

**ACADEMIC BOARD REVIEW
PHASE TWO**

**FACULTY OF DENTISTRY
30 MARCH 2004**

REPORT AND RECOMMENDATIONS

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EXECUTIVE SUMMARY

The Faculty of Dentistry is a small faculty of 340 students and 27.4 academic staff. It has successfully used collaboration with the Faculty of Medicine in order to develop the new BDent program. The Academic Board Phase 2 Review of the Faculty occurred in the year when the last of the BDS students were finishing and the first cohort of the BDent students were completing their studies.

Workload has continued to be a major issue for the Faculty. The Faculty has been focussed almost exclusively on teaching and learning and the management of large numbers of part-time and casual clinical and PBL (problem-based learning) staff. Research and strategic planning have suffered. Quality Assurance activities have been centred in the Faculty executive and the revising of the Faculty's Teaching and Learning Plan has failed to meet University deadlines.

However the Review Team were impressed with the responsiveness of the Faculty to the Phase 1 Review and its plans to further exploit collaboration to develop its research participation and productivity and the intention to use a Faculty Retreat to increase collaboration in planning and quality issues.

While the Faculty is a one department faculty, its unity is challenged by the historical strength of its disciplines. Further challenges to collaboration can be found in the remoteness from the Camperdown Campus and the use of two teaching hospitals (United Dental Hospital and Westmead Centre for Oral Health). All these challenges impact not only on staff but also on the student body.

The Faculty is aware of these and the Self-Evaluation Report lists multiple responses; the Review Team has suggested additional action in the area of a refining of the Web Communication Strategy, further collaboration with the Faculty of Medicine, and collaboration at the College level.

Benchmarking has revealed that the greatest challenge to the Faculty lies in the building of a research culture. Again the Faculty has recognised this challenge and has developed a *Research and Research Training Management Plan* which includes the planned use of strategic collaborative projects.

Faculty Research Forums are planned to decrease isolation as well as build communication channels across discipline specialities both amongst postgraduate students and staff. The existing links of the Faculty with local and international dental faculties, its professional association and industry offers further opportunities for the development of strategic collaborative projects.

The Review Team found that collaboration has been an effective enabler for the Faculty of Dentistry in implementing the BDent program; its planned further use to build an active research culture is commended.

Commendations

1. The Review Team commended the Faculty on the quality of its Self Evaluation Review report; it showed substantial improvement in content and was well communicated, with all interviewees being sent a copy. (*Section 3.2.1*)
2. The Review Team commends the Faculty for placing the Faculty Teaching and Learning Plan on the agenda of the mid-year Faculty Retreat and consequently broadening the number of staff involved in its review. (*Section 4.1.3*)
3. The Review Team commends the Faculty on the plan to place the Faculty Teaching Award on the agenda for the Faculty Retreat. (*Section 4.3.2*)
4. The Review Team commends the innovative development of a Clinical Teaching Award, which should serve to reward the participation of experienced clinical staff and hopefully staunch any “brain drain”. (*Section 4.3.4*)
5. The Faculty is commended for its pro-active approach to developing a pathway to encourage participation by Aboriginal and Torres Strait Islanders in the Dentistry program. The Review Team supported the plan to develop a B Oral Health and to offer it through CREO. (*Section 5.1.2*)
6. The Faculty is commended for its decision to introduce an Honours program. This should provide a pathway for students towards postgraduate and research studies and also assist further in the development of a Faculty research culture. (*Section 6.2.4*)
7. The Review Team commends the Faculty research plan to focus on professional and college-based strategic collaborative projects. These projects will serve to enhance the Faculty’s research culture, further opportunities for benchmarking and develop postgraduate research opportunities. (*Section 6.4.2*)
8. The Review Team commends the Faculty on its establishment of the James Fairfax Fellowship, which is a potential foundation for building international collaborative research projects. (*Section 7.3.1*)
9. The Faculty is commended for its development of multiple strategies to achieve a budget turnaround. (*Section 9.3.1*)
10. The Review Team commends the Faculty for its multi-faceted response to the induction of casual, honorary and part-time staff and especially commends the Curriculum Committee for developing the *Clinical Teaching Handbook* for clinical tutors. (*Section 9.4.4*)
11. The Faculty is commended for its performance in the area of Risk Management. (*Section 9.5.1*)

Recommendations

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. (*Section 3.3.3*)
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. (*Section 4.1.3*)
3. The Review Team recommends that in 2005 the Faculty work to establish a formula to balance teaching, research and administration for academic staff. (*Section 4.2.5*)
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. (*Section 4.3.2*)
5. The Review Team recommends that a core course on Science for the Health Sciences be developed at the College level. (*Section 4.4.2*)
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. (*Section 4.5.3*)
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. (*Section 5.3.3*)
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. (*Section 6.2.8*)
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. (*Section 9.1.1*)
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. (*Section 9.2.6*)
11. The Review Team recommend that the Faculty review the Terms of Reference for its committees and investigate any opportunities for collapsing and amalgamation. (*Section 9.6.1*)

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

1. MEMBERSHIP

1.1 Review Team

Professor Judyth Sachs (<i>Chair</i>)	Chair of the Academic Board
Professor Paul Ramsden	Pro Vice-Chancellor (Teaching and Learning)
Professor Masud Behnia	Dean of Graduate Studies
Associate Professor Ines Kras	Faculty of Pharmacy

Review Team Secretary

Ms Barb McLean	Executive Officer (Quality Assurance)
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Observer

Ms Rachel Symons	Quality Assurance Officer (Teaching and Learning)
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1.2 Senior Faculty representatives

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

Professor Iven Klineberg	Dean
Associate Professor Greg Murray	Associate Dean (Research)
Associate Professor Chris Peck (by telephone)	Acting Associate Dean (Postgraduate Studies)
Associate Professor Wendell Evans	Theme Head, Personal Professional Development and Dentist and Community
Dr Tania Gerzina	Associate Dean (Curriculum)
Dr Shalinie Gonsalkorale	Associate Dean (Students)
Dr Liz Martin	Theme Head, Total Patient Care
Dr Michael Thomas	Theme Head, Life Sciences

1.3 Staff

1.3.1 The Review Team met with eleven members of Academic and General Staff.

1.4 Students

1.4.1 The Review Team met three groups of students: nine undergraduate students (first years attended in person, those undertaking clinical sessions at Westmead participated by teleconference); five postgraduate research students; and six postgraduate coursework students. There was one Open Interview with an undergraduate student.

2. INTRODUCTION

- 2.1 The Phase Two review complements the Phase One review, following up its recommendations and considering the Faculty's activities and quality assurance arrangements in relation to the seven goals of the University's Strategic Plan.
- 2.2 The Phase One Review of the Faculty in 2002 occurred in the second year of the graduate entry BDent, problem based learning degree. At this time the Faculty had also restructured to become a one department faculty to support the new program.
- 2.3 The Phase Two Review of the Faculty in 2004 occurred in the last year of the old BDS program and the last year of concurrent running of the two professional qualifications. Staff were exhausted from initiating the new degree while also maintaining support and quality for the last students in the BDS program. These demands had negatively impacted on research productivity. High workload had also impacted negatively on communication across the Faculty.
- 2.4 In spite of these demands students were very supportive of the new program and the support they received.
- 2.5 Staff anticipate a new beginning in 2005 with a recruitment process in the final stages to appoint a new Dean, and acting on student feedback, a minor review of BDent to insert more dental PBLs into the program. The new PVC (College of Health Sciences) is encouraging greater coordination between the Dental and Medical Faculties and initial discussions between the Deans of Dentistry and Medicine agreed that the joint teaching of PBLs would be a desirable step forward. This is to be considered but has implications for space and administration. Research output measures are also commencing a turnaround.

