delivery of common units of study; 24



10.3 and include a greater focus on indigenous health in its professional preparation programs. **24**

Recommendation 11 **28**

The Academic Board recommends that the Faculty implement mechanisms to **28**

enhance the teaching skills and professionalism of all teaching staff, particularly discipline specialists; **28**

provide a more formal system of staff mentoring, particularly for early career staff; **28**

and ensure consistency in of the quality of teaching across the Faculty. **28**

Recommendation 12 **30**

The Academic Board recommends that the Faculty provide more opportunities and encouragement for RHD students to **30**

engage in interdisciplinary activities; and **30**

develop professional skills relevant to their future careers, including as academics. **30**

RECOMENDATION 1

THE ACADEMIC BOARD RECOMMENDS THAT THE FACULTY CONSIDER HOW A CULTURE OF COLLEGIALITY AND INCLUSIVENESS CAN BE FURTHER ENCOURAGED IN THE NEW ORGANISATIONAL STRUCTURE. THIS MIGHT INCLUDE:

1.1 PROMOTION OF THE OPPORTUNITIES IN THE EXISTING MANAGEMENT AND GOVERNANCE STRUCTURE FOR ALL STAFF AND STUDENTS TO BECOME INVOLVED IN FACULTY ACTIVITIES.

1.2 DEVELOPMENT OF STRATEGIES THAT WILL ACTIVELY ENCOURAGE STAFF AND STUDENTS TO ENGAGE WITH THE FACULTY CULTURE;

1.3 AND ENSURING THAT STAFF AND STUDENTS HAVE CLEAR PATHWAYS THROUGH WHICH ISSUES CAN BE ADDRESSED AND THAT THEY ARE MADE AWARE OF THESE PATHWAYS.

1.1 Promotion of the opportunities for staff to participate in the existing management structures of the Faculty has occurred through the formal committee structures of the Faculty. Opportunities exist for staff to attend meetings and or contribute to the relevant agenda. The following steps have been undertaken in order to ensure opportunities to participate in each of these committees;

- a) Membership is published and is representative across the Faculty (including students where appropriate)
- b) Meeting dates are scheduled and published at the start of the year in the Faculty calendar on the intranet.
- c) Invitations to public meetings are sent via The Faculty Bulletin.

The current suite of committees that govern the Faculty include:

- i. **Faculty** is the principal decision making body of the Faculty, with responsibility for determining all matters concerning degrees and disciplines within the Faculty.
- ii. **Faculty Executive** with an expanded membership including Associate Deans and Deputy Deans.
- iii. **Research Committee is responsible** for promoting research by staff and students of FHS, and formulating policy regarding the Faculty's strategic directions with regard to all matter relating to research and research infrastructure
- iv. **Research Higher Degree (RHD) Sub-Committee** to provide leadership in research training within the Faculty and to implement policies related to the candidature of graduate research students
- v. **Learning and Teaching Executive Committee** provides management and leadership across learning and teaching
- vi. **Learning and Teaching Committee** implements relevant University policy and liaise with units in the University whose mission is to support learning and teaching. The committee will develop and implement policies and procedures relating to learning, teaching and assessment within the Faculty, including flexible learning

- vii. **Clinical and Professional Fieldwork Sub-Committee** develops and improves clinical education and to manage our relationships with external partners
- viii. **Course Directors UG** whilst not a formal committee the work of this group assists the work of the Faculty and ensures the effectiveness of the formal learning and teaching committees
- ix. **GEM Course Directors PG** whilst not a formal committee the work of this group assists the work of the Faculty and ensures the effectiveness of the formal learning and teaching committees
- x. **Advanced Learning Course Directors PG** whilst not a formal committee the work of this group assists the work of the Faculty and ensures the effectiveness of the formal learning and teaching committees
- xi. **External Advisory Committees** were developed in each discipline to facilitate relationships with each of the ten relevant professions.
- xii. **Health Sciences Alumni Association** was incorporated in 2009 to maintain strong linkages with past students and to develop strong community links

In addition to these formal opportunities, interested staff and/or staff with relevant expertise are invited to join Faculty working parties. For example the Indigenous Integration into Curriculum working party and Honours working party have met regularly during 2010.

1.2 The promotion of the opportunities in the existing management and governance structure for all staff and students to become involved in Faculty activities.

Participation in the management structures of the Faculty is actively encouraged through promotion. This promotion occurs via the existing communication channels within the Faculty (See Recommendation 4 page 14).

- a) Committee meetings (see 1.1 section above) are promoted through the calendar and issues can be identified and put on the agenda by relevant staff
- b) Staff are invited to nominate to participate on committees, for example the Specialist Masters Review Committee.
- c) Faculty Meetings – are an opportunity for discussion on the performance of the Faculty and issues arising. Open dialogue is encouraged.

1.3 The Faculty has in place a number of pathways through which issues can be addressed. All staff mechanisms are promoted on the Faculty Intranet site (Staff Central) and periodical reminders are sent to staff via the Faculty Bulletin (See Recommendation 4 page 14). The pathways through which issues can be addressed are as follows;

Staff

- 1) **Academic Staff Issues** can be raised through the supervisor and if a resolution is not reached the issue can be escalated to Staff Development. The Performance Management and Development reviews are an opportunity for the Faculty to approach staff pro-actively about issues they may be experiencing.
- 2) **Professional Staff** can raise issues through line manager, or approach the Faculty Manager if an escalation is required; staff are also able to approach Staff Development for assistance with issues.
- 3) **Policies and Procedures** are available and are all listed on Staff Central. A key development has been to create a Services Catalogue that is a single listing of policies, procedures and processes. This list is searchable and enables staff to source the information they require. Ensuring that Policies and Procedures are accessible is an important step in ensuring that the Faculty and its members are aware of their rights and responsibilities. The Services catalogue includes reference to the Complaints Resolution policy. <https://staff.usyd.edu.au/fhs/staffcentral/faculty/Pages/PoliciesProcedures.aspx>
- 4) **Counselling Services** as provided at Camperdown campus <http://www.usyd.edu.au/sydneypeople/working/counselling.shtml>

Students

- 5) Information on students' mechanisms for escalating issues is published on the Faculty website. There is specific information on the following mechanisms;
 - a. Appeals against an Academic Decision
 - b. Complaints non-Academic
 - c. Conduct
 - d. Attendance
 - e. Examinations and assessment (including special consideration)
 - f. Credit Transfer
 - g. Leave
 - h. Progression Policy
- 6) The Introduction of Ask Health Sciences provides an online mechanism for students to ask specific questions of the Faculty. http://sydney.edu.au/health_sciences/current_students/enquiries.shtml
- 7) Student representatives are invited to attend teaching team meetings once a semester to give feedback from the student body about their course and units of study



RECOMENDATION 2

THE ACADEMIC BOARD RECOMMENDS THAT THE ROLE OF DISCIPLINE HEADS IN THE NEW STRUCTURE BE FURTHER CONSIDERED AND CLARIFIED, PARTICULARLY IN RESPECT OF CURRICULUM DEVELOPMENT AND DELIVERY AND THE MENTORING OF STAFF.

