

AGENDA ITEM 12 Report of the Learning and Teaching Committee

12.2 Report of the Learning and Teaching Committee meeting held on Tuesday, 5 July 2005 at 2.00pm in the Western Tower Room

The Committee met on Tuesday, 5 July 2005 when there were present: The Chair (Professor P Gay) presiding, Professors J Carter and M Jackson; Associate Professors D Airey and J Hodgson; Drs M Boughton, D Collins, T Davis and C Groenlund; and Mr M Janda, Mr S Lojewski, Mr P O'Carroll, Ms L O'Reilly and Mr I Trevena. Mr M Smith was in attendance.

12.2.1 Receipt of Report

The Committee **recommends** that the Academic Board receive and note the following report of the meeting held on Tuesday, 5 July 2005.

12.2.2 Academic Board Faculty Review Visits

(1) Institute for Teaching and Learning 139-140

The Board is asked to note that the Committee received and noted the Final Report and Recommendations from the Academic Board Phase Two visit to the Institute of Teaching and Learning.

Recommendation

That the Academic Board note the report of the Phase Two Academic Board Visit to the Institute for Teaching and Learning.

(2) Koori Centre 141-143

The Board is asked to note that the Committee received and noted the Final Report and Recommendations from the Academic Board Phase Two visit to the Koori Centre.

Recommendation

That the Academic Board note the report of the Phase Two Academic Board Visit to the Koori Centre.

12.2.3 Academic Board Faculty Reviews: Faculty Progress Reports 144-163

The Board is asked to note that the Committee received and noted progress reports from the Faculties of Dentistry, Engineering, Veterinary Science and the Sydney Conservatorium of Music in response to recommendations from the Academic Board Phase Two Faculty Reviews.

Recommendation

That the Academic Board note the Academic Board Faculty Reviews: Faculty Progress Reports.

12.2.4 Proceedings of the Committee

(1) National Day of Action – Voluntary Student Unionism (VSU)

The next national day of action against the introduction of VSU would take place on Wednesday, 10 August 2005. Mr Janda invited members of the Committee to endorse the following motion:

That the Learning and Teaching Committee recognises the important role played by the Student Representative Council in representing the views of students within the University's administrative and decision making structures. This Committee expresses its concern that the proposed abolition of compulsory student union fees will have a

detrimental impact on the Student Representative Council's ability to perform this representative function. This Committee expresses its support for the National Day of Action against Voluntary Student Unionism on the 10th of August, and encourages Academic Board and the University to show suitable leniency and consideration to students who miss classes to attend the rally.

This motion was unanimously endorsed by the Learning and Teaching Committee.

Following the meeting, it was noted that the Academic Board had endorsed the National Student Day of Action at its meeting of 15 June 2005 (refer to Academic Board Resolution 131/05).

(2) Report of the Chair

Teaching spaces and AV support

The Chair advised members that the Deputy Vice-Chancellor (Infrastructure) had responded to the Committee's concerns regarding the problems being experienced with the current teaching spaces and audio-visual equipment across the University's campuses.

Plagiarism Policy

The Chair tabled a confidential document from the Deputy Vice-Chancellor (Academic and International) regarding advice from the Legal Counsel on questions raised by the Academic Board in relation to the new plagiarism policy.

Review of Faculties

The Chair proposed the Learning and Teaching Committee institute an on-going review of faculties in line with the Academic Board Faculty Reviews. A timetable would be drawn up for faculties to report through the Committee all matters in relation to learning and teaching.

(3) Report of the Director, Institute for Teaching and Learning

The Director of the Institute for Teaching and Learning, Professor M Jackson provided the following information to the Committee:

- the Institute had resolved an issue with the Unit of Study Evaluations with the Faculty of Agriculture, Food and Natural Resources delivering a good outcome for the Faculty and the Institute;
- the Higher Education Research and Development Society of Australasia (HERDSA) conference was currently underway at the University. At the conference the Institute was offering a prize for innovation. The prize would be awarded to the presenter who was judged by participants to have the most creative presentation;
- the First Year Experience Working Group developed by the Institute was now operating independently; and
- the Pro Vice-Chancellor (Teaching and Learning) and the Institute Director attended a teaching and learning conference held at Oxford University. Topics covered included research; networking for enhancing teaching and learning and developing relationships.

(4) Report of the Library Sub-Committee

The Committee noted the following items from the report of the Library Sub-Committee:

- Sydney eScholarship, in particular *D-Space* was currently in the pilot stage and that members would be advised of the outcome of the pilot in due course;

- the Sustainable Object Repositories for Research and Teaching would be launched this July; and
- that Sydney University Press had been re-launched and the Library invited the University community to liaise with them about books out of print as this new model would provide an ideal way of obtaining out of print books.

(5) Membership of the Learning and Teaching Committee

The Chair proposed that the Chair of the Undergraduate Studies Committee, Associate Professor B Sutton be appointed as a co-opted member of the Committee so that his membership would be retained. The Committee unanimously agreed to this proposal.

12.2.2 (1) Institute for Teaching and Learning

EXECUTIVE SUMMARY

Through its focus on the student experience, the Institute for Teaching and Learning (ITL) has entrenched the strategic change remarked upon in the Phase One Review to become a major player in the University's learning and teaching quality improvement. It has successfully moved beyond the role of academic staff development and a focus on the individual academic and to take on a proactive and strategic University-wide role in learning and teaching policy development, implementation and evaluation.

Using the vehicle of representative Working Groups, the ITL has linked the learning and teaching strategic bodies (Academic Board and the Pro-Vice Chancellor (Teaching and Learning)) with the bodies responsible for strategic implementation – the faculties. The University Teaching and Learning Plan is implemented through the Working Group projects designed to implement Faculty Teaching and Learning Plans.

The Review Team found that one of the variables in the success of the ITL-led Strategic Working Groups is a research-based approach. Projects of the Working Groups are defined on the basis of research and hence the Working Groups model research-led teaching, a key aim of the University. Indeed, the Review Team found that this same approach is found in all the work of the ITL, and commended the ITL for its successful building of a research culture.

Two factors which have the potential to detract from ITL effectiveness to achieve this new strategic role include the relatively low profile of the ITL within the University and lack of universal participation of faculties within the Working Groups. The Phase Two Review of the Academic Board deals with both of these issues; endorsing the development of an ITL Alumni and personal follow-up with faculties not represented in Working Groups.

The Review Team noted the role of the ITL in assisting the University to achieve a favourable AUQA Review Report and also the international standing of the ITL as instanced by the departure of its Director to fill a position within the Higher Education Academy in the U.K. In addition, the work of the ITL in hosting the 2005 HERDSA Conference was seen as an indication of the national and international standing of the ITL and will serve to further reinforce this high external profile.

The major area the Review Team felt the ITL could work on to increase its effectiveness is in the area of self-reflection and evaluation. The ITL's Self-Evaluation Report noted the lack of an overall evaluation mechanism for the ITL; the Review Team felt that development of such a mechanism could provide the ITL with the means to increase its reach across the University.

Commendations

1. The Review Team commends the ITL for its responsiveness to the Phase One Review. (Section 3.1.2)
2. The Review Team commends the ITL for its establishment and leadership of the Working Groups. Working Groups provide a vehicle actively to engage the faculties in the development, implementation and review of learning and teaching policy. (Section 3.2.5)
3. The Review Team commends the ITL for its leadership in the area of Research-led Teaching and the Scholarship of Teaching. (Section 4.5.5)
4. The Review Team commends the ITL plan to initiate a Diversity Working Group through changing the brief of the First Year Experience Working Group. (Section 5.1.3)
5. The Review Team commends the ITL for its development of such a positive and mutually beneficial relationship with the Koori Centre and Yooroang Garang - the key centres for

achieving integration of Australian indigenous students and staff into the life of the University. (Section 5.2.3)

6. The Review Team commends the ITL for building a research culture and views this approach to be best practice across the University. (Section 6.1.4)
7. The Review Team commends the ITL for both working with the faculties to raise awareness of Internationalisation across the University and for serving as a model of a research-based approach to the issue. (Section 7.1.3)
8. The Review Team commends the ITL for building and gaining value from productive relationships with national and international sectoral bodies. (Section 8.1.5)