3. QUALITY ASSURANCE

3.1 *Response to Phase 1 Review*

- 3.1.1 The Dean remarked that the Academic Board Phase 1 Review had provided an opportunity to focus on the strategic along with the more immediate, and what had been an all-consuming, focus on the implementation of the new program. Two new staff positions had been made as a response to the Phase 1 Review of the Faculty; a Clinical Manager and an academic appointment with links to the profession and experience in professional indemnity insurance. Benchmarking (see 3.3 below) was also more actively pursued as a response to the Phase 1 review of the Faculty.
- 3.1.2 Post-graduate issues came onto the horizon, with the Associate Dean portfolio being split into Post-Graduate and Research. There had also been a review of Postgraduate areas, which included improving access to computers, the provision of a new seminar room and relocation of the library.
- 3.1.3 However Postgraduate Research Students said that they were unaware of the outcomes of the last Academic Board Review and had not noticed any change.

3.2 Managerial Approach to Quality Assurance

- 3.2.1 The Self Evaluation Report is a thorough document, compiled by members of the Executive Group and edited by the Executive Officer. The Review Team commended the Faculty on the quality of its Self Evaluation Review report; it showed substantial improvement in content and was well communicated, with all interviewees being sent a copy. (*Commendation 1*)
- 3.2.2 However a sense of wide contribution and collaboration across the Faculty in the compilation of the SER was lacking. While the SER documents a great deal of activity in response to recommendations of the Phase One Report, communication about these and analysis of any outcomes does not seem to have spread to other academic and general staff and to students. Measures to achieve quality assurance are isolated at the top and do not appear to be an integral part of the academic enterprise.

3.3 Benchmarking

- 3.3.1 Recommendation 1 of the Phase One Report suggests that the Faculty undertake more benchmarking both nationally and internationally. The Faculty has been successful both in obtaining TIF (Teaching Improvement Fund) monies and funding from the NSW Dental Board. Benchmarking activities are focussed on problem based teaching and learning. Students have participated in the process to define the key issues to benchmark; work has also taken place with the University of Adelaide to gain consensus on the issues and the development of the instrument. International input to benchmarking projects is planned through visits to the Harvard School of Dental Medicine and from a visiting scholar from the University of British Columbia.
- 3.3.2 These benchmarking projects are still at an early stage, with outputs not expected until the end of the year (see Appendix 1 for a Progress Report). However benchmarking activities have exposed a division amongst the staff with a minority questioning the choice of benchmarking partners while others are still to be convinced of the efficacy of problem-based learning, especially as it applies to a profession requiring registration.
- 3.3.3 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. (*Recommendation 1*)

4. GOAL ONE: QUALITY TEACHING AND LEARNING

4.1 Teaching and Learning Plan

- 4.1.1 Recommendation 5 of the Phase 1 Review dealt with disseminating widely the Faculty Teaching and Learning Plan. The Faculty reports that the Plan has been reviewed and disseminated (by email, post and being placed on the Web). The Faculty is also working to align the Faculty Plan with the College Plan.
- 4.1.2 However, the Faculty has failed to meet the deadline for submission of its updated Teaching and Learning Plan to the Pro Vice-Chancellor (Teaching and Learning) and has not communicated its existence or content to students. The Review Team was

told that updating the Teaching and Learning Plan would be placed on the agenda for the mid-year Faculty Forum.

- 4.1.3 The Review Team commends the Faculty for its plan to involve all staff at the annual Faculty retreat in the review of the Faculty Teaching and Learning Plan. (*Commendation 2*) It also recommends that as part of this process 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. (*Recommendation 2*)

4.2 Quality Teaching

- 4.2.1 Students in the new BDent program reported that they were pleased with the quality of the teaching they were receiving and the early access to clinics. However they did feel that greater explanation was required in the first two years of the course with regard to the overall learning required and in particular the specific goals of each PBL. More guidance was required from tutors for each PBL; in some cases first year students were unsure as to whether they were covering the whole area or whether they had gone too far and should stop.
- 4.2.2 Students in later years of the course reported intermittent access to tutors for PBLs. In order to raise the standard of clinical teaching the Teaching and Learning Committee has encouraged clinical staff to enrol in the 3-day ITL (Institute for Teaching and Learning) course in university teaching.
- 4.2.3 Students in the last year of the old BDS program reported that they were receiving material recycled from previous years, that clinics and tutorials were cancelled and that access to rural placements had been halved.
- 4.2.4 Postgraduate coursework students reported that there were both excellent salaried and honorary staff, however they were very aware that staff carried a very heavy workload e.g. there were 8 to 10 students for every clinical staff member. Variety in the quality of teaching is still being reported.
- 4.2.5 Actions to address the uneven quality of teaching have commenced as the Faculty addresses Recommendation 4 of the Phase 1 Review. The Faculty has implemented a variety of measures to induct casual, visiting and part-time staff. There are regular meetings of Theme Committees. Training sessions are provided in both PBL facilitation and clinical mentorship. Staff induction has been included in Week Zero activities, and a Faculty Retreat is being planned.
- 4.2.6 Currently there is no Faculty Workload Formula, due to the unusual situation of having two concurrent undergraduate programs. The Review Team recommends that in 2005 the Faculty work to establish a formula to balance teaching, research and administration for academic staff. (*Recommendation 3*)

4.3 Recognising and Rewarding Good Teaching

- 4.3.1 The Faculty's teaching award used to be awarded on the vote of staff and final year students. Staff feel uncomfortable with the new guidelines and processes, judging them to be self-promotion and unnecessary when academics are employed to teach. However the need to emphasise quality teaching is reinforced by student comments

reporting that the technology of the new BDent program is not being fully exploited by staff and that there are delays in making lecture materials available on the Web.

- 4.3.2 The Review Team commends the Faculty on the plan to place the Faculty Teaching Award on the agenda for the Faculty Retreat. (*Commendation 3*) It is recommended that the Faculty Retreat also 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. (*Recommendation 4*)
- 4.3.3 BDent and BDS students had concerns with the staffing of clinicals. They noted that clinics had one experienced professional and a series first year professionals. While the students appreciated the dedication of new professionals they felt that the Faculty was not replacing experienced clinical staff and their clinical learning was inhibited.
- 4.3.4 The Review Team commends the innovative development of allowing clinical staff to apply for the Faculty Excellence in Teaching Award, which should serve to reward the participation of experienced clinical staff and hopefully staunch any "brain drain". (*Commendation 4*) This Award should be analysed by the Faculty and any impacts that can be linked to the Award should be shared with other faculties that involve clinical staff as part of the teaching of their students.

4.4 Assumed Knowledge

- 4.4.1 Aptitude for selection for the new BDent is via four selection criteria including performance in the GAMSAT test. There is no requirement for students to have prior scientific study and neither is there a mechanism to bridge this gap prior to students commencing studies. While students in their third and four years of the graduate program were able to assure first year students that they would catch-up (the GAMSAT did assess whether they had this ability) they did initially feel disadvantaged.
- 4.4.2 Just as the Faculty had previously recommended, as part of the College of Health Sciences strategic planning process, that a College-wide set of core courses on statistics and research methods be established, so the Review Team recommends that a core course on Science for the Health Sciences be developed at the College level. (*Recommendation 5*)

4.5 Assessment

- 4.5.1 Students reported that they did not like the practice of self-assessment which they felt fulfilled the role of a roll-call rather than an indication of concept mastery. Staff assured the Review Team that progression was not based on self-assessment but as they had taken Medicine's definition of progression and ability were not one hundred percent confident that assessment was assessing what it claimed. Staff were very cognisant of the fact that they had a duty of care as they were graduating registered practitioners and one benchmark of achievement was the success of top students in the U.S. registration exams.
- 4.5.2 Staff pointed out that the role of self-assessment in PBLs was the development of self-reflection in the student. This had obviously not been made clear to undergraduate students. Staff would like some formative assessment at the end of

year one to assist with the identification of students at risk. The Assessment Committee is planning to restructure assessments to enhance their benefit.