The Faculty has developed role descriptions for Heads of Disciplines and this group meets monthly with the Dean and Faculty Executive. Professional development Seminars have been developed for Heads of Disciplines by the Office of Staff Development. Heads of Discipline play an active role in Open Day, Go Expo and Orientation. They also chair the External Advisory Committee in each Discipline and play a strategic role in liaison with the profession and with industry, for example for the purposes of professional course accreditation and re-accreditation. In 2010 the Head of the Discipline of Health Informatics attracted a scholarship for the Master of Health Informatics from the Department of Health in NSW. Heads of Discipline as a group have been working on redrafting their role descriptions to better reflect the actual work being done.

The appointment and recognition of the role of Course Director has provided clarity with regards to the role of Heads of Discipline in curriculum development and delivery. Course Directors not HODs are directly responsible to the Associate Dean Learning and Teaching for the delivery and quality of courses in the Faculty. Course Directors consult with and seek strategic advice from the HOD and other senior members of staff in the Discipline with regards to curriculum.

RECOMMENDATION 3

THE ACADEMIC BOARD RECOMMENDS THAT THE FACULTY ENSURE THAT THE ACADEMIC RISK FACTORS INHERENT IN:

3.1 THE REALIGNMENT OF THE STUDENT COHORT TO ONE WHICH IS PREDOMINANTLY GRADUATE-ENTRY;

3.2 AND THE PROVISION OF CLINICAL TRAINING IN A CLIMATE OF INCREASING COMPETITION FOR PLACES AND GROWING REQUIREMENTS FOR PAYMENT BY TRAINING PROVIDERS;

3.3 ARE ADEQUATELY ASSESSED THROUGH THE DEVELOPMENT OF A RISK MANAGEMENT PLAN AND DISCUSSIONS WITH EXTERNAL STAKEHOLDERS.

The management of the risk identified in Recommendation 3 has been addressed within the Faculty through;

1) Development of the External Advisory Committees (EACs)

The EAC model has been adopted across the Faculty. Given the unique needs of the many professions represented in the Faculty the EAC is coordinated within each discipline. The specific purpose of each of these committees is to continue a dialogue between the University and the profession group. This dialogue is ongoing and covers many topics. These include; clinical education, curricula design, news and trends in the University, trends in the profession and accreditation.

The EACs meet regularly to facilitate open dialogue and prompt attention to issues. There are ten EACs representing each of the professions for which the Faculty runs accredited courses. The following is an example of one of the EACs that operate within the Faculty.

“Speech Pathology External Advisory Committee

In 2008 a new External Advisory Committee (EAC) was convened for the undergraduate and masters’ program in speech pathology.

The role of the committee is to give advice and direction to the Discipline regarding the attributes of our graduates and future workplace trends that need to be accounted for in our curriculum.

If you have specific feedback you would like to give the university on either of these issues you are welcome to contact Kirrie Ballard, Head of Discipline or the EAC member most relevant. Below is a list of our EAC members and the groups they are representing.

We are looking forward to working closely with our EAC members to maintain the quality of our graduates and the relevancy of our courses to the current and future workplace.

- **Cheryl Andrews** – Private Practice
- **Leigha Dark** – Spastic Centre, NSW
- **Janet Greely** – Speech Pathology Regional Advisor’s Group
- **Leah Hanley** – New Graduate
- **Eva Nemeth** – NSW Student Unit Supervisors
- **Kerrie Plumer** – NSW Department of Health
- **Liz Poynting** – Speech Pathology Managers Group
- **Justine Watkins** – Speech Pathology Association of Australia

Speech Pathology Affiliates

- Bankstown-Lidcombe Hospital
- Hornsby Ku-ring-gai Health Service
- Liverpool Health Service
- Royal Prince Alfred Hospital
- Singapore General Hospital
- St Joseph's Hospital, Auburn
- The Spastic Centre”

(Source: www.sydney.edu.au/health_sciences/speech_pathology/about/our_affiliates.html#eac)

2) Creation and Use of Communications Materials and Channels

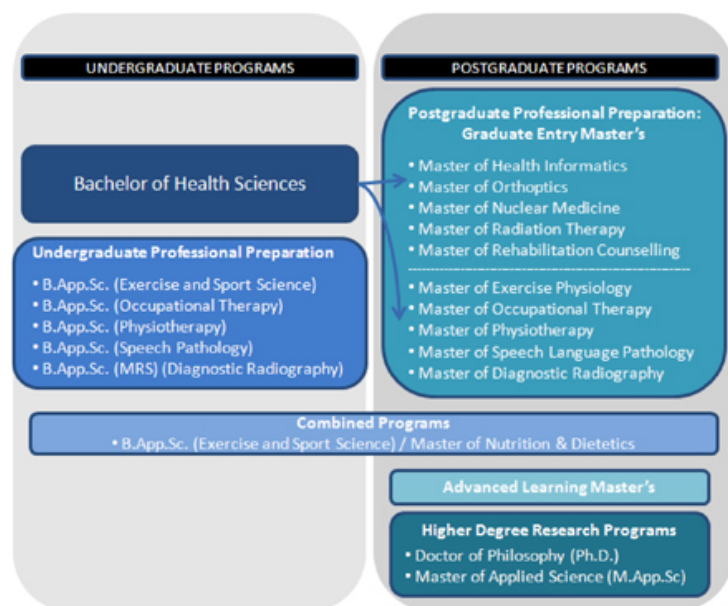
The Faculty has developed communications messages and tools to support a consistent message regarding how the Faculty is developing as predominantly post graduate. This ensures a clarity and consistency of message for all stakeholders. These include;

i. Two Pathways to Practise

The Faculty is leading the way in moving towards a graduate model of allied health education in line with national and international developments. This sees an increasing proportion of our students completing their professional preparation at a postgraduate level through our two-year graduate entry master's programs after first completing an undergraduate degree such as the Bachelor of Health Sciences. This model produces mature and dedicated graduates who are well equipped to take on challenging positions in industry, health services and research.