Recommendations

1. The Review Team recommends that the ITL should follow-up faculties not participating in Working Groups. (Section 3.2.7)
2. The Review Team recommends that the ITL should continue to work on increasing its internal profile across the University. (Section 3.3.4)
3. The Review Team recommends that ITL should increase its level of critical self-reflection, including working to establish an overall evaluation mechanism. (Section 3.4.4)
4. The Review Team recommends that the ITL should continue to actively pursue the enrolment of full-fee paying students in its integrated program of studies in higher education. (Section 3.6.4)
5. The Review Team recommends that the ITL should undertake a Review of their Programs to develop clarity around goals and pathways. Specifically, the Review Team felt that ITL should address the demand for programs for neophytes and leaders. (Section 4.1.7)
6. The Review Team recommends that the ITL should undertake an analysis of the Postgraduate Supervision Development Program and that this analysis informs actions to enhance the effectiveness of the program and increase completion rates. (Recommendation 6) (Section 4.2.2)
7. The Review Team recommends that the ITL should continue to pursue the return of DEST quantum to the ITL. (Section 6.2.2)
8. The Review Team recommends that ITL investigates opportunities for developing a benchmarking relationship with a peer institution in North America and/or the Asia-Pacific region. (Section 6.3.3)
9. The Review Team recommends that once the new Director ITL is appointed the ITL should commence the process to update their Strategic Plan. (Section 9.2.3)
10. The Review Team recommends that the ITL should liaise with the Web Support Unit to request a link to the ITL Website from the Staff intranet home page (<http://intranet.usyd.edu.au/staff/index.html>). (Section 9.3.3)

12.2.2. (2) Koori Centre

EXECUTIVE SUMMARY

The Review Team noted a significant growth in both a strategic and self-analytical approach within the Koori Centre since the Academic Board Phase 1 Review. The Koori Centre has both developed and worked to a Strategic Plan 2001-2005, a Change Management Proposal (which structured Koori Centre administration around the roles of Student Administration, Executive Support and Community Liaison), and a Research Plan 2004-2006. The position of Cadigal Coordinator has been restructured to emphasise the academic role of this position and to direct administration duties to a new ITAS Coordinator.

In the Learning and Teaching goal area, the Koori Centre has undertaken an extensive academic program review which converted all Units of Study to six (6) credit points and incorporated best practice into Unit of Study template design and other teaching and learning support materials. This included the integration of Graduate Attributes and other academic policies such as Academic Honesty Guidelines. This will continue in 2005 with the evaluation and upgrading of the Tertiary Preparation Course. It is intended to benchmark this program with Yooroang Garang and another external block mode provider. In addition to receiving student feedback through the Unit of Study Evaluation (USE) the Koori Centre also applies more regularly an in-house student evaluation tool.

The Review Team found that the Koori Centre demonstrated great abilities in the area of communication and consultation with other faculties to develop and implement quality improvements. One such example of best practice is the Scaffolding Literacy Program, developed in partnership with the Faculty of Education and Social Work. In addition to the Koori Centre, this program is now also being applied in the University's Learning Centre. However the Review Team found that the Koori Centre needed to continue to develop its relationship with the faculties in order to achieve the benefits of DEST quantum and University funding (e.g., in the area of WebCT).

The most remarkable change has occurred in the development of a research culture, following the development of the Research Plan and the appointment of a Research Fellow to assist staff with research training. The Koori Centre assists the credentialing of its staff by encouraging the use of Special Studies Programs (SSP leave) to undertake and to do research for higher degrees. Three current members of staff have PhDs of long standing and all other academic staff are either undertaking part-time study or in the process of beginning their studies. Since the Phase 1 Review, one staff member has passed PhD examination, six staff are currently enrolled and undertaking higher degree study: 4 PhD and 2 Masters (of which 2 PhD and 2 Masters will submit theses in 2005 and early 2006; one staff member is undertaking SSP to develop their submission for PhD proposal). Publishing rates and the presentation of conference papers have increased due to support processes put into place. Even more pleasing is the success in achieving external competitive grants – of three ARC applications in the last round, two were successful.

While the Koori Centre has a high profile outside the University due to the extensive networking of its staff, the Review Team concurred with the assessment of AUQA that Indigenous issues and the Koori Centre did not register as highly within the University. The Review Team noted Koori Centre actions to remediate this position, including the implementation of a new website, actions undertaken to track Indigenous alumni and the replication of U.K. research into the variables which contributed to the success of non-traditional entry students. University actions to re-invigorate the Board of Indigenous Studies, the appointment of a Professor of Indigenous Studies and the establishment of an Indigenous Education Strategic Development Working Group may also serve to raise the profile of Indigenous issues across the University.

Commendations

1. The Review Team commends the Koori Centre for its responsiveness to review and analysis, including self-analysis, and its growing quality culture. (Section 3.1.4)
2. The Review Team commends the Koori Centre for the high quality of its teaching and learning both in the Aboriginal Studies major and more generally. (Section 4.1.2)
3. The Review Team commends the Koori Centre for the development and application of the Scaffolding Literacy Program, which was seen to have merit for any student group requiring development of their academic literacy skills. (Section 4.3.3)
4. The Review Team commends the Koori Centre for their management of the HSC Enrichment Camps. These camps are a valuable marketing tool for the University and also provide a means of socialisation for Indigenous students. (Section 5.1.3)
5. The Review Team commends the Koori Centre for planning to research and identify variables which lead to success for Indigenous students in Higher Education. (Section 5.7.3)
6. The Review Team commends the Koori Centre for its use of SSP leave as a means for staff to complete their PhDs. This is University best practice and should become a model for other areas of the University. (Section 6.1.2)
7. The Review Team commends the Koori Centre for its successful program to achieve academic staff credentialing. (Section 6.1.5)
8. The Review Team commends the Koori Centre for its success in raising its research culture. (Section 6.2.5)
9. The Review Team commends the Koori Centre for its plan to develop an Alumni Register. The Team felt that this would become a valuable marketing tool for the Centre. (Section 8.2.2)
10. The Review Team commends the Koori Centre for the quality and extent of its community engagement, which was also identified in the AUQA Review of the University. (Section 10.1.4)

Recommendations

1. The Review Team recommends that the Koori Centre continues to pursue benchmarking, as a source of comparative information and an impetus to continuing improvement. (Section 3.2.2)
2. The Review Team recommends that the Koori Centre staff should continue to be encouraged and mentored to apply for both University and national teaching excellence awards. (Section 3.3.2)
3. The Review Team recommends that the Koori Centre liaise with the Faculties of Arts and Education and Social Work jointly to provide opportunities for students to undertake a sub-major and/or honours in Indigenous Studies. (Section 4.2.2)
4. The Review Team recommends that the Koori Centre develop an incremental approach for the implementation of WebCT. (Section 4.4.4)
5. The Review Team recommends that the Koori Centre continue to pursue the offering of core units in Aboriginal Studies through Summer and Winter School, both to meet demand and as a means of raising revenue. (Section 4.6.3)

6. The Review Team recommends that the Koori Centre pursue the development of systems to gain management information on the progress of Cadigal and other Indigenous students. (Section 5.3.9)
7. The Review Team recommends that the Koori Centre investigate the establishment of a peer mentoring program by students, modelled on programs established in many faculties as part of the First Year Experience Program. (Section 5.6.4)
8. The Review Team recommends that the Koori Centre both strengthen and advertise their seminar series. This would increase the awareness of research being undertaken by the Koori Centre and generally assist in raising the Koori Centre profile across the University. (Section 6.2.2)
9. The Review Team recommends that the Koori Centre negotiate with the relevant faculties to share the Research Higher Degree student EFTSU. (Section 6.3.3)
10. The Review Team recommends that the Koori Centre develop a relationship with a faculty to enable it to benefit from University grant schemes and DEST quantum. (Section 9.4.2)