- 4.5.3 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. (*Recommendation 6*)

4.6 Collaboration

- 4.6.1 The collaboration with the GMP is strengthening as the graduate dental program matures. There is a growing realisation amongst staff for the need for joint teaching of the first two years of the dental and medical program with the College encouraging greater collaboration in the area of coursework and research opportunities. There is a need to renegotiate the funding arrangement to achieve this.
- 4.6.2 This collaboration between dentistry and medicine is reinforced at the professional level with Royal Australasian College of Dental Surgeons requiring dual qualifications for postgraduate specialist training in oral and maxillo-facial surgical training.

4.7 Student Workload

- 4.7.1 The Faculty is acutely aware of student concerns regarding workload in the BDent program and the misconception that dental students in the first two years have an additional load as they are studying both dentistry and medicine. The preponderance of medical PBLs does reinforce the misconception that dental students are undertaking two programs. Issues involved in the student workload issue include the additional load of students taking responsibility for their own learning as part of Problem Based Learning and the heavy clinical load to ensure that students can be registered on graduation.
- 4.7.2 The Faculty does point out that contact hours in the new program have been reduced in comparison to the old BDS, to compensate for the demands of PBL; and that workload in dental education is a worldwide issue. However the Curriculum Committee has examined the relative workload of Years 1 and 2 students from the BDent and GMP programs and has centralised timetabling and is monitoring changes. As far as possible Clinical sessions and PBL are isolated.
- 4.7.3 The BDent program is a paradigm shift in dental education, where dentistry is seen as part of general health. This understanding is lacking both in commencing dental and medical students as well as the general public as a whole. This awareness was made by 3rd and 4th year student interviewees, who assured 1st years that basic health PBLs in the first two years of the course were of use in later clinical situations. However to shift the balance of the PBL focus to dentistry and increase relevance, staff were pursuing the replacement of an example of infection in the hand with an infection in the mouth and in general a replacement of one problem per block with a dental PBL.

5. GOAL TWO: DIVERSITY, ACCESS AND EQUITY

5.1 *Aboriginal and Torres Strait Islander students*

- 5.1.1 There are no Aboriginal or Torres Strait Islander students in the BDent program. The Dean is conscious of this and feels that this situation results from the fact of graduate entry and high demand and competitive entry to the new program. In order to provide a path for progression towards the BDent for potential Aboriginal and Torres Strait Islander students the Faculty has planned to institute a school entry B Oral Health, to be offered both in Sydney and through CREO (Centre for Rural Education in Orange) in Orange. Some investigation has taken place with regional paraprofessionals and the Faculty is confident that a demand for such a program exists.
- 5.1.2 The Faculty is commended for its pro-active approach to developing a pathway to encourage participation by Aboriginal and Torres Strait Islanders in the Dentistry program. The Review Team supported the plan to develop a B Oral Health and to offer it through CREO. The Review Team was also pleased to note the collegiate approach with which the Faculty has dealt with the reluctance expressed by some sections of the professional community to this method of articulation into the graduate program. (*Commendation 5*)

5.2 *Isolation*

- 5.2.1 Isolation is seen by the students as an equity issue. Distance from student support, social and recreational facilities on the Camperdown-Darlington campus is compounded by over-crowding in the two hospitals and a lack of facilities.
- 5.2.2 Isolation was compounded by a sense of an “unfair” workload in comparison to the GMP. The Review Team noted the plan to negotiate a funding agreement with Medicine and the plan to pursue the mixing of the two PBL groups. The latter should address some of the isolation felt by BDent students, especially if they undertook some of their PBLs on the Camperdown/Darlington campus.

5.3 *Student Support*

- 5.3.1 Isolation also impacted on student support mechanisms. Students reported awareness of support services available on the Camperdown/Darlington campus and objected to paying Student Union fees for facilities they could not access.
- 5.3.2 Students reported that high staff workloads also impacted on student support mechanisms. They felt that support was only achieved through the heroic effort of staff such as the Admissions Officer and Discipline Heads and the forthrightness of students. Students had to take responsibility for accessing the support available through the International Office, Centre for English Teaching and SUPRA. The Review Team felt that processes were not adequately developed around Student Support and support was often delayed and/or inconsistently applied as it was dependent on personal intervention.

- 5.3.3 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. Mixing the PBL groups, and timetabling Dental students on the Camperdown/Darlington Campus should serve to decrease the sense of isolation of B Dent students and increase their access to Student Support services. (*Recommendation 7*)
- 5.3.4 Isolation at Westmead was addressed by the provision of a Common Room and Tea Room; students did report a high level of collegiality amongst their cohort. Postgraduate students reported that while they now were able to access the Computer Centre at Westmead (a problem reported in the Phase 1 Academic Board Review) they still had problems as the computers were not networked and neither did they have CD-ROM drives or burners. This negated their worth to Postgraduate Students with their large image files. The Faculty was aware of these issues and had developed a proposal to create a facility at Westmead to increase access to imaging and the Web. At UDH the ratio of students to computers was improved from 10:1 to 4:1 and flat screens had been purchased to save space on student carrels.

6. GOAL THREE: EXCELLENCE IN RESEARCH

6.1 *Research led Teaching*

- 6.1.1 Students reported that the focus of their learning was evidence-based and that they were given excellent training through the Library in undertaking their own research; but they were unaware of the research interests of Faculty staff; they did not feel part of a vibrant research culture.
- 6.1.2 Clinical staff were involved in planning the oral comprehensive but staff had not taken the opportunity to document any of their interesting cases for future PBLs.

6.2 *Research Climate*

- 6.2.1 The Research Higher Degree Students' Experience 2002-2003 shows an upwards trend in all areas – quality of supervision, quality of infrastructure, research climate and generic skills; a pleasing response to Faculty efforts, especially in the area of infrastructure provision.
- 6.2.2 The Review Team noted the existence of the Faculty's *Research and Research Training Management Plan* and some resulting improvements in the Faculty's research profile – publications and grant income are up. Income should continue to grow with the decision to route the research income of the Institute of Dental Research through the Faculty.
- 6.2.3 Response to Recommendation 13 of the Phase 1 Review has focussed the Faculty on the need to strengthen its research culture. Despite resource constraints, actions have included splitting the portfolio of the Associate Dean for Research into Assoc Dean (Research) and Assoc Dean (Postgraduate Studies) and the appointment of new staff to alleviate the teaching and administrative burden of existing staff.

- 6.2.4 The Faculty is commended for its decision to introduce an Honours program. This should provide a pathway for students towards postgraduate and research studies and also assist further in the development of a Faculty research culture. (*Commendation 6*)
- 6.2.5 Measures have also been taken to improve PhD completion rates. These include the splitting of the Assoc Dean's position (see 6.2.3 above), adherence to annual meetings and progress reports and careful selection of postgraduate students, especially International postgraduate students.
- 6.2.6 All Year 5 BDS and all BDent 4 students are enrolled in research projects and have access to apply for Summer vacation projects.
- 6.2.7 Postgraduate students mentioned that they were included in Westmead Research days and they met bimonthly as a year group. There were also regular meetings with researchers from industry and the occasional visiting scholar, but there was no Faculty Seminar Program and no mechanism to encourage information sharing outside their enrolled specialisation.
- 6.2.8 The Review Team recommends that the Faculty institute a regular research forum as a means to build a research community, encourage collaboration and encourage the further development of a research climate. (*Recommendation 8*)

6.3 Benchmarked Research Data

- 6.3.1 The Faculty has aligned with the University Goal of Excellence in Research with Goal 2 of the Faculty Plan:
The Faculty of Dentistry will develop its reputation in dental research and research training at nationally and internationally recognised standards.
- 6.3.2 In spite of the internal advances evidenced above the Faculty has still a distance to travel to gain benchmarking parity with equivalent Go6 faculties nationally. The University has the lowest incomes from National Competitive Grants, the lowest Industry and Other Funding and the second lowest Publications output. The Faculty is aware of its position with benchmarks among the Go6, noting that the Faculty only had one research-only member of staff in comparison with up to 25 in other Go6 universities. Amongst the general academic staff there was a sense that research outputs would plateau without significant injection of funds.
- 6.3.3 The Faculty's *Research and Research Training Management Plan* lists further planned measures such as the introduction of a formal mentor system for junior staff to assist in the development of their research programs and provision of a budgetary allocation for teaching relief. The Faculty has also focussed on appointing research-active staff, bringing opportunities for collaborative interstate projects. The Faculty has realised that in order to maximise research outputs it needs to work collaboratively. The Faculty is planning to focus on strategic collaborative projects.