The Faculty will continue to offer a suite of high prestige undergraduate professional preparation programs for direct entry into the profession for our high achieving students.

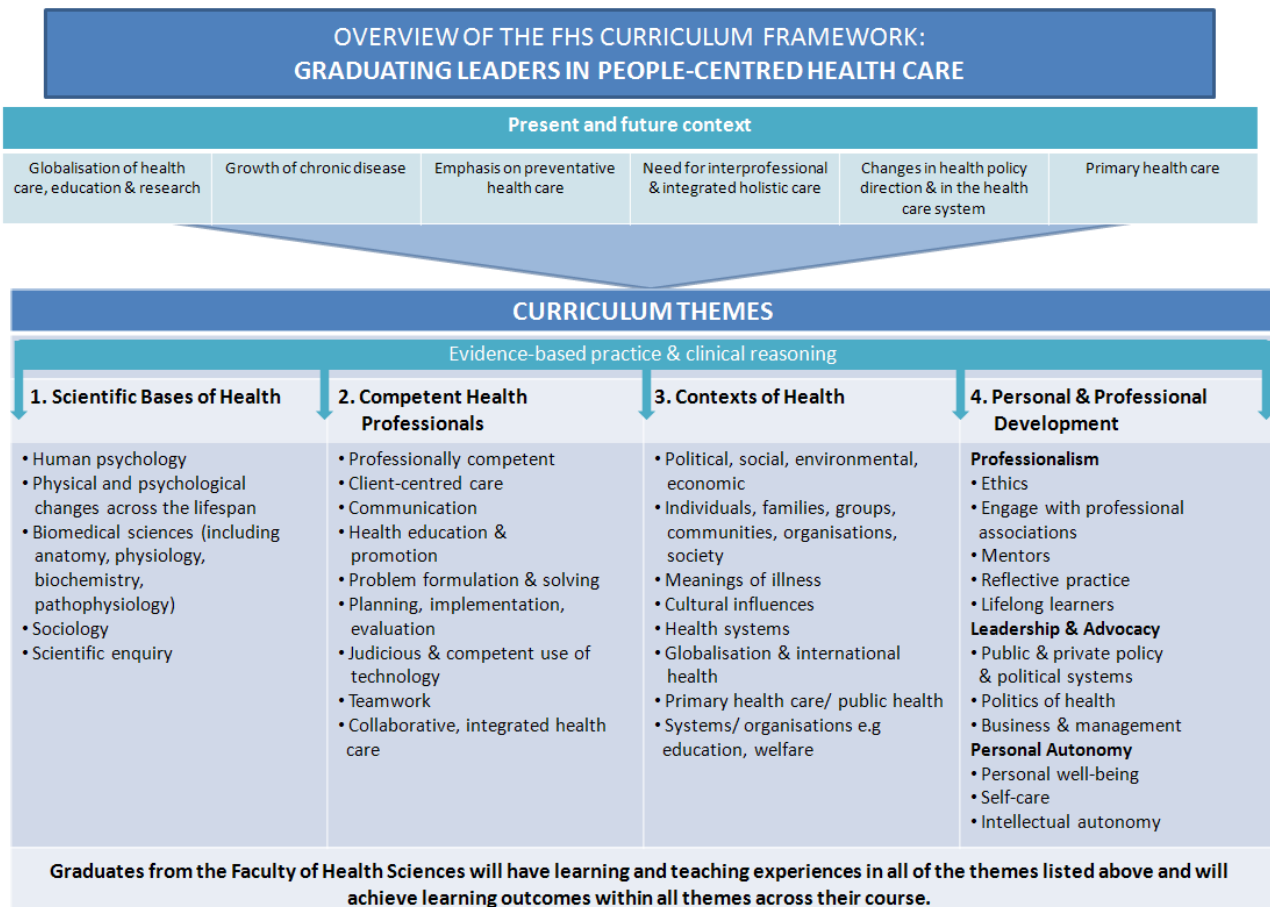
As well as higher degree research programs, a range of advanced learning coursework master's are available for graduates who want to progress in their chosen profession by developing specialised professional knowledge and skills.



(see http://sydney.edu.au/health_sciences/aboutFHS/index.shtml)

ii. Curriculum Framework

The Curriculum Framework defines the Learning and Teaching framework within which professional skills are developed. Production of materials such as the one that follows enables the Faculty to articulate a coherent and integrate curricular approach.



iii. Discipline Newsletters

Production of newsletters such as the Discipline of Speech Pathology Newsletter enables the Faculty to share news and information with the broader profession.

http://sydney.edu.au/health_sciences/speech_pathology/about/docs/Newsletter_Issue_6_August_2010.pdf

3) Development of Relationship with Health Workforce Australia (HWA)

“On the 8 December 2009 the Hon Nicola Roxon MP, Minister for Health and Ageing announced the appointment of the first Chief Executive Officer of Health Workforce Australia (HWA)....HWA has been established to produce more effective, streamlined and integrated clinical training arrangements and to support workforce reform initiatives.”(source: <http://www.ahwo.gov.au/hwa.asp>)

The Faculty is working closely with HWA in the successful applications, first to Department of Health and Ageing and second to HWA for the provision of clinical training opportunities. The Faculty has led two successful responses to HWA in both funding rounds for the provision of increased and innovative Clinical Training Places. These were multi-disciplinary across the University.

The first of these grant applications was a partnership with Royal Rehabilitation Centre and provides funding for multidisciplinary clinical education for students from Nursing, Medicine, Pharmacy, Speech Pathology, Psychology, Physiotherapy, Occupational Therapy and Social Work.

The second partnership was with Independent Practitioner Network (IPN) and again provides opportunities for students from Sydney University to undertake clinical education in general practise settings. Opportunities are now funded for students from Dentistry, Nursing, Pharmacy and Physiotherapy.

In addition the Faculty participated in a number of grant applications that were led by other faculties in the University. Many of these were successful. For example the Faculty was the major partner in a successful grant with the Broken Hill University Department of Rural Health which will provide substantial support for approximately 30 FHS allied health placements in Broken Hill over the next 12 month period.