Faculty of Dentistry

Recommendation 1	The Review Team recommends that the Faculty provide more communication both to staff and students on the reasons for, the benchmarking process and the anticipated benefits of benchmarking for the Faculty. (<i>Section 3.3.3</i>)
Action taken by the Faculty	Communication to Faculty & students to date as been minimal, as to date the project has been in the data collection and analysis phase. However once the research results become more transparent, communication to staff and students will occur, as per the below..
Further action planned but not yet implemented (if appropriate)	<p>More regular reports on the benchmarking activity including its outcomes and benefits to the Faculty is to be made to the Learning & Teaching Committee, Dean's Advisory Committee and Faculty Board for information; these committees have student representation from the BDent program. To date, work on the benchmarking initiative, as a result of a successful TIF grant application has included:</p> <ul style="list-style-type: none"> • conference presentations at the Australian & NZ Association of Medical Education (ANZAME) in 2003 & 2004; at the Association for the Study of Medical Education (ASME), Newcastle upon Tyne, UK in July 2005; and a presentation to be presented at the Ontario Medical Education Network (OMEN) in London Canada in May 2005. • A manuscript has been submitted to the Journal of Dental Education on the project design
Faculty's evaluation of the success of action taken	Feedback from reports to be submitted to the Faculty Board and its committees (comprising student members) will provide a mechanism for evaluation of the effectiveness of the project.
Recommendation 2	The Review Team recommends that as part of the review of the Faculty Teaching and Learning Plan the Faculty Plan be aligned with both College and University-wide Plans and a means be found to communicate the new Teaching and Learning Plan with students. (<i>Section 4.1.3</i>)
Action taken by the Faculty	See below
Further action planned but not yet implemented (if appropriate)	<p>The Faculty is in the process of drafting the Faculty Quinquennial Strategic Plan, due for release in mid 2005. Once approved, the Faculty will revise its Learning & Learning Plan in-line with the goals and objectives of the Faculty Strategic Plan, developed against the College and University Strategic Plans. All Faculty plans are being developed in consultation with staff and students.</p> <p>Communication to students is envisioned to occur through student membership on the Faculty's Learning & Teaching Committee, by posting the Learning & Teaching Plan on the student's electronic bulletin board and via the Sydney University Dental Undergraduates Association (SUDUA).</p>
Faculty's evaluation of the success of action taken	Learning and Teaching Plan to be completed end of 2005 and implemented in early 2006.
Recommendation 3	The Review Team recommends that in 2005 the Faculty work to establish a formula to balance teaching, research and administration for academic staff. (<i>Section 4.2.5</i>)
Action taken by the Faculty	
Further action planned but not yet implemented (if appropriate)	In 2005 the Faculty established an Academic Staffing Committee to consider academic staffing needs across the Faculty. A future requirement of this committee will be to develop a workload formula for full-time staff to balance research, teaching and administration commitments, with a view to increasing the time allocated for research, as the majority of staff are currently heavily involved in teaching and administration duties; this is to occur at the end of 2006. The Faculty intends to revise its entire academic staff profile in 2006, with the view to consolidate positions and concentrate routine administrative and clinical tasks with the part-time academic staff.
Faculty's evaluation of the success of action taken	To be conducted during 2006.
Recommendation 4	It is recommended that the Faculty Retreat discuss the staff's suggestion for the University to award a Faculty Award for Teaching Excellence and any recommendations arising from these discussions be forwarded to the Academic Board Teaching and Learning Committee. (<i>Section 4.3.2</i>)

Action taken by the Faculty	Two excellence in teaching awards were awarded to two Faculty academics in December 2004. The staff nominated were voted by and from the students – the two awards were determined by the graduating BDS and BDent cohorts. In 2005 one award will be offered determined by the graduating BDent cohort (BDS concluded in 2004), and from 2007 onwards, with the first graduate cohort of the BOH program, 2 awards will be offered – one for the BDent and one for the BOH.
Further action planned but not yet implemented (if appropriate)	Offering of teaching excellence award to a teacher of the BOH program, voted by from the students of the BOH program.
Faculty's evaluation of the success of action taken	Feedback from the 2004 graduate cohorts indicated that students felt conferral of such awards were appropriate recognition of outstanding teachers. The process will be followed again in 2005.
Recommendation 5	The Review Team recommends that a core course on Science for the Health Sciences be developed at the College level. (<i>Section 4.4.2</i>)
Action taken by the Faculty	Nil. A core course is yet to be developed at college level.
Further action planned but not yet implemented (if appropriate)	The need for this course is to be considered further, in light of current cross-Faculty teaching with years 1 and 2 of the BDent program with the Faculty of Medicine, and years 1 and 2 of the BOH program with the Faculty of Health Sciences.
Faculty's evaluation of the success of action taken	
Recommendation 6	The Review Team recommends that the Assessment Committee proceed with their review of assessment practices. This review should include what is being assessed, the method of assessment chosen and its value, and communication with staff (both paid, clinical and honorary) and students on the findings and recommendations of this review. (<i>Section 4.5.3</i>)
Action taken by the Faculty	<p>Recommendation followed-through, with the following initiatives completed:</p> <ul style="list-style-type: none"> • The assessment portfolio was split, with years 3 and 4 being coordinated separately to years one and two to ensure a more even distribution of assessment workflow across the Faculty • A review of the MEQ marking system was conducted via the Learning & Teaching Committee, with the new marking scheme adopted for years 1 and 2 • Schedules for year 3 and 4 assessments were altered to minimise the impact on teaching/clinic time • A competency assessment in anatomy was introduced as a barrier assessment prior to commencement of the year 2 Local Anaesthesia/Introductory Oral Surgery Block • Increased use of the Sydney Dental Program (SDP) website to communicate the assessment dates and information about specific assessments, made available to students and staff • Feedback from years 1 and 2 students re the Clinical Competencies Assessment (CCA) have led to fine-tuning of this assessment format, such as changes to the length and format of OSCA stations
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Development of specific learning outcomes that are directly linked with the competencies of the BDent program then aligned to assessment items.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Changes made to various aspects of assessment in response to staff & student feedback, such as the MEQ marking scheme and anatomy assessment, as examples • Split of assessment coordination has resulted in positive feedback in terms of workload distribution across the Faculty
Recommendation 7	The Review Team recommends that the Faculty pursue at a College level the plan to mix the PBL groups of the Graduate Medical and Dental programs for the first two years of their courses; and student outcomes be closely monitored. (<i>Section 5.3.3</i>)
Action taken by the Faculty	The Faculty has considered this initiative, but the increase in student numbers from the Faculties of Dentistry and Medicine in 2005 has placed greater demand on resources, which has not made mixing of PBL groups possible in 2005.

Further action planned but not yet implemented (if appropriate)	An Infrastructure Committee has been established by the Faculty of Medicine, with representation from the Faculty of Dentistry. Once the current resource issues are countered, the mixing of PBL groups will be reconsidered, possibly for 2006.
Faculty's evaluation of the success of action taken	
Recommendation 8	The Review Team recommends that the Faculty institute a regular research forum as a means to build community, encourage collaboration and encourage the further development of a research climate. (<i>Section 6.2.8</i>)
Action taken by the Faculty	The Faculty has designed and implemented a research forum schedule for 2005 comprising presentations by research and postgraduate coursework students about their research treatises/theses to members of Faculty, the teaching hospitals and the profession.
Further action planned but not yet implemented (if appropriate)	The Faculty intends to expand this series to include presentations by staff of the Faculty, the teaching hospitals and external organisations on research being conducted across the broad fields of dentistry/oral health.
Faculty's evaluation of the success of action taken	To be conducted at the conclusion of 2005, based on student satisfaction with forum, attendance level, and overall pedagogical benefits to students and Faculty.
Recommendation 9	The Review Team recommends that Faculty management invest time in pursuing mechanisms to encourage collaboration across disciplines and with the College of Health Sciences. (<i>Section 9.1.1</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • The Faculty has active membership on the CHS Interprofessional Learning Group; as a result, dental students have been mixed with medical students in practical sessions in the emergency department at Westmead Hospital. • Years 1 and 2 of the BDent curriculum is shared with the Faculty of Medicine, with medical and dental students attending shared lectures. Staff from Medicine and Dentistry form the Curriculum Progress Group (CPG) which addresses curriculum issues affecting both faculties for years 1 and & 2 of the BDent program • BOH students share units with Bachelor of Health Science students offered by the Faculty of Health Sciences for the first two years of the program • The Faculty established a Heads of Discipline Committee to provide a transparent forum for discipline heads employed by the Faculty and the teaching hospitals to discuss and action matters relevant to the Faculty's academic disciplines
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The Faculty Heads of Discipline Committee to be further developed to provide assistance with staff planning across the disciplines to facilitate a more effective recruitment process for staff employed across a number of disciplines for pedagogical and administrative reasons, in consultation with the Faculty Academic Staffing Committee.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Some success has been obtained through the Interprofessional Working Group, with the joint participation of medical and dental students in emergency settings • Cross-Faculty curriculum planning/delivery issues are being identified and collaboratively solved via participation at the CPG, pursuing the Faculty's objective of maintaining a strategic partnership with the Faculty of Medicine • Feedback from the Faculty Heads of Discipline Committees indicates an unprecedented level of transparency in discussing the activities and financial status of the Faculty's disciplines.
Recommendation 10	The Review Team recommends that the Faculty be more strategic in the use of the Web as a means of communication. That information quality attributes, such as audience, timeliness and up-to-dateness, content and purpose of communication, be included in the Faculty's Web strategy. (<i>Section 9.2.6</i>)
Action taken by the Faculty	The Faculty has conducted a major overhaul of its web activities since the review. Achievements to date include: <ul style="list-style-type: none"> • Appointment of a full-time Web Programmer • Launching a new public site in which comprehensive course, research and general Faculty information/news is detailed • Development of the Faculty Intranet to include: a bulletin board for postgraduate students, a bulletin board for BOH students; an electronic archive of Faculty