6.4 Strategic Collaborative Projects

- 6.4.1 The Faculty is planning to align its areas of research strength with those of the National Institutes of Dental and Craniofacial Research in order to optimise opportunities for collaborative research in the professional area. It was also noted

that opportunities for pedagogical research were provided through the Faculty's strategic collaboration with the GMP and the Faculty of Medicine. The Faculty aims to program two annual research workshops, the first focussing on collaborative ventures, the second focussing on writing applications for major national competitive grants.

- 6.4.2 The Review Team commends the Faculty research plan to focus on professional and college-based strategic collaborative projects. These projects will serve to enhance the Faculty's research culture, further opportunities for benchmarking and develop postgraduate research opportunities. (*Commendation 7*)

6.5 The Postgraduate Experience

- 6.5.1 In 2003 the Faculty reviewed postgraduate research facilities for Orthodontics and Oral Pathology. The Faculty intends to complete the review of all postgraduate student facilities in 2004. The first two reviews have increased student access to computers through access to College infrastructure monies. The Faculty was also alerted to the need for imaging and professional Web publishing resources at Westmead.
- 6.5.2 As part of the close communication with postgraduate students caused by the review staff were able to alert them to College-based Web resources designed to encourage collaboration. Students showed little interest in the Web as a communication tool, seeing it rather as an administrative tool (for pre-enrolment, where they objected to the lack of access to Unit of Study information on line). They were pleased to gain access to a Common Room and Tea Room.
- 6.5.3 While PhD students are involved in clinical mentoring Masters students from their specialisation; there is no interaction with postgraduate students in other specialities. Communication within the group (but not across groups) is improving, the sense of isolation at Westmead is still prevalent. Inclusion in Faculty research forums as recommended in 6.2.7 should serve to build community and decrease the sense of isolation expressed by postgraduate students.
- 6.5.4 PhD students have been trained and work with the undergraduates as PBL tutors, but they object to not being paid and feel they should have access to employment as Associate Lecturers to assist their move into academia. The Dean reported that in future PhD students would be paid for their PBL tutoring work.

7. GOAL FOUR: INTERNATIONALISATION

7.1 Memoranda of Understandings

- 7.1.1 The Faculty has well-developed links with universities in Asia and North America. These Memoranda of Understanding benefit the Faculty though providing a steady stream of postgraduate students. There are plans to develop cotutelle arrangements; a plan endorsed by postgraduate students who would appreciate access to a formal student exchange program.
- 7.1.2 The development of the BDent program was furthered by experience gained from informal partnerships with the School of Dental Medicine at Harvard and the Dental

Faculties of the Universities of Toronto and British Columbia. Dialogue is ongoing for the accreditation of the BDent program with the American Commission on Accreditation of the ADA and with the CDA. Once achieved this should further facilitate student exchange.

- 7.1.3 The BDent Elective Program provides opportunities for 40 local students per year to gain some international experience.

7.2 Services to International Students

7.2.1 International students were appreciative of the work of the Admissions Officer who made it easy for students to apply to study here. They also liked the fact that they were all able to live together in the Sydney University Village. As with all International students at the University of Sydney they objected to the Government policy of not providing access to concession passes for international students.

7.2.2 International Students with non-English speaking backgrounds felt that the International Office and SUPRA provided adequate assistance once it was requested. The Academic Language programs of the Centre for English Teaching were appreciated.

7.3 James Fairfax Visiting Fellowship

7.3.1 The James Fairfax Visiting Fellowship was established in 2000 to allow Dentistry to invite distinguished research scientists to spend one month of intense collaboration with the Jaw Function and Orofacial Pain Research Unit at Westmead. The Review Team commends this initiative as a potential means of building international collaborative research projects. (*Commendation 8*)

8. GOAL FIVE: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS

8.1 Professional Bodies

8.1.1 In addition to registering their students, the ADA provides professional meetings, conferences and publications where staff and students can report on their research findings. Students reported that the ADA has provided lectures in Ethics and the legal side of practice.

8.1.2 Faculty staff have a long-standing commitment to senior executive positions at State, National and International levels, including RACDS, Dental Board of NSW, ADA, Dental Societies, IADR, ADC, International College of Prosthodontists, etc.

8.1.3 The Dean is working to increase the number of externally funded (research) positions through building partnerships with industry and the professions. Currently the Australian Society of Orthodontists funds the appointment of the Professor and Associate Professor of Orthodontics.

8.2 Members of the Profession

- 8.2.1 Of particular importance for both undergraduate and postgraduate programs is the sessional teaching by members of the profession as clinical tutors; they also play a key role in clinical supervision of MDSc specialist training coursework programs.
- 8.2.2 The opportunities for rural placements is also greatly appreciated by BDent students. The Rural Placement program is partially funded by the ADA.

8.3 Government and Industry

- 8.3.1 The Faculty has established a good relationship with the Department of Health and the two teaching hospitals due to the new course.
- 8.3.2 The Faculty use the profession and personnel from the Dental Industry to provide teaching and learning materials and lectures where relevant to the curriculum. The judging and awarding of student prizes at the Faculty Research Day is supported by GC International.

9. GOAL 6: EFFECTIVE MANAGEMENT

9.1 Culture Change

- 9.1.1 In spite of the Faculty restructure to become a one department faculty, any potential collegiate scholarly culture has been negatively influenced by discipline silos. Collaboration and the benefits of collaboration were a constant theme during the visit of the Review Team and yet the mechanisms to encourage this across both the Faculty and with the College are missing – the Faculty is separated from Camperdown/Darlington Campus and is scattered across two hospitals; there is no Staff Common Room at UDH and staff and student facilities at Westmead are stretched. The Review Team recommends that Faculty management invest time in pursuing mechanisms to encourage collaboration across disciplines and with the College of Health Sciences. (*Recommendation 9*)

9.2 Communication and Coordination

- 9.2.1 Recommendation 3 of the Phase 1 Review suggested the development of a communication strategy to ensure the inclusion of casual and clinical staff within the Faculty. As a response the Faculty has pursued electronic forms of communication; including the development of an innovative electronic mailing list of honorary and casual staff.
- 9.2.2 Access and training are issues. Staff report that the electronic communication strategy has not been adopted by staff yet. Clinicals are too intensive to free staff for training sessions in the new staff bulletin board.
- 9.2.3 Processes to ensure timeliness have not yet been established. Where staff and students are using the Web as a source of communication there are occasions when

information is mounted too late to be of use. Students complained that notifications about cancellation of lectures appeared on the Web after they had left for the lecture. Likewise, instead of having access to lecture notes prior to the lecture, material was mounted on the Web in arrears. Students also complained that Unit of Study information was not available from the Faculty website and hence they were unable to successfully exploit the option to pre-enrol online.

- 9.2.4 Communication with students was also a problem in the area of Faculty planning and administration. Students in BDent 3 and 4 spent time on developing a case for the development of an Honours year to present to the Faculty Curriculum Committee; they were disappointed at the lack of feedback regarding the success of their proposal because of the investment in time they had taken to develop the proposal.
- 9.2.5 Communication with and among staff and postgraduate students was also an issue due to the absence of a Staff Common Room.
- 9.2.6 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. (*Recommendation 10*)

9.3 Resources and Budgeting

- 9.3.1 The Faculty is in deficit and has strategies in place to diversify its sources of income. It has increased its numbers of full fee-paying students and conjoint staff positions and is reviewing fee sharing arrangements with the Faculty of Medicine. It is also planning to diversify its academic base through the development of the B Oral Health program. The Faculty is commended for its development of multiple strategies to achieve a budget turnaround. (*Commendation 9*)
- 9.3.2 While lack of resources has impacted negatively on both staff and students e.g. purchase and repair of workshop equipment, heavy staff workloads, etc. it has also assisted the Faculty to change its direction and do things differently. This is most obvious in the area of Teaching and Learning; however the decision to pursue strategic collaborative research projects is commencing the change process in the Faculty's research profile.
- 9.3.3 The February 2004 Review of Administration Structure noted that the Faculty should review its Chart of Accounts within the context of the BDent program.