1) High Level Leadership in health sciences in Australia

The Dean is a member of the Executive of the Australian Council of Pro Vice Chancellors and Deans of Health Sciences Australia. In this position she is actively involved in Federal and State discussions on professional preparation course at undergraduate and graduate level. The University of Sydney is regarded as the national leader in the provision of high quality graduate entry professional entry courses in the health science disciplines. Steadily increasing demand for these courses is indicative of the professional support for, and student interest in the courses.

RECOMMENDATION 4

THE ACADEMIC BOARD RECOMMENDS THAT THE FACULTY DEVELOP STRATEGIES TO ENSURE THAT ITS COMMUNICATION PROCESSES WORK WELL AT ALL LEVELS OF STAFF AND STUDENTS. IT IS FURTHER RECOMMENDED THAT THE FACULTY DEVELOP STAFF AND STUDENT EVALUATION MECHANISMS TO MONITOR THE EFFECTIVENESS OF THESE STRATEGIES.

The Faculty has sound communication channels in place. Work has been undertaken to ensure that these channels are well understood by those who produce information for a broad audience in the Faculty. The channels are as follows:

Channel	What to use it for
Faculty staff meetings	Attending meetings and providing an information update is the most effective way of ensuring your message is received and understood.
Staff Central news	Report staff success and achievements, staff development, good internal news stories
Staff Central events calendar	Places item into Faculty wide calendar. Notify staff of an upcoming event.
Faculty Bulletin	Staff related notices, asking for an action to be completed, notify change of process, reminder about upcoming deadlines
Intranet FHS community	Any notices that you would like staff to know about. Non business or social news ie requests for home stay, sponsorship or charity raising efforts. No commercial/retail advertising permitted.
Executive message	Only available to executive team members

The Faculty has in place a co-funded project with CIS to improve the design of the Faculty intranet. Work has commenced on scoping the project. This project is seen as an investment in improving the transfer of information and it will underpin and support improved communications.

Further work needs to be done on developing evaluation mechanisms to monitor the effectiveness of these strategies.

Effective communication with a study body of approximately 5,000 students is challenging. Our experience has found that it is necessary to employ multiple methods of communication and that

local communications achieve a better response than central ones. All student emails from the Faculty are used rarely and with caution. Emails from Course Directors or Program Administrators targeted to specific groups e.g. year level or UOS cohort tend to be most successful. We also communicate general information regarding relevant events or presentations to students via electronic sign boards which are placed around the Faculty.

Course Directors conduct yearly debrief sessions with cohorts of students to elicit and respond to feedback about student experiences. This strategy has allowed faster responses to student feedback. Student liaison academics (SLAs) are also available for students to contact at any time during their course if they require advice or guidance. The SLA role is formally recognized in the Faculty teaching workload policy. There is a graduate student newsletter that is published at regular intervals.

RECOMMENDATION 5

THE ACADEMIC BOARD RECOMMENDS THAT THE FACULTY ADOPT A COORDINATED STRATEGY FOR THE ESTABLISHMENT AND MANAGEMENT OF LINKS WITH EXTERNAL STAKEHOLDERS.

Of the current suite of Faculty committees, there are a number who are dedicated to managing external relationships. These include:

- 1) **Faculty Executive** – with an expanded membership including Associate Deans and Deputy Deans.
- 2) **External Advisory Committees** – were developed in each discipline to facilitate relationships with each of the ten relevant professions.
- 3) **Health Sciences Alumni Association** – was incorporated in 2009 to maintain strong linkages with past students and to develop strong community links
- 4) **Clinical and Professional Fieldwork Sub-Committee** - to develop and improve clinical education and to manage our relationships with external partners
- 5) **Research Committee** - is responsible for promoting research by staff and students of FHS, and formulating policy regarding the Faculty's strategic directions with regard to all matter relating to research and research infrastructure.

Each of these committees is charged with responsibility for ensuring that the Faculty maintains strong networks and good working relationships with the external parties that are critical to the success of the Faculty. The work of the committees is proactive with regard to sharing information about the Faculty with stakeholders and also to maintain a dialogue to ensure that any issues can be addressed in a timely manner.

The key relationships that the Faculty has identified are listed below and all are represented in the Strategic Planning consultation phase (in Recommendation 6.) These are;

- a. Dept of Health and Ageing
- b. Health Workforce Australia
- c. NSW Health
- d. NSW Department of Human Services
- e. NSW Department of Education and training
- f. Professional Associations for all 10 disciplines
- g. Multiple clinical placement providers including non-government agencies and private practitioners
- h. Other Faculties in the University

As part of the Faculty's key strategic initiatives for 2011 the Faculty is initiating Health Sciences Sydney Board, a committee of high level external stakeholders. Following is a detailed proposal for the Board and its role.

Division of Health Sciences Board

1. Objectives

The objectives of the Division of Health Sciences Board are to promote the strategic direction for the Division, to manage risk, to ensure academic and fiscal accountability, and to take responsibility for the relationship between the Division and SEG. In particular, the Divisional Board will promote cross-disciplinary research and teaching within the Division and across the university more broadly; ongoing curriculum monitoring and reform (where appropriate); efficient teaching of courses and units of study; identification of and support for research priorities and opportunities; oversight of high quality appointments in line with the Divisional Strategic Plan; efficient and effective shared support services; close collaboration with the Division of Medicine, Dentistry, Nursing and Midwifery and Pharmacy and where appropriate engage in joint endeavours in any one of the above; and integration of the Division with the governance structures and procedures of the University as a whole.

2. Membership of the Board

The following composition of the Board is proposed.

Dean, Deputy Dean, Faculty Manager, Associate Director Finance, and two representatives of the Associate Deans of the Faculty normally being one of the Associate Deans Learning and Teaching and the Associate Dean Research and Innovation or Associate Dean International Development.

One nominated representative from each of the following stakeholder groups: Heads of Disciplines, the professoriate; and early career researchers.

One representative from the Division of Medicine, Dentistry, Nursing and Pharmacy and one representative from the to-be-formed Health Sciences Sydney Committee. This committee will comprise individuals external to the University who are committed to the strategic direction of the University more broadly and the Division specifically and who have significant expertise in the health sector and/ or higher education sector and/ or international sector relevant to the Division.