	<p>Committee papers; creation of an OHS page; creation of a Faculty policies archive and document search facility; development of surveys for students' feedback and marketing purposes.</p> <ul style="list-style-type: none"> • Refinement of the Sydney Dental Program (SDP - BDent students' learning site) including: inclusion of student bulletins, timetables, assessment policies; timetables, amps, key contacts, and general reorganisation of learning materials to ensure easier navigation by students • Creation of web-based mailing lists for all undergraduate students and postgraduate students, compiled by year and course; creation of committee mailing lists.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The public pages are to be continually expanded, particularly in the research area to promote research activities of staff and PG students • The Intranet is to be continuously developed, particularly in relation to storing Faculty documents and procedures and devising appropriate headings and sub-headings to file the documents. • A staff induction procedure is to be also published in the web.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Feedback from a survey sent to students indicated that over 95% of respondents thought the Faculty website was average to excellent, with only 4% saying it was poor • Feedback from the SDP students' bulletin board indicates that the organisation and retrieval of learning materials from the SDP site is gradually improving.
Recommendation 11	The Review Team recommend that the Faculty review the Terms of Reference for its committees and investigate any opportunities for collapsing and amalgamation. <i>(Section 9.6.1)</i>
Action taken by the Faculty	The Faculty reviewed its committee structure in late 2004 and implemented a new governance and management structure, approved by the Faculty Board in February 2005. The new structure has streamlined the number of committees, resulting in a Faculty Board, five strategic committees, three management committees and a strategic planning group and two hospital liaison groups in conjunction with the two teaching hospitals. Membership and terms of reference were revised, and the opportunity for staff to participate on most committees was given via a democratic committee election procedure. Students also have representation on strategic committees, such as the Faculty Board, the Learning & Teaching Committee, Research Committee, and the two hospital liaison committees.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	The Faculty Board unanimously endorsed the new structure, with no resistance from staff. Fewer meetings, with more refined terms of reference have occurred, without the duplication of content between committees, with transparency in decision making being reported back informally from staff. Students also have representation on strategic committees. The structure will be reconsidered at the end of 2005 based on formal feedback to be sought from staff and student representatives to determine if any changes are required.

Faculty of Engineering

Recommendation 1	The Review Team commends the Faculty on the improvements that have taken place in communication since the Phase One Review. However, it recommends that they investigate ways to further improve communication across departments and between staff and students and suggests that the Faculty considers engaging an outside consultant to investigate where the blockages of communication occur. (See Section 4.2)
Action taken by the Faculty	<p>Strategic Planning has identified this as a weakness needing addressing as well. DAC is considering re-introduction of newsletter similar to the old PNR Periodical. To go to students and alumni. Dean's Communiqué has already been introduced to explain what is happening in the Faculty on a regular basis.</p> <p>Inter-departmental communication is being substantially improved by staff members working closely together on the Flexible First year program Stream A involving Civil, Chem. Engg and AMME in 2004. In 2005, the FFY Stream B will be introduced involving EIE, Mechatronics, Space Engineering and SIT. Groups working on this have increased interdepartmental communication substantially.</p> <p>A new Sesqui Teaching Improvement Grant in the area of control has been awarded involving EIE and AMME. Working together on this will improve communication. Groups in computer engineering and mechatronics have been located together on Level 3 of the Link Building, which will increase communication.</p> <p>TIF project work on mapping curriculum and standard web based unit of study outlines will assist communication. Students will get a better sense of what they have to do throughout the program and how it fits together.</p>
Further action planned but not yet implemented (if appropriate)	To get the PNR Periodical published and circulated with the Gazette and to students.
Faculty's evaluation of the success of action taken	None to date
Recommendation 2	The Review Team recommends that the Faculty continue to address the issue of gaps in assumed knowledge for Advanced Engineering students. (See Section 4.5)
Action taken by the Faculty	This has been addressed in 2004 by reducing the Advanced Engineering to 6CP in 1 st year. Students no longer need to leave out Maths which was causing most of the problem
Further action planned but not yet implemented (if appropriate)	None
Faculty's evaluation of the success of action taken	
Recommendation 3	The Review Team suggests that staff should be encouraged to apply for the Vice-Chancellor's awards for excellence in teaching and postgraduate supervision. (See Section 4.9.1)
Action taken by the Faculty	The HODs have been encouraged to get their staff to apply for these awards. The general impression is that the bar is too high and the time required to prepare an application is too demanding with the current workloads. The Faculty has Dean's Teaching and Service Awards up to senior lecturer level, which is annual, and there is no problem in awarding these on recommendations of the HODs.
Further action planned but not yet implemented (if appropriate)	Review Faculty Teaching Awards to see which ones can be put forward in 2005.
Faculty's evaluation of the success of action taken	No success at this time with VC's awards

Recommendation 4	The Review Team recommends that the Faculty consider ways of improving the variation in tutor training programs and practices across the Faculty. (See Section 4.10)
Action taken by the Faculty	The Schools of AMME and EIE integrating training with ITL. Chem. Eng and Civil have not yet reported back on what they are doing
Further action planned but not yet implemented (if appropriate)	With the appointment of news HOD's in Civil and Chemical Engineering in 2005, to get tutor training implemented in these Departments. A Tutor Training policy has recently been developed and approved by the Faculty. It will be implemented in 2005.
Faculty's evaluation of the success of action taken	None
Recommendation 5	Noting that this contravenes Academic Board policy, the Review Team recommends that the practice of joint teaching of undergraduate and postgraduate students in the Faculty be discontinued. Conflicting advice was received by the Team regarding the difference or otherwise of assessment tasks for undergraduate and postgraduate coursework students; and they suggest that the Faculty investigate the situation. (See Section 4.11)
Action taken by the Faculty	The Faculty is discontinuing having undergrad students and masters students in double-badged units of study. All units of study involving Masters students will have a 5 or 6 number (e.g. ENGG5****). Undergraduates can take these as electives if they wish.
Further action planned but not yet implemented (if appropriate)	None
Faculty's evaluation of the success of action taken	No known problem with the new system.
Recommendation 6	The Review Team reminds the Faculty about compliance with Academic Board policies, particularly <i>Academic Honesty in Coursework</i> . (See Section 4.12)
Action taken by the Faculty	Individual unit of study co-ordinators include this information including the website in the course notes and handouts John Currie, Associate Dean T&L says new UOS creation template has all relevant AB T&L/CUS policies listed and hyper-linked
Further action planned but not yet implemented (if appropriate)	To be evaluated by the Faculty T&L Committee
Faculty's evaluation of the success of action taken	None
Recommendation 7	The Review Team recommends that the terms of the Loxton Postgraduate Research Scholarship in Chemical Engineering for male students be communicated to the students. (See Section 5.2)
Action taken by the Faculty	Jim Petrie, Head of Chem. Eng to advise students.
Further action planned but not yet implemented (if appropriate)	None
Faculty's evaluation of the success of action taken	No known problems
Recommendation 8	The Review Team recommends that the Faculty continue to investigate ways in which the English language communication skills of academic staff from an NESB background can be improved. (Section 5.4)

<p>Action taken by the Faculty</p>	<p>Reply from Head of EIE We note that the issues of academic staff from an NESB at EIE are more likely to be a combination of elocution and capacity to formulate a clear line of argument/description rather than the knowledge of the English language per se. We recommend a Continuing Education course entitled "English Pronunciation for Overseas Born Professionals" to academics with elocution problems. One staff member is attending this course now, while another decided to undertake a Graduate Certificate in Higher Education, which might assist in developing general language skills.</p> <p>Reply from Head of AMME We have considered the approach on English language assessment. But we end up with the conclusion that this is not something that can be proposed easily as none of us have any experience in language skill assessment. From the comments of John Currie, it sounds like a problem which has been reoccurring and so there is an underlying issue which needs to be addressed with appropriate policies from the university or college/faculty at least, not just a quick fix.</p> <p>Pushing the language skill assessment aside, we will focus first on which units of study the students complaining about, and then look at whether it is the lecturers or the tutors/lab demonstrators that are causing the problem. From the recent staff-student liaison meeting on Wednesday last week, we didn't hear any complaint about any lecturer but there were specific issues associated with particular tutors. The immediate action at the school is that from the next semester, the school will have more comprehensive assessment on the language skills of candidates for tutors before putting them onto the job.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>None</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>None at this time</p>
<p>Recommendation 9</p>	<p>The Faculty is advised to inform postgraduate research students of policies and procedures for organising conference travel, particularly in relation to University purchasing policy. (See Section 6.2)</p>
<p>Action taken by the Faculty</p>	<p>Postgraduate research students are advised by email or via personal contact with staff members (including supervisors and administrative staff member for postgraduate issues) regarding these procedures.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>None</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>None at this time</p>
<p>Recommendation 10</p>	<p>The Review Team recommends that the Faculty investigate ways of providing the necessary structure for timely completion of postgraduate research candidatures. (See Section 6.2)</p>
<p>Action taken by the Faculty</p>	<p>Research progress of students is mentored carefully and seriously and involves students giving seminars, preparing a literature review and a work plan/proposal and being interviewed by a panel consisting of senior and junior academic staff, together with the Director of Postgraduate Studies or the Director of Research in their departments/schools. Annual progress reviews are also held. New students are enrolled in the ENGG5000 Philosophy of Scientific Research, unit of study to give them the tools to enable them to complete their studies on time. In addition, meetings are held with the entire postgraduate research cohort, part of which are devoted to explaining the various research support structures (such as PRSS, Learning Centre and other student services) that will assist them to complete on time.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>None</p>