9.4 Boundaries between Hospital and University negatively impacting on students

- 9.4.1 Students undertaking the Master of Dental Science (Prosthodontics) felt that they were not receiving adequate experience in up-to-date procedures due to the low socio-economic environment of the Westmead Clinic. Implants and other new developments were not even offered to patients at Westmead – students were gaining experience in treatment planning but not in execution of the plan.
- 9.4.2 Students were disadvantaged by a lack of clarity between the University and Hospital boundaries. When machines breakdown and lab work is unable to be completed,

patients have to be cancelled. It is unclear to students who is responsible for maintenance of machines and lab work – the Hospital or the University?

9.4 Induction Processes for Casual, Clinical and Part-time Staff

- 9.4.1 Recommendation 4 of the Phase 1 Report suggests that the Faculty establish processes to ensure the maintenance of quality of teaching and clinical practice across a distributed academic workforce in two hospitals across Sydney. In 2004 this need is increased, with the Faculty having four clinical years across two entry level professional programs requiring engagement of a lot of extra clinical staff.
- 9.4.2 Students expressed concerns about clinics being run by one experienced member of the profession and a series of first year out dentists. They felt that they did not receive enough access to the experienced clinician and that first year dentists could not provide them with enough learning. Postgraduate Coursework students also expressed concern that they did not have consistent access to the same clinical tutor, which sometimes resulted in having to rework patient treatment plans.
- 9.4.3 The Self Evaluation Report lists a number of responses in the form of induction and orientation programs, training sessions in both PBL facilitation and Clinical Mentorship, systematic evaluation of teaching, and attendance in the 3-day ITL course in university teaching.
- 9.4.4 The Review Team commends the Faculty for its multi-faceted response to the induction of casual, honorary and part-time staff and especially commends the Curriculum Committee for developing the *Clinical Teaching Handbook* for clinical tutors. (*Commendation 10*)

9.5 Occupational Health, Safety and Risk Management

- 9.5.1 The Faculty is commended for its performance in the area of Risk Management. A recent audit of the University by the Quest Consulting Group found that the Faculty outperformed all other faculties and administrative units with regards to implementation of the University's Occupational Health and Safety Risk Management program. (*Commendation 11*)

9.6 Committees

- 9.6.1 The Faculty has mirrored the University committee structure to ensure linkage back into the University. When these committees are combined with the Hospital-based committees they have become a heavy administrative load for the Faculty. The Review Team recommend that the Faculty review the Terms of Reference for its committees and investigate any opportunities for collapsing and amalgamation. (*Recommendation 11*)

10. GOAL SEVEN: SERVICE TO THE COMMUNITY

10.1 Rural Placement and Elective Program

10.1.1 Students provide dental service to the local community via teaching hospitals and regionally and internationally through the elective program at the end of year 3 and the rural placement program in year 4. A report is provided in Conference Week by approximately 40 students who go overseas each year as part of this program.

10.2 Oral Health Foundation

10.2.1 The Oral Health Foundation provides Faculty staff with opportunities to undertake research into the provision of high quality and affordable dental care to an ageing community.

Professor Judyth Sachs
Chair, Review Team

April 20, 2004

Appendices

Appendix 1: Benchmarking Project, Progress Report – 4 May 2004

Background

The project began in 2003. Papers on the initiation of the project were presented at the ANZAME Conference in July and the University of Sydney's College of Health Sciences Conference in November 2003. The Dental School, University of Adelaide had agreed to collaborate in the project.

A Teaching Improvement Fund grant from the University of Sydney enabled the appointment of a part time associate lecturer (research only) to develop the project. The appointee began work in February 2004, initially two days per week, reduced to one day per week in March.

An abstract for a PeArLS session at the 2004 ANZAME conference in June has been submitted. If accepted, it will be presented jointly by Sydney and Adelaide Universities.

Areas to be benchmarked.

- PBL (Problem Based Learning)
- Assessment

It was agreed that these were two areas easily identifiable in both programs and where there was already some focus on good practice and quality improvement.

Methodology

In consultation with Adelaide, the approach adopted was to focus on the "processes" that led to good practice in the two areas identified, PBL and assessment. This approach was decided upon after consideration of the literature – especially the McKinnon Report (2000) and the Commonwealth Higher Education Management Service (CHEMS)'s paper on 'Benchmarking in Higher Education; an international review' (1998).

The former sets out 'Sources of data', what constitutes 'Good practice' and usually three criteria for assessing the level of achievement in each element. The CHEMS document discusses methods for benchmarking, including 'Activity based', 'Comparative performance indicators' and 'Ideal type'.

'Good practice' and 'Ideal type' have similar connotations as do 'Criteria for assessing the level of achievement in each level' and 'Comparative performance indicators'. 'Activity based' was interpreted as meaning focussing on activities - or processes - in the programs.

These ideas fitted well with the decision to concentrate on the processes of PBLs and Assessments; we are interested in how these aspects of the programs in each university have been designed to achieve good practice and how they are presently implemented. In doing this we hope to address what McKinnon terms, "leading' and 'learning' indicators – attributes which measure 'dynamism and innovation' which he says are essential aspects of benchmarking (p 7) At this stage we are not addressing the outcomes of the processes.

Progress

1. Quality indicators within each area, based on what the literature indicates is 'good practice', were developed.
2. Existing documents which provide information on how the PBL and Assessment processes were designed and are being implemented were identified. These will be audited for their correlation with accepted 'good practice'.
3. Criteria to qualitatively assess 'good practice' are being developed. It is envisaged that there will be three levels with the third level equating with 'good practice'. (See table 1).
4. Self-assessment by each institution (Sydney, Adelaide) using the levels of good practice and identification of steps needed to improve practice to reach level 3.
5. Once the self-assessment process is complete, the next phase will involve the evaluation of the outcomes of each of the areas identified (PBL and assessment) using student and staff surveys.

1. Mc Kinnon KR, Walker SH & Davis D. Benchmarking: A manual for Australian universities. (2000) Commonwealth of Australia. Department of Education, Training and Youth Affairs. Canberra
2. Commonwealth Higher Education Management Service 'Benchmarking in Higher Education; an international review'. (1998)
<http://www.acu.ac.uk/chems/onlinepublications/961780238.pdf>

Table 1: Levels of good practice (example)

LEVEL 1 (Quality indicators)	LEVEL 2	LEVEL 3
PBL: content delivery		
		Students have access to a supported network of computers in tutorial rooms, practical classrooms, the library, the two dental schools, at home, from remote practices
The components of an ideal learning environment are specified	The components of an ideal learning environment are specified and implemented	The components of an ideal learning environment are specified, implemented and maintained at an optimal level
Information about timetables and changes to timetables available via the intranet		There is a protocol understood by staff and students for communicating timetable changes
Outlines of lectures and learning topics are available to students	Outlines of lectures and learning topics are available to students prior to the sessions	Someone is responsible for ensuring that outlines of lectures and learning topics are available to students prior to the sessions
Staff review site enables staff to preview content for accuracy and appropriateness and to suggest additional suitable materials	Staff are encouraged to review and update content and resources	Someone is responsible for ensuring that content and resources are relevant and kept up to date on a regular basis.
Feedback button enables students to evaluate the content and delivery of the program	Student feedback is recorded and considered in reviewing the program	When student feedback results in changes to the content or process of the curriculum, they are informed
PBL: processes		
Integrated, interdisciplinary		
Clinical context		
Small groups		
Self-directed learning		
Collaborative learning		
Student induction		