The Chair, nominated by the Vice-Chancellor, and the Provost and Deputy Vice-Chancellor, *ex-officio*.

It is expected that from time to time, other members of the Faculty, the Faculty Executive and other Divisions within the University may be invited to join the Board relevant to the business of the Board at that meeting and the individual's expertise. It is also anticipated that from time to time, the Board may wish to hold invitation only or open sessions to highlight the work of the Division or to seek broader input into its deliberations on matters of strategic importance to the Division.

3. Conduct of Business of the Board

Preamble

The Faculty of Health Sciences Executive provides academic leadership and management oversight of the strategic and operational business of the Faculty. The Executive meets fortnightly with alternate meetings of 4 hours primarily devoted to strategic matters, and 2 hours primarily concerned with operational matters. The FHS Executive reports formally to the Faculty via the Faculty Meeting held quarterly and informally via the daily FHS Bulletin. The Faculty Meeting is the formal collegial decision making body to which the Faculty Committees, Associate Deans, Deputy Dean and Dean report and provide recommendations in relation to Faculty business. To dispense with this integral part of Faculty governance could diminish collegial and consensus decision-making in the Faculty. It is proposed that the Faculty Meeting continues and its currently somewhat restrictive (and primarily academic) membership be broadened to include all academic and professional staff in the Division.

The quarterly Faculty Meetings are complemented by regular and up to 6 per year Faculty Forums at which a topic of interest to the Faculty as a whole is presented and debated, often led by relevant portfolios from across the University. Examples of topics in recent fora include international development, indigenous inclusion in curricula, UG Honours Programs, the Green Paper. One planned for later this year will address the UEM. These fora provide an opportunity for information sharing, debate, and an avenue for all staff to contribute to influencing Faculty and University policy and practice.

Divisional Board Meeting Schedule

To align with current Faculty governance it is anticipated that the Divisional Board would meet at least quarterly and on a schedule appropriate to receiving material from both Faculty Executive and the Faculty Meeting. The Agenda will be determined by the Chair in consultation with the Dean. Agenda items will represent the responsibilities of Divisional Boards as outlined briefly above under 1. Objectives, and on page 8 of the University of Sydney 2011-2015 White Paper. Material relevant to Agenda items will be drawn from the Faculty Executive, the Faculty Meeting, and from SEG or the Vice-Chancellor as matters of relevance to the Division of Health Sciences Board or Boards of all Divisions in the University.

Responsibilities of the Chair

The Chair will be responsible for calling all meetings; preparing the agenda and related papers and draft recommendations; recording the minutes of Board meetings; forwarding Recommendations to SEG and liaising with the relevant committees of SEG; reporting to SEG on an agreed schedule; and liaising where appropriate on behalf of the Board with the Provost and Vice-Chancellor of the University.

Conduct of Meetings of the Board

As a general principle, the Board will work toward reaching consensus on items being considered. All votes in respect of Recommendations to SEG and its sub-committees shall be by a majority and each member shall be entitled to one vote. The consent of the Dean to each Recommendation must be given in respect of all matters considered by the Dean to be essential for their Faculty not

least curriculum in the ten disciplines all of which are subject to national accreditation and progressively to the requirements of the National Registration Authority.

Evaluation of Performance of the Board

As a general rule, the performance of the Board should be evaluated regularly and preferably in line with evaluation procedures for SEG given the reporting line and accountability from the Board to SEG.

Appeals and Dispute Resolution

Any disputes and appeals against recommendations of the Board would be made to SEG.

Administrative Support to the Board

Administrative support to the Board will be provided by a University-wide secretariat.

RECOMMENDATION 6

THE ACADEMIC BOARD RECOMMENDS THAT THE FACULTY DEVELOP MECHANISMS TO FACILITATE THE CONTINUING PARTICIPATION OF STAFF AND STUDENTS IN THE DEVELOPMENT OF ITS STRATEGIC OBJECTIVES.

With the publication of the Green Paper and the White Paper the Faculty has begun to undertake the development of the Faculty's Strategic Plan for 2011-2015. The collaboration that has been and will be undertaken includes the following;

- 1) Deputy Dean Professor Kathryn Refshauge hosted a series of Faculty Fora in common lunch hours with all staff invited to provide responses to contribute to the Faculty response to the Green Paper. These responses were collated and included.
- 2) The Faculty has produced and will shortly publish an empirical review of the Faculty's achievements against the 2005-2010 Strategic Plan. This will be shared with all colleagues in the Faculty. The purpose of this document is to provide data and evidence to inform the 2011-2015 Strategic Plan.
- 3) The Faculty Strategic Plan Process Chart includes a series of discrete consultation sessions with relevant groups. These groups include:
 - a. Undergraduate Course Directors
 - b. Postgraduate Course Directors
 - c. Research Convenors
 - d. Faculty Professoriate
 - e. Students
 - f. Dept of Health and Aging
 - g. NSW Health

- h. Health Workforce Australia
 - i. Professional Associations
 - j. Alumni
 - k. Other Faculties in the University
 - l. Faculty Staff – Research Discussion
 - m. Faculty Staff – Learning and Teaching Discussion
 - n. Faculty Staff – Professional Staff Discussion
- 4) To ensure that contributions from these many groups will be heard and included in the Development of the Strategic Plan a template has been designed to facilitate discussion and log comments, suggestions and ideas.
- 5) The Faculty is committed to providing reports against the progress of the Strategic Plan through the appropriate channels.

RECOMMENDATION 7

THE ACADEMIC BOARD RECOMMENDS THAT THE FACULTY CONSIDER HOW IT CAN EXPAND THE STUDENT AMBASSADOR PROGRAM TO INVOLVE A GREATER NUMBER OF STUDENTS AND FOSTER A GREATER LEVEL OF ENGAGEMENT WITH THE FACULTY ACROSS THE STUDENT BODY.

The role of Ambassadors is supported across the Faculty and the Ambassadors play a central role in engaging with and promoting the Faculty. In 2011 the scheme will be expanded to include a greater proportion of students from the graduate entry professional preparation courses. In 2010 the work of the ambassadors was focused on building relationships with identified schools and careers counselors. Ambassadors visited their previous high school and spoke to year 11 and 12 students about careers in health sciences and the Faculty.

In addition the Faculty is undertaking a campus refresh program which involves consultations with students to create a more lively and engaging campus with regard to the built environment and facilities offered.