Faculty's evaluation of the success of action taken	None at this time
Recommendation 11	The Review Team recommends that the Faculty consider updating information about Unit of Study availability, in particular for postgraduate coursework level units, in both the Faculty handbook and on the Faculty website. (See Section 7.2)
Action taken by the Faculty	New units of study and programs have been developed for 2005 and approved by the Faculty Board. The Graduate School in conjunction with the departments is preparing a case to the Academic Board for approval. As part of this, the new programs to be delivered in 2005 will be identified. A new faculty handbook will be produced and an improved website.
Further action planned but not yet implemented (if appropriate)	None
Faculty's evaluation of the success of action taken	None to date
Recommendation 12	The Review Team recommends that the Faculty consider compiling a database of previous employers to aid in the choice of placements. (See Section 8)
Action taken by the Faculty	Foundations are assisting with this. Reply from Head of AMME The school is consolidating the efforts and resources in USMEA and AMME foundation. The process to consolidate a database for AMME Alumni from various databases is under the way.
Further action planned but not yet implemented (if appropriate)	None
Faculty's evaluation of the success of action taken	None to date
Recommendation 13	The Review Team suggests that the vision of the matrix model of management needed to be communicated more clearly to staff. (See Section 9.1)
Action taken by the Faculty	Dean's Communiqué will address what is happening across the Faculty, especially the Flexible First Year, Bioengineering, Workshops and other rows in the matrix, which are in the pipeline.
Further action planned but not yet implemented (if appropriate)	None
Faculty's evaluation of the success of action taken	Much of this has been successfully achieved with Engineers Australia Accreditation
Recommendation 14	The Review Team noted the large number of professors in the Faculty and suggests that they be utilised as a resource, particularly in the area of leadership. (See Section 9.2)
Action taken by the Faculty	This seems to be occurring already. One professor is Acting Dean, one is pro-Dean, 3 are Associate Deans, and 3 are HODS. One is Director of the ARC Centre for Autonomous Systems and one is Director of ACFR. With 3 new HODS to be appointed for 2005, several more will take over as HODS. One has just retired as a HOD.
Further action planned but not yet implemented (if appropriate)	New HOD's being appointed and several new Associate Deans for 2005.
Faculty's evaluation of the success of action taken	None to date

Faculty of Veterinary Science

Recommendation 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 other universities eventuates. (See Section 11.2.1)
Action taken by the Faculty	<ul style="list-style-type: none"> • Compare curriculum, assessment, learning resources with Australasian Veterinary schools in specific units/disciplines in 2004 and 2005 • Plan and implement combined development of curriculum and learning activities with all Australasian veterinary schools in pig health and production with joint funding from pig industry and veterinarians • Crossmarking assessments with other Australasian Veterinary Schools • Fund benchmarking visits/activities through Scholarship index income • Host reciprocal visits of staff between schools and develop opportunities for shared development of learning resources • Promote collaboration with other veterinary schools through: <ul style="list-style-type: none"> ○ Meet Australian Board of Veterinary Schools and other Australasian Veterinary School representatives to consider ways to implement Governments' Frawley recommendations ○ Run workshop on collaboration and innovation in veterinary education as part of Veterinary Schools Accreditation Committee visit in October 2004 ○ Increase staff short exchanges with other Australasian Universities to promote benchmarking and collaboration- 3 visits in 2004, 3 in 2005 ○ Participate in Australian Veterinary Association national meeting on Veterinary Education, May 2005- 3 presentations from Faculty ○ Took collaboration on resources to meeting of Veterinary Deans May 2005 ○ Resolve Intellectual Property issues with shared development of online learning resources (case studies, OLIVER, VEIN) ○ Contact with new veterinary school at Charles Sturt University established with a view to exploring shared teaching opportunities (eg clinical training in pet and farm animals) ○ Establish Faculty liaison officer for contact with CSU ○ Hosted benchmarking of curriculum with Chenju University visiting professor <p style="text-align: center;">Responsibility: TLC, UOSC, AD TL</p>
Further action planned but not yet implemented (if appropriate)	<p>Promote collaboration with other veterinary schools through:</p> <p>Establishment of liaison officer for contact with second new Veterinary School at James Cook University</p> <p>Pursue opportunities for collaboration on specific discipline based learning resources</p>
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Comparison of curriculum and assessment in several units, reported to Teaching and Learning Committee of Faculty • Development and implementation of shared Australian pig curriculum, with positive evaluations by students and industry partners • Establishment of agreements to collaborate in development of online learning resources and manage IP
Recommendation 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)
Action taken by the Faculty	<ul style="list-style-type: none"> • <i>PP program reviewed in December 2003, Workshop in February 2004 to develop revised curriculum and assessment, reported to March 2004 TLC. Recommendations endorsed by TLC, Faculty leading to increased rigour of assessment activities and process, increased opportunities for extension of advanced students, improved assessment practices in 2004 with further changes to program in 2005</i> • <i>Detailed peer review and participation in assessment of Professional Practice Portfolios in 2004 was undertaken to accelerate change in assessment requirements and marking methods, critical change made in PP1B</i> • <i>A trial of integrated assessment with another unit of study was implemented in first semester 2005</i> • Eliminated assessment components that reward quantity of written work and revise grade descriptors to emphasise/reward quality • Portfolio based assessment has now been removed in 2005 and tasks now consistently focus

	<p>upon demonstration of oral and written communication skills in each PP unit of study</p> <ul style="list-style-type: none"> • <i>Assessment workload is now aligned with University policy</i> • <i>Achieved greater spread of marks in assessment in PP1B, PVP</i> • <i>Reported outcomes to students at orientation days for all years</i> • <i>Involve wider range of Faculty staff to mark individual components of the PP units</i> • Greater recognition for students with advanced skills/experience and development of extended assessment tasks • <i>UOS evaluations undertaken in all PP units in 2004 and reported to TLC (improvements seen)</i> • <i>Students with existing qualifications and advanced skills receive credit for all or part of PP units of study based upon Faculty guidelines</i> • <i>Survey of year 4 and 5 students in 2005 to facilitate improvements to Preparation for Veterinary Practice in 2005</i> <p>Responsibility: PP UOS coordinators and TLC, ADTL</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<ul style="list-style-type: none"> • Integrate and reinforce key graduate attributes/skills presently limited to PP in a wide range of UOS, comparison of curriculum with Massey University PP program
<p>Faculty's evaluation of the success of action taken</p>	<ul style="list-style-type: none"> • Substantial improvements in student evaluations of PP units (On the Unit of Study Evaluations; good teaching, appropriate assessment, generic skills, relevance and overall satisfaction scales >3.5/5) • Reduction in students adverse perceptions of workload in PP units • Improvement in perceptions of relevance, challenge of PP program • Greater range of marks from assessment through introduction of more challenging tasks to extend students development
<p>Recommendation 3</p>	<p>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. (Section 4.5)</p>
<p>Action taken by the Faculty</p>	<p>Postgraduate Education and Research Committee to accelerate the implementation of the postgraduate support program and PG training plan</p> <ul style="list-style-type: none"> • Tightened requirements for new PG supervisors commencing supervision • Implemented a strengthened system of postgraduate co-ordinators that will oversee all supervision in all aspects of PG research • Assessment of individual students, through a formal process of annual review will occur, recommendations made back to the Postgraduate Education and Research Training Committee. The process will identify students at risk • Review of students progress after 6 months of candidature presently being instigated to identify problems in candidature related to infrastructure • Annual Faculty Postgraduate conference has been instigated to provide opportunities for all students to present an abstract as well as a verbal and visual presentations • All new academic staff will have completion of a formal course in research supervision as an essential confirmation criterion. All academic staff are being encouraged to undertake the formal research supervisors program offered by the Institute for Teaching and Learning • Internal Faculty forums on research supervision have been established • Budget allocated to postgraduate resources, including new computers for all incoming and existing postgraduates • The Faculty's Postgraduate Society reactivated to ensure interaction of all postgraduates with regular newsletter, social functions • Regular weekly research seminars, with involvement of postgraduates • BScVet research students provided with research infrastructure funds • Reflection and effective response to PG student evaluation feedback • PG induction program delivered annually • Induction of all new staff includes expectations for PG supervision • Appointment of new academic clinical staff to ensure improved clinical supervision • Appointment of only senior supervisors for external postgraduates to ensure adequate support for external associate supervisors and the postgraduates

