

FACULTY OF EDUCATION AND SOCIAL WORK

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Please complete the relevant sections of this form

<p>Recommendation 1</p>	<p>The Review Team recommends that the Faculty develop feedback loops and evaluation into its planning and strategies. (<i>Section 3.2.4</i>)</p>
<p>Action taken by the Faculty</p>	<p>Following widespread consultation, the Faculty has restructured into a one School Faculty. This has enabled the Faculty to address problems of duplication and poor co-ordination resulting from the previous separation of responsibilities between Associate Deans (Undergraduate, Postgraduate and Learning and Teaching) with responsibilities for taught programs on the one hand, and Heads of Schools, with responsibilities for staffing and quality assurance, on the other. In 2006 the new position of Associate Dean (Academic Programs) was established. The new structure integrates management responsibilities and accountability procedures across the Faculty and involves staff at all levels, including program teams, pre-service and graduate management teams, an overall program management group and a Faculty senior executive group. This model will ensure a two-way flow of information and integrated decision-making processes and evaluation processes.</p> <p>Other measures taken by the Faculty to develop feedback loops and evaluation into planning and strategies have included designated responsibilities for quality assurance being given to the new head of school, the establishment of an Academic Programs Management team, a Faculty Meetings group of elected staff with responsibility for organizing the agenda of Faculty meetings and Faculty fora.</p> <p>In its Strategic Plan for 2005-2009 the Faculty identified the need for a stronger relationship with external bodies in the planning and evaluation of its activities. The new position of Pro Dean (Development) was established in 2006, one of whose responsibilities is to liaise with external bodies. The Faculty has now established a Board of External Advisors plus Steering Groups in key areas of its work (e.g. the Division of Professional Learning, Social Work, Postgraduate and pre-service teaching).</p> <p>Two new Level C Professional Experience Coordinator positions have been appointed to liaise with schools and ensure feedback about students' professional experience is addressed in program development.</p> <p>Working Parties were established during 2006 to review the following teaching streams: Education I-IV, MTeach and HMHE and Social Work enrolment. An exit study for graduating MTeach students has resulted in a 10 year meta-analysis longitudinal study on graduates evaluation of the effectiveness of preparation</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Continuation of the Working parties established in 2006. As these reviews are completed new Working Parties will be established for Combined Degrees, PG coursework, Primary and Social Work.</p> <p>During 2007 focus groups (staff and students) have been scheduled to evaluate a number of these initiatives</p> <p>Further work with staff will address the issues raised in the MTeach exit study</p>

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Faculty's evaluation of the success of action taken	These changes are intended to promote efficiency, encourage greater involvement of staff at all levels of activity and decision-making in the Faculty and to strengthen the relationship between the Faculty and key partners in the relevant policy and professional communities. Evaluation is built into these processes at all levels through staff participation, communication, decision-making and accountability in an integrative structure.

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Recommendation 2	The Review Team recommends that the Faculty investigate establishing some international benchmarking partnerships. (<i>Section 3.4.6</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> ▪ The Faculty is currently working with the University of Melbourne as a benchmarking partner. Initially this encompassed the administration review within each Faculty and has progressed to the restructuring of both faculties. We have benchmarked the changes at the various steps of the restructuring process. ▪ The Faculty has had discussions with the University of Dundee (Faculty of Education & Social Work) as a possible benchmarking partner. The two faculties have already shared information on the structure and operation of each faculty (teaching, research and administration). There was also a professorial visit from Dundee in November. ▪ During 2005 the Faculty played a major role in the establishment of the Asia-Pacific Deans of Education Association. This provides ongoing benchmarking opportunities
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ▪ The Faculty will identify Education & Social Work Faculties in the UK, Canada & USA as possible partners (possibly Oxford and University of Toronto). ▪ The Dean from the University of Dundee will visit in 2007 for further benchmarking activities ▪ We are also exploring the potential partnership with the University of Sheffield. Prof Wilf Carr has been appointed as an Honorary member of the Dean's Advisory Board ▪ During 2007 we are exploring benchmarking possibilities as part of our "Internationalising the curriculum" project.
Faculty's evaluation of the success of action taken	Changes are now in place as a result of the Faculty review and benchmarking partnership with Melbourne.