Appendix 2: Follow up to Phase 1 Review

Faculty of Dentistry Report in Response to Academic Board Visit on Friday 7 June 2002 to review teaching, learning and research training

Phase 2 Review Update: Teaching and Learning Update

Progress to date on recommendations

Recommendation 1	<i>Recommendation 1</i> The Review Team recommends that the Faculty give consideration to developing more formal benchmarking practices, both with international universities such as the University of British Columbia and Harvard, and with Australian dental schools. In relation to particular aspects that could be of special interest in benchmarking with individual Australian universities, the Review Team recommends that the University of Adelaide could provide useful comparison in problem based learning, and the University of Melbourne in research. <i>(See Section 4)</i>
Action taken by the Faculty	<ul style="list-style-type: none"> • Faculty prepared and submitted a bid for, and has recently been successful in gaining, a TIF grant for a national and international benchmarking project for 2003 and has initiated the project. • A current research proposal for national benchmarking has been submitted to the NSW Dental Board for funding and been successful. • Members of the Faculty were invited to present at the 3rd International Symposium on PBL Teaching held in Adelaide in January 2003, which facilitates the benchmarking project. • The Faculty practice of sending a senior Faculty member to Harvard School of Dental Medicine annually to consult with curriculum developers in PBL continues to facilitate the benchmarking process.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Further collaboration with the University of Adelaide and with UBC are planned for later this year in the development of the benchmarking program. • Newly constructed Dental PBLs will be sent to identified benchmarking institutions.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Substantial progress has been made in establishing a process of benchmarking.
PHASE 2 UPDATE	<ul style="list-style-type: none"> • Collaboration with University of Adelaide has been established during 2003 in the Benchmarking Project in the areas of assessment and in PBL development. The project has also involved the recruitment of administrative research staff to administer the collaboration.

Recommendation 2	Recommendation 2 The Review Team recommends that the Faculty establish a procedure to ensure that the library is given information on unit of study reading lists well in advance of the start of semester in order to provide sufficient lead time for them to get the books and journals in stock.
Action taken by the Faculty	<ul style="list-style-type: none"> The BDent program is a new program currently being implemented in the Faculty. In 2003, a complete unit of study reading list was established for Years 1 and 2 and provided to the Library prior to the commencement of semester.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> The Faculty will be submitting a complete list for Years 1,2 and 3 to the Library in November 2003 for the following year.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> Now established, the unit of study reading lists for the BDent program are unlikely to change dramatically from year to year and the timely provision of such lists to the Library will become routine.
PHASE 2 UPDATE	<ul style="list-style-type: none"> The website supporting the BDent program has become the main information resource for this material and the library is informed about reading lists.

Recommendation 3	Recommendation 3 The Review Team recommends that the Faculty implement a communication strategy for all casual staff, and that they should be included in the circulation of key Faculty and hospital documents.
Action taken by the Faculty	<ul style="list-style-type: none"> The Faculty converted to electronic communication in 2003 wherever possible. An electronic mailing list of honorary and casual staff has been constructed as far as possible (many have yet to adopt the technology).
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> Further encourage honorary and casual staff to embrace electronic communication.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> The electronic mailing list so far constructed will form an integral part of the Faculty's communications in addition to more conventional methods.
PHASE 2 UPDATE	<ul style="list-style-type: none"> The Staff Bulletin Board on the website includes information such as assessment, theme content, staff contact details and profile, archival learning resources and minutes of Curriculum Committee.

Recommendation 4	<p>Recommendation 4</p> <p>The Review Team recommends that, given the wide use of casual, visiting and part-time staff, the Faculty should consider ways to ensure quality control in casual teaching. The Faculty is encouraged to ensure that all such staff participates in an induction program. (See Section 6.3)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • The Theme Committee (Foundations of Total Patient Care in Year 1 and 2), which includes many fractional teachers, now meets monthly during the teaching year to enable attendance by fractional teachers. A dedicated Theme head has been appointed. • Teaching training sessions now occur in both PBL facilitation and in Clinical Mentorship. • Systematic evaluation of teaching in each session of the FTFC Theme by all teachers is being conducted to inform the Theme and curriculum planners. These data will support the development of a report to all teachers. • The intensive nature of clinical teaching enables constant surveillance of the quality of clinical teaching and has resulted in remedial action where indicated.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Staff induction activities are planned to be part of Week Zero activities in 2004. In addition, fractional teaching staff will be invited to induction and to parts of the student program as attendees or presenters. • We aim to reaffirm a culture of teaching excellence by conducting a dedicated Faculty Retreat.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • High level of enquiry from new and existing fractional teachers in the BDent program has resulted in a good level of coverage of all teaching sessions.
PHASE 2 UPDATE	<ul style="list-style-type: none"> • A Clinical Teaching Orientation Program was held in December 2003 for UDH clinical teaching staff and included instruction on teaching policies and provided an update on curriculum. • A reciprocal induction program for Faculty Teaching staff about UDH protocols was also held during Week Zero of BDent 4. • Clinical Mentors are now supported, by the Faculty, in their attendance to some Continuing Education Programs. • Clinical teaching is the focus of several research-based teaching initiatives in educational research which involve casual teachers.

Recommendation 5	Recommendation 5 The Review Team recommends that the Faculty should make arrangements to ensure wider dissemination among staff of the Faculty Teaching and Learning Plan. (See Section 6.4)
Action taken by the Faculty	<ul style="list-style-type: none"> • A revised Teaching and Learning Plan has been approved by Faculty and has been made directly available (by email and post) to all staff and placed on the Faculty website. • A yearly progress report on the Teaching and Learning Plan is provided electronically to all staff.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The Teaching and Learning Plan will be a central point of discussion at the proposed Faculty Retreat.
Faculty's evaluation of the success of action take	<ul style="list-style-type: none"> • This recommendation has been successfully adopted.
PHASE 2 UPDATE	<ul style="list-style-type: none"> • Alignment of the Faculty Teaching and Learning plan to CHS Strategic Teaching and Learning Plan (confirmed in December 2003) has been commenced by the Faculty Teaching and Learning Committee. • The Teaching and Learning Plan is on the website Staff Bulletin Board.
Recommendation 6	Recommendation 6 The Review Team recommends that the Faculty investigate means of more clearly communicating the methods for recognising good teachers to both staff and students. (See Section 6.5)
Action taken by the Faculty	<ul style="list-style-type: none"> • The recognition of Outstanding Teaching in the Faculty has been placed on the agenda of the newly constituted Teaching and Learning Committee, with particular emphasis on the criteria for the Faculty Teaching Award and the development of a Clinical Teaching Award. • Faculty staff have been encouraged to apply for the University Outstanding Teaching Award.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Criteria for Faculty teaching awards have been placed on the agenda for the Faculty Retreat. • Criteria and process to be developed by the Teaching and Learning Committee.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Clear progression to achieving this recommendation has been made in moving to the development of sound teaching criteria. • Implementation is under way.
PHASE 2 UPDATE	<ul style="list-style-type: none"> • Several teaching staff, including clinical teachers, attend courses in teaching conducted by the ITL • Three staff are enrolled in the 2004 program of the GradCertEdStudies(Higher Education) conducted by the ITL, including a Clinical Mentor. • A policy for the Faculty Excellence in Teaching Award has been developed which requires both a teacher evaluation and student feedback.