	<ul style="list-style-type: none"> Faculty office informing students and supervisors prior to the expiry of Research training Scheme allocation in order to ensure timely completions. <p>Responsibility: PERTC, Subdean for PG students, AD Research</p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> Compile database of resources, equipment for student use Develop mentoring for new staff and PG in submitting research proposals and grant applications Planning for quality research experience of BAnSc students to increase recruitment of talented graduates to research Promote mentoring of new postgraduates by more experienced postgraduates or senior research staff (eg post doctoral fellows)
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> Improved PG student experience – increase performance in supervision, research climate and overall satisfaction by 10% by Dec 2005
Recommendation 4	<p>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. (Section 4.6)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> Major review undertaken with FRM, FAFNR and FVS, market research identified demand for a new Animal Science/Veterinary Bioscience program, reported 2003 (Plans changed as FRM affiliation may change shortly) Request for additional HECS places in new Veterinary Biosciences program jointly offered by FAFNR and FVS was successful, July 2004 Developed plan for joint management of new course with Board of Management between FVS, FAFNR, FSc Major restructuring of existing BAnSc program to ensure 6 credit point compatibility in 2006 approved by Undergraduate Studies Committee, rolling implementation More animal science introduced to year 1 and 2 of BAnSc program as part of existing units Seminar and support programs for BAnSc students extended to meet students interests and needs Enhanced orientation and support of BAnVetBioSc students in Faculty Increased development and use of WebCT support for Animal Science teaching Maintain focus on high quality program and excellent student experience (USE scores >4.0 in all animal science units for overall satisfaction) Review curriculum and develop units more appropriate to Veterinary Biosciences program (increased content relevant to animal science) for implementation in 2006 Obtained TIF grant for curriculum Vet Biosciences course development from College of Science and Technology, employed staff for WebCT design/implementation and development of Graduate Attributes for new degree Develop strategies for providing research projects in year 4 for large cohort- workshop June 2005 Review and modify extramural practical experience component of course, develop Faculty database for managing program Administration of degree transferred to the FVS at the start of 2005 Development of joint marketing and Faculty office support for new Vet Biosciences program Enhance students online and flexible learning in Animal Science/Vet Bioscience with webCT support for online learning in all units <p>Responsibility: Sub dean for Agriculture, TLC, ADTL, Deans of Faculties</p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> Recruit BAnVetBioSc teaching staff to develop and deliver suitable animal content and units in curriculum for expanded intake of 80 plus students to commence work in 2005/6

<p>Faculty's evaluation of the success of action taken</p>	<ul style="list-style-type: none"> • Successful marketing and launch of Veterinary (or Animal) Biosciences program in 2005 • Vet BioSc course attracts students with UAI >85 in 2005, exceeded predicted quota, and extended intake to 80 plus HECS places • Attract international and local fee paying students to program (achieved 4 in 2005) • Increase content relevant to animal science to >50% in years 1,2 • Offer a broad program with options in veterinary paraclinical training or animal science and research. • Ensure high student satisfaction with course (>4.0 in all units in program) • Track employment opportunities for new graduates • Recruit outstanding Vet (or Animal) Biosciences graduates back to Faculty for postgraduate research training.
<p>Recommendation 5</p>	<p>The Review Team recommends that the Faculty consider ways in which the variation of the quality of teaching across the Faculty can be improved. (Section 4.7)</p>
<p>Action taken by the Faculty</p>	<ul style="list-style-type: none"> • TLC developed and implemented Faculty policy on addressing variations in teaching quality and ongoing poor evaluations of some UOS through staged process of reflection and peer review (policy sent to USC for comment) • Unit of Study coordinators (of poor performing units) required to report to TLC with a clear action plan to improve units • Workshops for specific Units of Study that were underperforming (e.g. Professional Practice) were implemented and attended by TLC and other members of Faculty. Specific issues indicated by student reviews were addressed at Workshop and plans developed to address these issues • Implemented peer review/reflection in 2004 with year 3 and 1 units. Units underwent peer review and mentoring to improve teaching materials, curriculum, assessment, and classroom teaching during 2004, continuing 2005 • Conducted student focus group interviews with each year in the BVSc course to identify areas of concern on workload and teaching quality and report on findings to TLC, leading curriculum revision in 2005 • Maintain strong focus on staff development in scholarly teaching by: <ul style="list-style-type: none"> ○ Induction program, documents for all new teaching staff ○ Personal induction to teaching, mentoring ○ Academic appointees required to complete Grad Cert Higher Ed in 3 years ○ Casual tutors/lecturers paid to undertake 3day program or tutor training ○ In house staff development workshops, targeted training for all 2x per year ○ Encourage, reward good teaching practice and scholarship of teaching ○ Training conference and online materials for extramural partner practitioners supervising year 5 students ○ Annual peer/team reflection on teaching in all units (TLC) combined with rolling 3 year cycle of USE • Implementation of several educational workshops to assess and enhance teaching within the faculty including: <ul style="list-style-type: none"> ○ Research-Led teaching ○ Group work ○ Curriculum review (with a specific focus on better vertical integration of the curriculum and detection of overlaps/redundancies and missing topics within the new curriculum) • Attendance and presentations by multiple members of Faculty at University and National Educational Meetings including VC and CST teaching forums • Student focus groups on workload conducted with all years and a report on the outcomes of these interviews submitted to TLC. As a result of the report a workshop on Workload and Assessment is to be conducted later in 2005 <p>National and International benchmarking of curricular content through VSAAC accreditation (November 2004) and AVMA accreditation (April 2005). All Units of Study complied with national accreditation. Results of international (North American accreditation will be available in October 2005, but preliminary report praised curriculum content and structure.</p> <p>Responsibility: TLC, AD, TLC, UOSC</p>

<p>Further action planned but not yet implemented (if appropriate)</p>	<ul style="list-style-type: none"> • Utilization of PMD Mark II to support and ensure improvement for academics currently experiencing difficulties in delivering quality teaching programs • Peer review of units with poor USE results and subsequent evaluation in 2005 • A workshop on Workload and Assessment to be conducted in Semester 2, 2005. (see below under Recommendation 6 for further details) • A workshop on Benchmarking to be conducted before the beginning of Semester 1, 2006
<p>Faculty's evaluation of the success of action taken</p>	<ul style="list-style-type: none"> • Improved student experience so that all units achieve scores >3.5 for good teaching, clear goals, generic skills, appropriate assessment, and overall satisfaction in USEs • Improved student experience so that all units achieve >3 (reversed) for workload in USEs • Consistent to benchmark Units of Study both internally, nationally and internationally and receive high standards of curriculum content and learning resources for all units
<p>Recommendation 6</p>	<p>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. (Section 4.8)</p>
<p>Action taken by the Faculty</p>	<ul style="list-style-type: none"> • Implemented University and Faculty policy on assessment practice, e.g. limiting quantity of assessment per credit point (500 words or 30 mins exam), audited compliance, requiring provision of grade descriptors, appropriate timetabling of tasks, provision of quality, timely feedback and marks within 2 weeks of submission and transparency of marking • All Unit of Study handbooks were required to outline in detail all assessment tasks, grade descriptors • All Unit of Study co-ordinators asked to discuss the above issues with students at beginning of lecture series • Year coordinators developed timetable of all assessment tasks for each semester so that substantial clashes were avoided and assessment tasks spread over the semester. These timetables were handed to students in first week of semester • Tightened requirements for assessment, particularly in double marking failed work and in consistency in marking of individual items • Tightened policy on plagiarism including an extensive review of concerns regarding plagiarism in Extramural Animal Husbandry and actions outlined in report to Academic Board. New plagiarism policy now clearly explained to all students at beginning of each Unit of Study, policy is available on Faculty intranet Teaching site (as well as University Website) and all students required to submit University's Compliance Statement with all individual/collaborative work • Extensive review of Extramural animal husbandry practical work with substantial reduction in total written volume but with increase emphasis on critical inquiry and reporting, and assessment of animal handling skills. Consistency in marking and feedback will be implemented and assessed. • Tightened requirements for assessment, particularly in double marking failed work and in consistency in marking of individual items • Enforced new special consideration procedures and eliminated all further testing (except for Special Consideration) in line with new Academic Board policy, communicated changes to students twice in semester and in handbooks, on web site • Year coordinators and TLC reviewed handbooks (including Faculty Handbook and all UOS handbooks) for the quality of their entries with regard to: <ul style="list-style-type: none"> ○ clarity of assessment task description, weighting, time due, format etc. ○ clear grade descriptors for each task, transparency in marking system ○ examples of good/excellent work provided ○ assessment tasks do not exceed Faculty guidelines in volume/length • TLC review of assessment procedures in units of study with poor student experience, poor feedback on alignment of assessment tasks and units with discordant examination results each semester • Changes to assessment type, volume, timing in units requested by TLC • Review of assessment results in each semester by TLC to consider distribution of results, poor performance rates • Implemented processes for identification and support of students at risk of failure, with early diagnosis and support <p>Responsibility: UOSC, Year coordinators, TLC</p>