This work in conjunction with the student representation outlined in Recommendation 8 demonstrates the Faculty's commitment to improving the engagement of students.

RECOMMENDATION 8

THE ACADEMIC BOARD RECOMMENDS THAT THE FACULTY DEVELOP CLEARLY ARTICULATED PROCESSES TO IMPROVE STUDENT ENGAGEMENT WITH THE FACULTY. THIS MAY INCLUDE:

A STUDENT REPRESENTATION SYSTEM WHICH ALLOWS STUDENTS TO CONTRIBUTE TO PLANNING AND DECISION MAKING;

REGULAR STAFF-STUDENT LIAISON COMMITTEES AT WHICH ACADEMIC AS WELL AS ADMINISTRATIVE ISSUES CAN BE RAISED;

AND MECHANISMS FOR THE FACULTY TO TAKE STUDENT FEEDBACK INTO ACCOUNT IN REVIEWING THE ORGANISATION AND DELIVERY OF COURSE MATERIAL AND TO REPORT BACK TO THE STUDENT BODY ON THE OUTCOMES OF FEEDBACK.

In addition the Faculty has worked to ensure that there is adequate student representation on formal committees.

Of the current suites of 11 committees that govern the Faculty (see Recommendation 1 page 5) there is student representation on the following committees:

- 1) **Faculty** – A group of students are invited to become members of the Faculty. In addition student attendance at Faculty meetings is now actively encouraged.
- 2) **External Advisory Committees** – where possible the External Advisory Committee has a student representative on the committee.
- 3) **Learning and Teaching Committee** – the Learning and Teaching Committee has a student representative on the committee.
- 4) **Clinical and Professional Fieldwork Sub-Committee** – this committee has seats for both an undergraduate and a postgraduate student. The Faculty has recently begun work to seek nominations for these positions.
- 5) **Research Higher Degree (RHD) Sub-Committee** – there is a student representative seat on the RHD sub-committee, the Faculty has advertised and encouraged applicants to fill this position but to date has not received an applicant.

In addition student representation is included through the following channels:

- 1) **Faculty Seminars** - Students are actively encouraged to attend
- 2) **Faculty Research Group Meetings** – the participation of Research students in FRG meetings occurs through both direct attendance and the seeking of student input to decision making.
- 3) **Discipline Meetings** – the participation of Research students in Discipline meetings occurs through both direct attendance and the seeking of student input to decision making.
- 4) **Student Feedback Surveys (USE, SCEQ and CEQ)** in particular qualitative feedback was shared with Course Directors and facilitated feedback to student cohorts on the activities being undertaken. In particular the Faculty questions used for the USE included specific Unit

of Study questions regarding the quality of Feedback provided to the student during their study. This data has been analysed and shared with Course Directors and Associate Deans. Each student enrolled in the UG or GEMs degree received an email at the beginning of semester 2, 2010 explaining how the Faculty, Discipline and Course were responding to their 2009 SCEQ feedback.

For the first time in 2010 outstanding students from 4 of our disciplines are competing in the National Health care Team Challenge in Brisbane. Along with students from Medicine and Nursing our students will compete with other student teams nationally. This initiative has been led by the Faculty. All students participating have been mentored by volunteer staff in the Faculty. The Faculty has also sponsored students to attend the APRU conference in Singapore and participate in other student led fora. In 2009/2010 significantly more opportunities for students to participate and represent the Faculty at various conferences, fora, consultative groups and cross-disciplinary activities have occurred.

RECOMMENDATION 9

THE ACADEMIC BOARD RECOMMENDS THAT THE FACULTY ADOPT A MORE FORMAL APPROACH TO BENCHMARKING TO ACHIEVE CLARITY ABOUT ITS NATIONAL AND INTERNATIONAL COMPARATORS AND FEED THIS BACK INTO STRATEGIC PLANNING.

The Faculty has undertaken extensive work with regard to improving its view of benchmarking. This includes:

- 1) CEQ Comparison across Australian Universities of comparable disciplines. This comparison was done based on cognate disciplines as measured by the Federal Government's ASCED¹ codes and gives each discipline an understanding of how their degree compares across good teaching, generic skills and overall satisfaction.
- 2) International Benchmark program will be undertaken with Curtin University. The Faculty and Curtin University have a large number of comparable disciplines. An agreement has been reached that for those disciplines a benchmark of International Comparators will be undertaken. The framework to be adopted is the published methodology from Centre for Higher Education Development in Germany. This report is titled "How to measure internationality and internationalisation of higher education institutions!" by Uwe Brandenburg and Gero Federkeil. The benchmarking exercise is to be completed by the end of the year and will inform the 2011-2015 Strategic Plan for the Faculty.
- 3) Undergraduate Entry into the Faculty. A detailed review has been undertaken across NSW for the discipline of Physiotherapy. Comparisons of published ATARs were reviewed against the number of offers made in Flexible Entry and to Non recent school leavers. Similar comparisons will be made for the other undergraduate programs.
- 4) In addition the Faculty has successfully initiated a cross institutional graduate course - the Master of Molecular Imaging. This is in collaboration with National University of Singapore and the University of Queensland. A second international cross institutional course in voice science is under consideration with high ranking institutions. These endeavours are an indication of the Faculty's international standing.

Benchmarking will be undertaken on an ongoing basis.

¹ ASCED "The Australian Standard Classification of Education (ASCED) is a new Australian standard classification and replaces the ABS Classification of Qualifications (ABSCQ). ASCED is comprised of two component classifications, Level of Education and Field of Education. It provides a basis for comparable administrative and statistical data on educational activities and attainment classified by level and field. The publication provides details of the conceptual basis of ASCED, the structure of the classification, definitions for all categories of level and field and concordances with other education classifications." (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/1272.0>)

RECOMMENDATION 10

THE ACADEMIC BOARD RECOMMENDS THAT THE FACULTY CONSIDER HOW IT CAN

10.1 FURTHER DEVELOP INTERPROFESSIONAL AND INTERDISCIPLINARY TEACHING;

10.2 WORK MORE CLOSELY WITH OTHER COGNATE FACULTIES IN THE UNIVERSITY IN THE DELIVERY OF COMMON UNITS OF STUDY;

10.3 AND INCLUDE A GREATER FOCUS ON INDIGENOUS HEALTH IN ITS PROFESSIONAL PREPARATION PROGRAMS.

10.1 Interdisciplinary Teaching

The development of the Curriculum Framework (see Recommendation 3 Page 9) has identified the common themes and attributes that are expected in all the Faculty graduates. Work has commenced with the Associate Dean Learning and Teaching Undergraduate, Associate Dean Learning and Teaching Postgraduate and the Course Directors to begin curricula reform that will deliver learning and teaching that is interdisciplinary across those themes that are identified in the Curriculum Framework.