Recommendation 7	<p>Recommendation 7 The Review Team recommends that the Faculty implement procedures to ensure that students receive unit of study outlines/ Theme syllabuses prior to the commencement of semester and that these clearly articulate the requirements for each assessment point. <i>(See Section 7.5)</i></p>
Action taken by the Faculty	<ul style="list-style-type: none"> • Unit of study outlines for Year 1 and 2 Themes have been drafted and are ready for approval by the Faculty Curriculum Committee, for publication on the website.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Unit of study outlines will also be provided to each student in hard copy during Week Zero activities. • Unit of study outlines for Year 3 are in penultimate draft form and are to be further informed by the evaluation of the first Year 3 cohort later in 2003. • Year 3 and 4 Total Patient Care Theme unit of study outlines have been drafted and will be evaluated by the BDent 4 Development Committee.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Given the developmental nature of the program, reasonable progress has been made with this recommendation.
PHASE 2 UPDATE	<ul style="list-style-type: none"> • Students are informed about course information through the website, in printed handbooks, and during Week Zero in seminars. These items are under yearly review and update. Assessment requirements are addressed by the Chair of the Assessment Committee in a seminar to each year during Week Zero. • Handbooks include a Year 1 handbook (introducing study at the Faculty), Integrated Clinical Care (guiding students and staff in clinical teaching), Evidence-based Dentistry (presenting the principles of this discipline). • For the first time, a Clinical Teaching Handbook was issued to all staff attending the Clinical Teaching Orientation Program held in December 2003. • All teaching policies developed in the BDent Program have been placed onto the website: e.g., Assessment, Portfolio Guidelines, Electives, Honours Program, and Excellence in Teaching Award.

Recommendation 8	Recommendation 8 In view of the concerns expressed on behalf of BDS students, the Review team recommends that the Faculty should examine in a strategic and practical way the changeover period between the BDS and BDent programs. Care should be taken to ensure that students in the remaining years of the BDS program do not feel disadvantaged. Particular attention should be paid to online learning.
Action taken by the Faculty	<ul style="list-style-type: none"> • The Faculty established the BDS Coordination Committee in 2002 to manage the phasing out of the BDS program and to monitor the quality of teaching and learning. • The Faculty's Pro-Dean was charged with specific responsibility for ensuring the adequate resourcing and quality of the remaining year of the BDS degree. • The issue of online learning was addressed through the BDS Coordination Committee and the Staff/Student Liaison Committee. It was agreed that the different nature of the courses made a shared website impractical. After consideration of current resources, it was agreed that this issue was not a priority for the Faculty and would not be proceeded with.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • None.
Faculty's evaluation of the success of action taken	
PHASE 2 UPDATE	<ul style="list-style-type: none"> • Some collaborative planning in the Clinical Teaching in both BDS and BDent program has been completed. • An educational research project focussing on the achievement of teaching goals will ask both BDS and BDent students to participate.

Recommendation 9	Recommendation 9 The Review Team recommends that the Faculty website is expanded to support the needs of the outgoing BDS program. Use of WebCT communication tools could be reconsidered for BDS students if it is not possible to use the website. (See Section 8)
Action taken by the Faculty	<ul style="list-style-type: none"> • Refer to Recommendation 8.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

Recommendation 10	Recommendation 10 The Review Team recognises that the clinician is different from the researcher and from other academics in the university. It recommends that the Faculty should encourage staff to reflect on their practice and document information, which could be used as a model for enquiry based learning. (<i>See Section 9</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • The Chair of the Faculty Evaluation Committee has initiated a pilot process of evaluation of clinical teaching practice. • Regular evaluation data on teaching are processed and reported to students and to Faculty staff.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Teaching evaluation reports of individual teachers are under consideration by the Evaluation Committee to assist staff in reflecting on their teaching practices. • Reports stemming from educational research completed in the Faculty are being considered for wider dissemination on the website to further inform the wider Faculty and inspire reflective teaching practice.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Despite this being a new and difficult area, the Faculty has made substantive progress.
PHASE 2 UPDATE	<ul style="list-style-type: none"> • Evaluation of teaching in the theme of FTFC in BDent 1 and 2 by students occurred throughout 2003. A Clinical Teaching Handbook was developed in 2003 and has been distributed to all clinical teachers. • Reports from educational research projects currently underway in the Faculty are published on the Staff Bulletin site of the website. One ADRF-funded research project commenced in 2004 will consider clinical teaching and will inform the Faculty. • There is an increasing awareness amongst clinical teachers of the quality of teaching, with these teachers providing valuable feedback in Clinical Management Committees, becoming involved in educational research within the Faculty and enrolling in educational higher degrees, such as the GradCert.

Recommendation 11	Recommendation 11 The Review Team recommends that the Faculty consider whether there are valid issues for concern in relation to the workload for BDent students in units of study shared with medical students. (<i>See Section 10</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • A report prepared by for Curriculum Committee April 2003 examined the relative workload of Years 1 & 2 students from the B Dent & GMP programs. • Faculty staff are acutely aware of the need for self-Directed Learning sections of the timetable and are avoiding scheduling extra sessions into these times. • The timetable has been centralised and timetable changes are made through the Education Support Officer.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Continued monitoring of timetable activities. • Review of FTPC content and development of 2004 grid in late 2003.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Faculty acknowledges that the BDent curriculum in Years 1 & 2 has more face-to face hours than the GMP. • Shared activities include the majority of the PBL problems and BCS lectures and prac sessions. There are some Theme sessions relating to limb & abdominal anatomy & reproductive pathology that are not attended by BDent students, but BDent students have extra sessions on Head and Neck anatomy. This aspect of the curriculum is driven by a Faculty of Dentistry goal for graduates to have a sound understanding of health and disease mechanisms. • Additional time is spent by BDent students in dentally-related clinical activities – 2 × 3 hour clinical or pre-clinical sessions per week and 2 × 1.25 hour Foundations of Total Patient Care pedagogical sessions (total- 8.5 hours), compared to 2 (occasionally 3) × 1.5 hour tutorials at clinical schools per week. (Total – 3 or 4.5 hours/week). This difference is associated with the course outcomes – BDent graduates practice dentistry independently compared to medical graduates. BDent students from Year 1 treat patients.
PHASE 2 UPDATE	<ul style="list-style-type: none"> • Workload has been eased in several areas: (a) assessments have been completely reviewed and rationalised for 2004 to better distribute the assessments through the year and ease semester two concentration of assessments, especially in Years 3 and 4, (b) timetabling of anatomy teaching has been streamlined by adjusting timetabling and enabling the completion of a substantial portion of this strand in semester 1 of Year 1 and (c) a series of clinico-pathology sessions usually held within only in semester 2 of Year 2 has now been distributed throughout Years 1 and 2.

Recommendation 12	Recommendation 12 The Review Team recommends that, in light of comments from postgraduate coursework students, the Faculty should consider its policy on feedback on student work to this cohort. (<i>See Section 11</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • Postgraduate research facilities are being reviewed and recommendations are being made to upgrade facilities. Questions on feedback and student access to supervisors are included. For the postgraduate cohort reviewed to date, access and feedback issues were not identified as a problem.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The remaining postgraduate facilities will be reviewed over the next 6 months.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • The review of all aspects of the facilities available to postgraduate students is being undertaken and is allowing the Faculty to identify, and where possible, improve the postgraduate experience.
PHASE 2 UPDATE	See also recommendation 14 update. All postgraduate coursework students receive extensive feedback from their supervisors as to their progress.

Recommendation 13	Recommendation 13 The Review Team welcomed the recognition expressed by the Faculty that its research profile needs to continue to be improved. The Team appreciated the difficulties in prioritising research in an environment where there are fewer full-time staff and where there is a strong emphasis on clinical work. However, it considered that developing a more robust research culture in the Faculty would ultimately benefit and strengthen the Faculty, both intellectually and financially, and encouraged the Faculty in its commitment to finding ways to achieve this. (<i>See Section 13</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • The Faculty is utilising the Research and Research Training Management component of its Strategic Plan to determine future investment and activity in research. • Postgraduate research facilities are being reviewed and recommendations may be made to upgrade some of the facilities. • New computers have been provided for these students and the Computer Access Centre is now more accessible. • Research and Research Training has been discussed in a workshop to emphasise the role of research in strengthening the Faculty intellectually and financially. • New research-active staff members have been appointed and will start in September 2003.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Focus on strategies to increase national competitive grant income and other sources of grant income. • Increase collaborative links with the Institute of Dental Research. • Encourage existing research groups to collaborate with each other and with larger research groups.
Faculty's evaluation of the success of action taken	Substantial progress has been made against recommendations.