<p>Further action planned but not yet implemented (if appropriate)</p>	<ul style="list-style-type: none"> • Revise and update Faculty assessment policy and assessment blueprint • Continue to implement recommendations arising from 2004 student focus group interviews to address areas of concern on assessment and evaluate impact on student perceptions • Conduct a Faculty workshop on Workload and Assessment in Semester 2, 2005. Discussions at workshop will include better definition of learning outcomes for entry level veterinarians, better alignment of learning objectives and assessment outcomes and evaluation of assessment requirements for all Units of Study across a semester for Years 1 – 4 of the curriculum in order to achieve a better balance between workload and assessment requirements. Workshop to include student representation • Continue to implement actions arising from the 2004 review of assessment activities and learning tasks of extramural animal husbandry practical work. Achieve full implementation of curriculum change to introduce practical assessments for practical skills, additional remedial tuition, reduce written total volume. For current students completing old Animal Husbandry Practical work requirement increase emphasis on critical inquiry and reporting, in reports and ensure consistent marking and feedback, effective detection of plagiarism • Evaluate the impact of further changes made in 2005 to assessment tasks and grading in Professional Practice units and mentor new Faculty appointment in professional practice
<p>Faculty's evaluation of the success of action taken</p>	<ul style="list-style-type: none"> • Improved student experience in units with poor performance (to >3.5 for appropriate assessment and feedback on work), improved SCEQ assessment scores • Consistent assessment practices across BVSc course • Implementation of robust and reliable assessment practices that students and staff understand and accept, that is compatible with appropriate workload • Early identification, support and discontinuation of students who will be unable to complete the course in time • Identification of key risk factors for students progressing to year 5 clinical placements (academic, practical and personal)
<p>Recommendation 7</p>	<p>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. (Section 4.9)</p>
<p>Action taken by the Faculty</p>	<ul style="list-style-type: none"> • Year 5 team provided extensive explanation of program in Preparation for Veterinary Practice unit in Nov 2003, through 2004 Sem 2 program • Clear learning outcomes linked to Graduate Attributes provided for all clinical units of study in 2004, leading to good student satisfaction with this in evaluations of new units • The Director Of Clinical Teaching and the External Practices Coordinator ran a series of seminars, discussions in 2003 which addressed the specific issues in 2003 (new curriculum) In Semester 2 2003 students received information on what to expect from their clinical experience through class discussions in the unit PVP, lunchtime seminars and through the year 5 placement website (Year 5 Virtual Clinical Campus). The information was expanded for 2004 and is also included in hand books, revised in 2005. Future students are provided with examples of assessment tasks completed by former students, reports on placement work from participants in 2004 • Graduate Attributes used as the basis for the assessment of year 5 students in clinical placements, emphasising the direct relevance of the program to their performance as a veterinarian after graduation- standardised Grade Descriptors used for all units. • In 2004 students received earlier notification of expectations, opportunity to select rotations, information on accommodation and explanation of how units help students achieve graduate attributes, monitor student experience and earlier again in 2005 • Preparation for Veterinary Practice program run across semester 2 in 2004 and feedback from final year and year 4 has been collected to further improve the program for 2005. • Extramural Handbook re-organised to be more student friendly and Intramural Handbook created for 2005 • Student and academic websites modified in 2004 for improved and now more user friendly (student survey at end of 2004 showed strong satisfaction with the new system) • Online training for year 5 rotations will be implemented in Preparation for Veterinary Practice 2005 • Year 5 support program won VC's award for excellence in 2004, recognition by professional accrediting bodies for quality of program (VSAAC, AVMA) <p>Responsibility: Year 5 team and coordinators (see Rec 9)</p>

Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> Continued expansion of national and international clinical training and exchange opportunities for students
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> Successful ballot and placements for 2005, with >70% students gaining their placement of first choice, with placement selection process commencing 18mths before year 5 High satisfaction of students with achievement of Graduate Attributes and relevance to career goals in the year 5 program (USE and SCEQ) Students developing diverse, unique extramural training programs to suit their career plans Effective strategies for detecting, tracking and counselling students at risk of poor performance, ensuring appropriate remediation and progress
Recommendation 8	<p>The Review Team recommends that the Faculty provide stronger leadership in research. (Section 6.4)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> The Associate Dean for Research, Professor Gareth Evans, and the Research Committee have developed a strategic research plan which will provide leadership and direction for the development and sustainability of research within the Faculty (to be completed by December 2004) Professors and other senior academics are being encouraged to take more active responsibility for promoting their disciplines, providing mentoring for junior academic staff and encouraging postgraduate research. New CRCs under negotiation with new AD Research, new professorial positions with specific research responsibility Further key clinical academic appointments are being made to expand clinical research and training programs Professors and senior academics are encouraged to undertake intra-Faculty leadership programs Faculty has included young academics at the forefront of industry grant-awarding body showcases <p>Responsibility: Faculty Executive, AD Research</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> Increased involvement of young academic staff with professors in joint grant applications Increased integration of younger academics in established research programs headed by Professors Research Committee now includes younger academics Increasing numbers of professors and senior academics have completed intra-Faculty leadership course
Recommendation 9	<p>The Review Team recommends that the coordination of the professional practice and extra mural placements be improved, and that practitioners handbook be distributed which explains what is expected from both practitioners and students. (Section 11.2.9)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> Extramural placement administration developed and successfully used by year 5 team and Faculty office staff in 2004 with good outcomes (more details provided in all handbooks for students and in Practitioner training materials, further updating in 2005) Partner practitioners received a training workbook, access to website, on the job training from Faculty staff visits to practices and in the very successful 2 day Partner Practitioners conferences (2003 and 2004, attended by more than 100 practitioners), planned July 2005 Staff working in intramural teaching hospitals received on the job training on curriculum/assessment/providing feedback and written outlines of rotations through a series of clinic-based training workshops and meetings in 2003 and 2004, continuing 2005 Staff development and review of intramural clinical rotations occurred in July 2004, reported to TLC, curriculum revision for 2005- modification of assessment tasks and length of rotation for 2005, reduced total number of rotations by 1 month in 2006 Outstanding evaluations of first 12 months of new year 5 program provided by Faculty staff, students and extramural practitioners, reported as part of large TIF project in 4 quarterly reports to Faculty The year 5 team and Faculty administrative staff meet regularly with UOSC in the year 5

	<p>program to monitor progress, and report to TLC</p> <ul style="list-style-type: none"> • Expectations are explained to students verbally and in the handbooks. • Practitioners are contacted by telephone on a regular basis and in 2004 all extra mural practices hosting students will be visited at least once by the Director of Clinical Teaching or another senior academic prior to 2006 (more than one half of active practices visited) <p>Responsibility: year 5 team, TLC, Subdean for Extramural Animal Husbandry, Professional Practice coordinator (more detail provided in Rec 7)</p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Training of new participants at Partner Practitioner conference in July 2005 • Review of Extramural Clinical Support Practices and their role in Professional Practice units in 2005 • Review of Extramural Animal Husbandry practical work, assessment tasks, practical skills testing completed and changes commenced in 2005
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Effective training of extramural partner practitioners, so 90% of practitioners hosting students have received training at conference, viewed web-based materials and had a Faculty staff visit by 2006 • High satisfaction of students with administrative and educational aspects of the year 5 program (>90% by 2006) • High practitioner satisfaction with all aspects of extramural program • High retention rate of practitioners in program (>90% to 2006) • Recognition by profession (through accreditation) of the new program • Improved Graduate CEQ results for new program (up 5% by 2005)
Recommendation 10	<p>The Review Team recommends that a set of monitoring procedures needs to be put in place to monitor the continuing effectiveness of the management structure. (Section 9)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • The Faculty Executive group has responsibility for monitoring this process. There is constant monitoring of the capacity of the management structure to identify and respond to real or potential problems in the areas of teaching, research and staff and student support • FEC is provided with information from specific Associate Deans through their Sub Deans and committees • FEC holds open forums with staff a number of times per year to get feedback on real or perceived breakdowns in management communication. • Each year an anonymous questionnaire is sent to all staff to provide feedback on culture, leadership and management • Review at Faculty Strategic Planning Workshop July 2004 <p>Responsibility: Faculty Executive, Sub Deans and Faculty Committees</p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • A major re-evaluation of the Faculty's culture and management structure is to be undertaken in 2005. This will involve Faculty planning days, 360 degree evaluations and anonymous questionnaires • The effectiveness of two-way communication systems within the Faculty will be re-evaluated in 2005
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Increased engagement of staff in the decision making processes • Decreased response times by the FEC in relation to staff concerns • Increased opportunities for two-way communication