The Faculty believes that clinical education provides an opportunity to enhance interpersonal and interdisciplinary learning and teaching. The Faculty has successfully led funding applications from Health Workforce Australia for Interdisciplinary Clinical Education at both Royal Rehabilitation Centre and Independent Practitioner Network and is a joint leader in 2 innovative interdisciplinary clinical placement initiatives. (See Recommendation 3 Page 9)

In addition at the undergraduate level a suite of high quality faculty-wide electives that are consistent with the Faculty Curriculum Framework are now being offered and further developed. This gives students from the various undergraduate degrees the opportunity to study together in areas of mutual interest e.g. Global health, indigenous health, cultural issues in bereavement and health and work. Students from across the Faculty can also enroll in FHS Abroad and FHS Indigenous Communities, two units of study that allow students in cross-disciplinary groups to complete academic study and a community development placement in a developing country or indigenous community.

10.2 Work with Cognate Faculties

The Faculty of Health Sciences is likely to remain at the Cumberland Campus for the foreseeable future. This raises particular challenges for shared units of study with other Faculties. While the Faculty has had much success and developed valuable experience in delivering the Bachelor of Health Sciences across two campuses it is the view of the Faculty that opportunities for common units of study are best developed in the following areas;

- 1) The Bachelor of Health Sciences (BHS); where the Faculty has developed a sound working model for a degree that is split across two relatively distant campuses. The BHS allows students to complete a double major, the first in health and the second from either the Faculty of Health Sciences or other Faculties across the University. The table below shows the number of students in the BHS completing majors in other Faculties. Completing majors outside the Faculty proves to be a difficult task for some students often due to timetabling issues. In order to deliver an improved curriculum a working committee was formed to improve the learning and teaching outcomes, clarify the pathways for student and to improve access to information.

Second majors currently being undertaken in the BHS

SECOND MAJOR	FACULTY	NO. STUDENTS ENROLLED
Anatomy & Histology	Science	14
Biochemistry	Science	10
Cell Pathology	Science	4
Computer Science	Economics & Business	1
Cultural Studies	Arts	1
Economics	Economics & Business	6
French Studies	Arts	1
Hearing and Speech	Health Sciences	71
Industrial Relations & HR Management	Economics & Business	1
Japanese Studies	Arts	1
Management	Economics & Business	22
Medicinal Chemistry	Science	3
Microbiology	Science	1
Movement Science	Health Sciences	237
Neuroscience	Science	6
Pharmacology	Science	6
Psychology	Science	32
Social Policy	Arts	2
Sociology	Arts	8
Undecided		138

Source: FLEXSIS, accessed 18 August 2010

- 2) Opportunities have been identified through the development of the Curriculum Framework to offer more shared units of study across disciplines within the Faculty. (see Recommendation 3 Page 9) Opportunities that are consistent with the Strategic Direction of the University will be investigated as a priority for example, interdisciplinary education in Indigenous Health (see following section). Other priorities may include contemporary issues such as Primary Health care.
- 3) Opportunities have been identified through the development of the Curriculum Framework to offer more shared units of study across disciplines within the Faculty. (see Recommendation 3 Page 9) Opportunities that are consistent with the Strategic Direction of the University will be investigated as a priority for example, interdisciplinary education in Indigenous Health (see following section). Other priorities may include contemporary issues such as Primary Health care.
- 4) The Faculty successfully led the reorganisation of the previous Master of Health Sciences (Health Education) offered entirely by the Faculty is now a University wide, inter-disciplinary degree – Master of Education (Health Professional Education) offered by the Faculty of Education and Social Work and containing units of study from Health Sciences, Medicine, Nursing and Education and Social Work.

10.3 Indigenous Education

The Faculty has established an Indigenous Integration in Curriculum Working Group (TIG) with extensive and senior representation across the Faculty. The committee has set the following curriculum reform objectives.

The aim of the TIG is to ensure that students will be culturally competent and able to engage effectively and appropriately with Indigenous individuals, families and communities in the delivery of culturally safe services.

The goals of the TIG are:

- 1) Ensure explicit inclusion of Indigenous learning outcomes within each theme of the Curriculum Framework.
- 2) Underpinning the content on social determinants of health should be foundational content for all students that builds on high school level learning with additional resources that cater for international students.
- 3) Learning outcomes will be broken down and tailored for each course and each unit of study. These will progress through the stages of each course and will be aligned with the conceptual framework.

The Faculty's Curriculum Framework covers the following themes:

- 1) Scientific Bases of Health – Learning Outcome; Knowledge of epidemiology if Indigenous health and Specific health and well being issues of relevance to Indigenous communities.
- 2) Competent Health Professionals – Learning Outcome; Skills in culturally safe care for Indigenous people which is delivered holistically and includes consideration of the individual, family and community.
- 3) Contexts of Health – Learning Outcome 3A; Knowledge of determinants of health and understanding of how these contribute to overall health status. – Learning Outcome 3B Knowledge of different Indigenous health settings and primary health care approaches.
- 4) Personal and Professional Development – Learning Outcome; Demonstrated ability to engage effectively with Indigenous individuals, families and communities in a respectful and reflective way.

The learning outcomes for each undergraduate and GEMs course in the Faculty will now include a learning outcome specific to indigenous health under each of the 4 themes of the FHS Curriculum Framework. The working party is now focusing on assisting staff to embed, teach and assess the identified learning outcomes.

RECOMMENDATION 11

THE ACADEMIC BOARD RECOMMENDS THAT THE FACULTY IMPLEMENT MECHANISMS TO ENHANCE THE TEACHING SKILLS AND PROFESSIONALISM OF ALL TEACHING STAFF, PARTICULARLY DISCIPLINE SPECIALISTS;

PROVIDE A MORE FORMAL SYSTEM OF STAFF MENTORING, PARTICULARLY FOR EARLY CAREER STAFF;

AND ENSURE CONSISTENCY IN OF THE QUALITY OF TEACHING ACROSS THE FACULTY.