PHASE 2 UPDATE	<ul style="list-style-type: none"> • Postgraduate students have benefited substantially from improved facilities, e.g. more computers, improved tutorial rooms, generous common room, new study carrels, new library, new flat-screen monitors in some areas. • Focus on appointment of research-active staff is already proving very beneficial e.g. collaborative interstate projects. • The Faculty has shown some success in major national competitive grants with 1 NHMRC (worth \$330K) being awarded for 2004-2006 and another collaborative NHMRC through UNSW. • The Faculty has also had success with smaller national competitive grants (e.g. Australian Dental Research Foundation, Inc.). • The dual portfolios of Research and Postgraduate Studies being driven by one staff member has reduced the time available for research promotion. A recommendation to Faculty will split these portfolios and free up time for promotion of research. • A major factor slowing down the promotion of research activity has been the heavy teaching and administrative loads on the few remaining full-time staff. New staff appointments have been made and more are envisaged and this should alleviate the teaching and administrative burden on staff. • Now planning to focus on strategic, collaborative projects.
Recommendation 14	<p>Recommendation 14</p> <p>The Review Team recommends that the Faculty explore ways to best utilise resources to improve computer facilities for postgraduate research students. For example, the recently established computer access centre at Westmead could be modified so that students could access the network. (<i>See Section 14.4</i>)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • Refer to recommendation 13.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The remaining research units will be reviewed shortly to determine not only the adequacy of computer access but also the general facilities available to postgraduate students.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • The review of postgraduate student facilities has been a useful exercise. Many of the recommendations for improvement of the facilities available for postgraduate students have been enacted. The Faculty is of the opinion that the computer facilities for postgraduate students have been improved. • Included in these recommendations was the need for additional computers for those students who experienced particular problems with computer access at Westmead.
PHASE 2 UPDATE	<ul style="list-style-type: none"> • The concerns raised in the 2002 SREQ Q 41 (<i>Students are unhappy with the physical resources/ infrastructure and Students feel isolated and that there is a lack of interest/ support from the Faculty</i>) have been addressed.

Recommendation 15	Recommendation 15 The Review Team recommends that the Faculty consider the views expressed by the postgraduate research students that their needs were less well catered for since the postgraduate administrative assistant had left. (See Section 14.5).
Action taken by the Faculty	<ul style="list-style-type: none"> • See recommendation 13.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The Associate Dean (Research and Postgraduate Studies) has obtained all email addresses of all current postgraduate research students and will send information about scholarship rules and regulations and conferences via email as the information becomes available.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • It is anticipated that regular emails from the Associate Dean (Research and Postgraduate Studies) direct to the students will significantly improve communication with postgraduate students.
PHASE 2 UPDATE	<ul style="list-style-type: none"> • Several years ago, the College Postgraduate Student Administration unit had a 0.6 staff member devoted entirely to Dentistry postgraduate students' needs. Since this person resigned, there has been a period of adjustment to the excellent services currently offered by this unit. The high degree of service offered by the unit is reflected in the increased contribution from the Faculty to running this unit last year. • The group email lists to the postgraduate students is being prepared. However, information about postgraduate coursework and research degree matters (e.g. scholarships, grants, etc) is regularly emailed to supervisors and staff for passing on to students. • The split of the dual portfolio of Associate Dean (Research and Postgraduate Studies) will facilitate looking after the needs of the postgraduate students.

Recommendation 16	Recommendation 16 The Review Team encourages the Faculty to fulfil the needs of the postgraduate research students in their desire for a statistical methods course relevant to their research (eg SPSS). (See Section 14.5).
Action taken by the Faculty	<ul style="list-style-type: none"> • In 2003, the block core course provided for MDSpecialty coursework students has been made available to all postgraduate students. A 2-hour research methods course and an introductory statistics course were provided as part of this block core course. • The research assistant within the Jaw Function and Orofacial Pain Research Unit (the position is now funded 50% from Faculty funds) has been made available to assist Faculty staff and students with the use of common statistical packages such as SPSS and Minitab.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Enhancing the block core course by providing additional instruction on the use of common statistical packages such as SPSS and Minitab.

Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • A successful evaluation of the course was undertaken and the research methods component and introductory statistics course rated high scores by the students.
PHASE 2 UPDATE	<ul style="list-style-type: none"> • The existing Faculty core course has been expanded by the Dean and gives an introduction to research methods and statistics and a range of other introductory issues. • The newly revised CHS strategic plan will specifically address the need for a College-wide set of core courses on statistics and research methods. The Faculty directly recommended this in the CHS strategic planning process.

Recommendation 17	<p>Recommendation 17 The Review Team recommends that the Faculty consider ways to foster greater cross-fertilisation between subject areas on the taught postgraduate programs. (See Section 15.2)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • The block core course has been made available to all postgraduate students and provides an excellent opportunity for dissemination of a broad Faculty expertise among postgraduate students. • The Faculty has further encouraged cross-fertilization through cross-disciplinary preparation of teaching and assessment materials for the new BDent program. This has encouraged the breakdown of the barriers between the various disciplines within the Faculty.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Further encouragement of collaborative research projects amongst the disciplines. • Conference week, which will be run for the first time in 2004, will provide an excellent opportunity for all students to present their research and to gain an overview of Faculty research.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • It is difficult to comment as many of these measures have only recently been introduced or are planned. Research postgraduate students will be asked at their meeting with the Associate Dean (Research and Postgraduate Studies) that occurs at the end of their first year.
PHASE 2 UPDATE	<ul style="list-style-type: none"> • The block core course has been revised in 2004 as a series of 1-week blocks. • There has been a re-affirmation from coursework coordinators of the need for cross-discipline treatment planning sessions. • The Associate Dean (Postgraduate Studies) will shortly meet with the 2003 first year postgraduate students.

Recommendation 18	<i>Recommendation 18</i> The Review Team recommends that the Faculty should reflect on the postgraduate students' suggestions that the induction program be modified to bring students from the various specialist areas together (perhaps a Faculty based rather than a School based induction program). (<i>See Section 15.2</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • Refer to Recommendation 17.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

Recommendation 19	<i>Recommendation 19</i> The Review Team recommends that the Faculty consider whether or not there are any feasible ways for it to assist all students (including undergraduate students) in the provision of equipment such as dental instruments. (<i>See Section 15.3</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • This is an historical issue with wide personal, teaching hospital and market implications - which the Faculty is simply not in a position to address.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

Recommendation 20	<p>Recommendation 20 The Review Team recommends that the Faculty consider ways of developing a stronger sense of involvement with the Faculty and the University on the part of postgraduate coursework and research students, particularly those based at Westmead Hospital. Improved communication links should be a priority. <i>(See Section 16).</i></p>
Action taken by the Faculty	<ul style="list-style-type: none"> • To date, Faculty Reviews of 2 postgraduate disciplines have been undertaken. • Review and refreshment of postgraduate email addresses have been undertaken in order to facilitate communication. • Review of Postgraduate email addresses undertaken in conjunction with Dean of Graduate Studies.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Review all disciplines by end of 2003.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • The Faculty Reviews have been extremely successful in addressing the issues of resources and communication with postgraduate students. The disciplines reviewed have upgraded the IT and administrative facilities for students, and the feedback received from students during the review has been acted upon.
PHASE 2 UPDATE	<ul style="list-style-type: none"> • All disciplines have yet to be reviewed. It is hoped this will be achieved in 2004 and that this will also help address concerns raised in the 2002 SREQ. • The postgraduate student email is being prepared. See Recommendation 15. • The Faculty's intention is to support the CHS Strategic Plan to share coursework and research opportunities across the College.