Sydney Conservatorium of Music

Recommendation 1	Efforts should be made to make performance assessment criteria more transparent to students and to give them more feedback on how they have performed in relation to the criteria. (Section 4.3)
Action taken by the Faculty	<ul style="list-style-type: none"> • Unit of Study outlines made a key item in Conservatorium Teaching Days. Performance outlines, for example, were the subject of a special session at the 2005 Teaching Day with staff responses to proposals actively sought. • New Unit of Study template developed in 2005 which includes specific provision for student feedback. • Minor concert practice revised in 2004 with greater transparency and improved student feedback key goals. • Learning and Teaching Committee currently developing generic performance and composition grade descriptors and • Concert Practice performance evaluation form under revision.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Forum on assessment planned for all performance staff early second semester, 2005. This will be specially targeted at casual and fractional staff. • Future issue of the stall learning and teaching newsletter, Common Concerns, to specifically target assessment issues. • Greater assessment transparency and feedback an ongoing items for the Learning and Teaching Committee
Faculty's evaluation of the success of action taken	The faculty regards improved assessment mechanisms as an ongoing goal. Unit of Study outlines are improving and there is an increased awareness of student feedback within the faculty. Improved information flows to staff and students remains a major priority.
Recommendation 2	The Conservatorium should explore ways to respond to views expressed by students that there is a need for more live performance opportunities (both formal and informal) and for a more vibrant performance culture generally. It is suggested that discussions should be held with students on this issue, for example in staff:student consultative committees, with a view to exploring ways to achieve a higher level of student satisfaction on this matter. Benchmarking and sharing best practice with national and international institutions on this issue is recommended. (Section 4.4)
Action taken by the Faculty	We have added a major performance program for large ensembles which is the finest in Southeast Asia, as well as heightened the approach and focus to chamber music performance during special projects weeks. This has been benchmarked with the finest international programs and is a strong competitive program, certainly the most comprehensive in Australia.
Further action planned but not yet implemented (if appropriate)	Further refinement for a lab orchestra which rehearses only two hours per week rather than six hours for minors and students from elsewhere in the University.
Faculty's evaluation of the success of action taken	Outstanding response from the faculty, students and the profession.
Recommendation 3	The Conservatorium should carry out an investigation into the practice and effects of the casualisation of staff, including comparing the Conservatorium's approach with benchmarking data collected from comparable institutions in Australia. (Section 4.5).
Action taken by the Faculty	We have begun a selective process to assure that each unit has a quorum of contractual faculty members to determine academic and artistic matters.
Further action planned but not yet implemented (if appropriate)	This will be ongoing as the resources permit. Further review of assessment will be warranted with a different teaching profile.
Faculty's evaluation of the success of action taken	We have hired 12 of the finest musicians of international reknown who will reverse the brain drain, and add immense value to the faculty profile. Outstanding reception to this structural change.

Recommendation 4	It is recommended that the Conservatorium give high priority to allocating a senior member of staff (e.g. an Associate Dean (Research)) with the role of co-ordinating the Conservatorium's research activities and managing the postgraduate student cohort. It is recommended that this be done soon and that priority be given to ensuring that there is stronger coordination and support of postgraduate research students, including ensuring the quality of the postgraduate research area currently being refurbished. The Conservatorium may find it helpful to develop a Research Plan and is recommended to set itself targets in terms of improved completion rates. More formalised benchmarking of research activities should also be a priority. (Sections 4.11 and 6)
Action taken by the Faculty	Allan Marett has been appointed as Associate Dean for Research. A task Force has just completed a report with regard to the research activities. Additionally, Dr. Peter Dunbar-Hall has been appointed Associate Dean for Postgraduate Studies.
Further action planned but not yet implemented (if appropriate)	Implementation of several recommendations from the task force and integration with the overall vision of post-graduate studies.
Faculty's evaluation of the success of action taken	Outstanding success and much better communication for staff and students.
Recommendation 5	Consideration should be given to making student exchange opportunities available to students enrolled in Music Education degree programs. (Section 7.4)
Action taken by the Faculty	We have explored some exchange options with US institutions in particular as well as Europe. Several practical teaching opportunities might exist in future in the US. For now, Taiwan and Singapore have been receptive to exchange with music education.
Further action planned but not yet implemented (if appropriate)	For the moment we will be benchmarking programs with some key institutions. During this process we will explore if we can enhance exchange opportunities.
Faculty's evaluation of the success of action taken	Improvement.
Recommendation 6	The Conservatorium should review its quality assurance processes for offshore activities to ensure appropriate monitoring and assurance of standards and accountability. (Section 7.6)
Action taken by the Faculty	The Associated Deans and Chairs are monitoring this closely with colleagues in the offshore locations. To date, all standards are met and student satisfaction has been very high.
Further action planned but not yet implemented (if appropriate)	Stable at present.
Faculty's evaluation of the success of action taken	All parties are satisfied that this is working well.
Recommendation 7	While the Team considered many of the Conservatorium's strategies to engage with the music industry to be excellent, it is also noted comments from students that engagement could beneficially be strengthened, particularly in discipline areas such as composition and musicology. Accordingly it recommends that ways be explored to identify and satisfy any unmet demand in the student body in this respect. Focus groups with students and staff might be helpful. (Section 8)
Action taken by the Faculty	A series of forums for musicology and for learning business tools in music were highly visible this past 11 months. With regard to composition, we are working closely with the New Music Networks across Australia.
Further action planned but not yet implemented (if appropriate)	Enhanced forums for 2006
Faculty's evaluation of the success of action taken	Overwhelmingly positive. Interestingly, the students attendance was sporadic, whereas public and colleagues from other Conservatoriums has been impressive.

Recommendation 8	Efforts should be made to help improve students' socialisation to the new building. For example, greater clarity is needed in conveying how and where to obtain different types of information; the purpose and location of noticeboards should be more clearly conveyed; and efforts should be made to find ways to stimulate a sense of ownership of the building among students. (Section 4.10)
Action taken by the Faculty	A handbook is being revised for 2006. Additionally, a comprehensive mentoring program has begun for students in all years, and this has proven effective to broaden communication and awareness. Students have been invited to meet the Dean and staff as well as to join receptions after concerts. The ensemble programs bring the students into the venue much more often in larger numbers which has enhanced the sense of community. Signage for all concerts has been taken seriously with flyers and excellent brochures.
Further action planned but not yet implemented (if appropriate)	Tea Parties will begin in 2006, lead by dignitaries. Signage has been improved, with a plasma screen and the student café and atrium have enhanced seating to allow for socialization.
Faculty's evaluation of the success of action taken	There are many more students circulating in the building and a sense that communication is open and available.
Recommendation 9	Formal induction programs should be run for Postgraduate coursework students, especially those commencing their studies in Semester 2. (Sections 4.10 and 9.5)
Action taken by the Faculty	We have a week planned prior to classes when the Chairs meet the Postgraduate students, as well as the Associate Deans and the Dean. A day of orientation is organized with other meetings for one-on-one contact.
Further action planned but not yet implemented (if appropriate)	International student orientation to be further enhanced.
Faculty's evaluation of the success of action taken	excellent improvement.
Recommendation 10	Consideration should be given to finding ways to further extend library opening hours to facilitate students with work commitments. (Section 9)
Action taken by the Faculty	The library hours have been extended to include more evenings and Saturdays.
Further action planned but not yet implemented (if appropriate)	Stable
Faculty's evaluation of the success of action taken	Outstanding support .
Recommendation 11	The Conservatorium should continue in its efforts to improve student administration and to ensure a good and responsive client service. Particular areas for attention should be communication and links with University student administration. (Section 9)
Action taken by the Faculty	The staff in student administration have clarified their portfolios so that students and colleagues know with whom they should work with on specific projects, such as international students, auditions, enrolment etc. The links with the University have improved and a quick turnaround is common from this office.
Further action planned but not yet implemented (if appropriate)	tbd as we review ITC and the life-cycle of students at the Sydney Conservatorium of Music.
Faculty's evaluation of the success of action taken	Much improvement over the past year.
Recommendation 12	Consideration should be given whether improvements can be made that would ensure the smooth transition of staff into management positions. The issue of succession planning and preparation for staff undertaking these positions should be investigated. This might range from basic issues such as the transfer of records to running workshops about roles and expectations and other succession planning issues. (Section 9)

Action taken by the Faculty	WE have invited several professional development training session to be hosted here at SCM, rather than have staff go up to main campus. We have supported requests for training and educational opportunities and allowed for higher duties when possible. We held a major retreat focusing on communication skills.
Further action planned but not yet implemented (if appropriate)	As technology changes some of the work roles, we will pay attention to upgrading skills for staff. At PM&D we will mentor staff towards workshops, which can help them prepare their skills.
Faculty's evaluation of the success of action taken	Improved communication already apparent. This has helped retain some key staff and develop others into new areas of expertise.
Recommendation 13	The Conservatorium is reminded that Academic Board Resolutions (The Management and Evaluation of Coursework Teaching, Part 4, s. 2 (1)) require faculties to ensure that membership of key faculty committees includes student representatives. (Section 6.7.3)
Action taken by the Faculty	A series of operational committees has been instituted, all of which include student representation.
Further action planned but not yet implemented (if appropriate)	NA
Faculty's evaluation of the success of action taken	Welcome and positive results.