Enhancing Skills and Mentoring

Professor Andrew Gonczi has been engaged by the Faculty to advise and assist staff in developing their skills in Learning and Teaching. Much of this work has begun with Postgraduate Fellows and Discipline Specialists and includes running 'good practice' workshops, providing mentoring and peer review opportunities and observing and providing feedback on their teaching. A number of Discipline Specialists at the end of their three year term have embarked on an academic career path and enrolled in research higher degrees. They have been offered teaching focused roles in the Faculty. In addition Professor Gonczi will be mentoring and coaching early career researchers in the Faculty to engender innovative, reflective and theoretically sound learning and teaching practice.

Professor Gonczi and the Associate Dean Staff Development have begun work on a mentoring model which can be introduced in the Faculty after development.

Unit of Study Evaluations

In 2009 the Faculty began a process of collective review of Unit of Study Surveys. All Units of Study are consolidated, a course and Faculty threshold of performance is measured based on performance from that semester. Each course, discipline and unit of study is then reviewed, compared to these thresholds and against performance in prior semesters. This data is shared with each Course Director and the Associate Dean of Undergraduate and the Associate Dean of Postgraduate. Those Units of Study that fall below the threshold are discussed by the Associate Dean Learning and Teaching Postgraduate or the Associate Dean Learning and Teaching Undergraduate, with the relevant Course Director and the Unit of Study coordinator. An action plan for improvement in the subsequent semester is documented. Course Directors are then responsible for ensuring the improvement plan is enacted.

High achieving Units of Study and the success of the individual academic is profiled in the Faculty Bulletin.

In 2009/2010 a new system of Faculty-wide teaching excellence awards was introduced and teaching excellence awards were presented at the Awards night in 2010 alongside awards and

scholarships for our highest achieving students. This system has been further refined for implementation late in 2010 and now aligns the Faculty learning and teaching awards with the University of Sydney Vice Chancellor's Awards and the Australian Learning and Teaching Council Awards.

Resource Modelling and Workload Policy

Resource Modelling for the Faculty was conducted in the development phase of the Academic Workload policy through the Academic Workload Working Party (AWWP). This policy has reframed how the staffing aspect of this resource allocation is conducted, and from July 2010, the Faculty has an agreed functioning resource allocation in teaching through the academic workload policy.

An important consideration in workload modelling of any shift from undergraduate to postgraduate teaching is that the new workload policy does not differentiate between these two levels of teaching. Instead the workload policy defines courses and units of study as having enrolment related hours such as marking and tutorials and static hours such as lectures and lecture development. As units and courses become smaller the static component of hours becomes proportionately larger. This gives the Faculty a much clearer idea of the resourcing requirements of the undergraduate and postgraduate degrees both currently and in future proposed degrees.

Academic Workload Policy

The Faculty developed and implemented a new Faculty wide academic workload policy in late 2009. This was informed from feedback on the previous teaching workload model and developed through to a final policy by the AWWP. The AWWP responded to feedback and discussions both from within the meetings and via web portal to develop an agreed teaching workload policy which was ratified by the Faculty late last year.

The previous Faculty teaching workload model used a system of points and had points quota requirements delineated by level. The goal of the new policy was to have fair and transparent workload allocations that would allow certainty in workload for academic staff and were consistent with the enterprise agreement. The new policy was therefore modelled on the 40:40:20 provisions and did not have differing requirements with the level of academic staff.

The new academic workload policy has aimed to reflect the real time costs of academic activities and allows a transparent allocation of working hours to academic staff of differing fraction and level. This policy has allowed for open comparison between staff and also highlights where capacity restraints or surpluses occur across differing groups.

The new policy was implemented in Semester 1 2010 and quickly allowed a full picture to develop of the entire Faculty's teaching commitments. The AWWP reconvened in Semester 2 and is currently evaluating the policy following its implementation in Semester 1. Allocation information from the implemented teaching workload policy is now informing prioritisation of staffing requirements across the Faculty.

RECOMMENDATION 12

THE ACADEMIC BOARD RECOMMENDS THAT THE FACULTY PROVIDE MORE OPPORTUNITIES AND ENCOURAGEMENT FOR RHD STUDENTS TO

ENGAGE IN INTERDISCIPLINARY ACTIVITIES; AND

DEVELOP PROFESSIONAL SKILLS RELEVANT TO THEIR FUTURE CAREERS, INCLUDING AS ACADEMICS.

The Faculty has undertaken significant work to enhance the student experience of research students and to facilitate their engagement with the Faculty. A project was commenced to investigate implementing a Faculty-wide Graduate School of Research. The initiatives recommended to the Faculty Executive will now be implemented in the context of the White Paper. The work group, which included research students made some key recommendations which included the following;

- 1) Skills development and training
- 2) Engagement with the Faculty and the broader research community
- 3) Improved administration and provision of services for research students.

The specific initiatives include:

- 1) The creation of a dedicated interactive website for students. This has been implemented to assist students to access the support, processes and people they need to be successful in their research degrees. Features include;
 - a. Events calendar featuring seminars across the university and across health in Australia
 - b. Training opportunities offered at both Faculty and University level.
 - c. Online forms
 - d. links to useful policies
 - e. Promotion of funding opportunities (including scholarships)
 - f. Links to the recording of research training seminars to
- 2) An expanded induction program is now offered to all commencing Research Higher Degree (RHD) students each semester. This provides interdisciplinary opportunities, support and expectations from the earliest stage of their degree.
- 3) Ongoing changes to the Induction process are underway to offer an expanded program. The new program will include core research skills training in areas that include ethics, workload planning, data analysis and methodologies, writing for publication, presentation skills and career planning.

- 4) The Faculty has a RHD group email list to improve the ability of appropriate targeted communications to the research students.
RHD students now receive the Faculty Bulletin, the Faculty's main news source.
- 5) The Faculty has worked to fill the student position on the RHD Sub-Committee, this work will continue.

The Faculty has undertaken work to develop professional skills. These include the research training seminars described in point 3 above. In addition work has been undertaken to hold Career Development Seminars on a more regular basis. This will be incorporated into a full Faculty Careers Development Program that will include but not be limited to RHD students. Such a program will provide ongoing opportunities for careers development throughout the candidature in their degree.

In addition to these Faculty-wide initiatives support is offered to the Faculty Research Groups and research teams to undertake targeted initiatives for small groups. These are based on specific needs of individual groups.