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Recommendation 3	The Review Team recommends that the Faculty initiate discussions with ITL and the EQA Working Group to devise a means of capturing appropriate student feedback from students undertaking double degrees. (<i>Section 3.5.4</i>)
Action taken by the Faculty	<p>Associate Dean (L&T) spoke with Simon Barrie from ITL and Rachel Symons (PVC L&T office) on strategies that could be implemented to access feedback from our students undertaking combined degrees. When ordering the USE instrument there is the provision that results can go to the relevant person (HoS or Assoc Dean L&T) in both Faculties for those UoS that relate to combined degrees. We have commenced discussions with the relevant departments to have this in place from 2006.</p> <p>As of 2006, Rachel has full access to the SCEQ database and can now identify students enrolled in combined degrees. Our report will now involve a section on feedback from students enrolled in a single UG degree within the faculty and also a section on feedback from students enrolled in combined degrees.</p> <p>Within the Faculty, focus group discussions are conducted with groups of students from all programs. In addition, the longitudinal study of graduates re the effectiveness of their course is now online.</p>
Further action planned but not yet implemented (if appropriate)	In 2007 the Working Party reviewing Combined degrees will involve focus groups with staff and students
Faculty's evaluation of the success of action taken	Recommendation implemented and better procedures developed as a consequence

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<p>Recommendation 4</p>	<p>Access to, and support during Practicum continues to be an issue for the Faculty. The Review Team recommends that the Faculty continues to analyse ways to improve practicum support and suggests that this include an assessment of the opportunities offered by Internet technologies. (<i>Section 4.2.5</i>)</p>
<p>Action taken by the Faculty</p>	<p>Our TIF2005 project was based on this recommendation. An online student registration system for professional experience placement has been developed. UoS related to professional experience now conforms to the Graduate Teacher Standards set by the Institute of Teachers. The lesson feedback form has also been amended resulting in a simpler form that is more user-friendly.</p> <p>A Moodle group with the title of <i>Thriving, Not Surviving: Being a Successful Teacher</i> has been established on the Edna site. This Moodle group will enable all professional experience students in the faculty to interact with their peers, professional experience coordinators and support materials whilst they are on professional experience or preparing for professional experience. The Moodle presents narratives of common scenarios that the students might experience on professional experiences. These narratives provide a portal for students to develop their professional competencies using a variety of professional frameworks, their own course work, educational literature and through communication with mentors and their peers.</p> <p>Early identification of at-risk students and an ‘at-risk’ policy has also been developed.</p> <p>Other action taken includes:</p> <ul style="list-style-type: none"> ▪ Benchmarking Professional Experience with the University of Waikato continues. ▪ The Dean, Assoc Dean (Academic Programs) and Division of Professional Learning (DPL) Director has visited the NSWDET and Regional Directors to discuss various issues ▪ The DPL Director and Assoc Dean (Academic Programs) has had meetings with the President of the Primary & Secondary Principals’ Association ▪ Research is currently being conducted with the 10 schools we most commonly use for practicum placements – exploring the schools’ perceptions of our students (in conjunction with the NSW TEC) and how we can improve ▪ A number of school partnership initiatives have been developed to improve the professional experiences of our students
<p>Further action planned but not yet implemented</p>	<ul style="list-style-type: none"> ▪ Online units for students who fail professional experience (incorporate video analysis, activities, lesson plans, readings, discussions etc) ▪ Tender for Teaching Australia grant on school-university partnerships
<p>Faculty’s evaluation of the success of action taken</p>	<ul style="list-style-type: none"> ▪ Student focus groups have been conducted. This identified areas of concern. Positive feedback has been received on the modules ▪ The online registration system has received positive feedback from Professional Experience staff and students

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	<ul style="list-style-type: none">▪ The Faculty has been informed by the NSWDET Professional Practice Director that our programs are very highly regarded.
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<p>Recommendation 5</p>	<p>The Review Team recommends that the Faculty continue to support its staff to develop skills in the pedagogic use of learning management systems. (<i>Section 4.3.4</i>)</p>
<p>Action taken by the Faculty</p>	<ul style="list-style-type: none"> ▪ The TIF2004 project ‘Advances in the field of computer assisted learning in teacher education’ involved the casual employment of an instructional designer and web developer to support 22 e-learning project proposals received from staff. This project also provided unit of study specific training support to staff once their unit was ready. ▪ The Faculty hosted a Forum on ‘Integration of ICT to promote learning in the Humanities and Social Sciences’ in May 2005. The majority of the presentations explored work supported by TIF or Sesqui equipment funds. ▪ Most of the students’ learning activities that teaching staff want to see supported electronically can either not be delivered by WebCT (such as Wikis) or can be delivered with much less administrative and less technical overhead by simpler tools (such as discussions boards). Within the Faculty, the lrnlab platform (http://lrnlab.edfac.usyd.edu.au) has been further developed and is used by an increasing number of staff. It provides uncomplicated access to document management, discussion boards, survey tools, and is increasingly integrated with synchronous communication technologies (chat, whiteboard, audio and video conferencing). Students and staff can log-in with their unikey username and password. ▪ Staff that are using these facilities receive an initial training into the pedagogical and technical use of the system. ▪ We have also taken measures to integrate teaching with technology with research on that teaching and learning: Since its establishment last year, the CoCo Technical Infrastructure has evolved to become a highly integrated platform for supporting e-Learning research, teaching and learning. The work has been led by Adam Ullman, supervised by Professor Reimann. The LrnLab website has gone from strength to strength, with over 400 users currently enrolled in 10 courses. It has supported several research initiatives over the last year and is now clustered over several machines to help handle the load. ▪ Other ongoing development work includes the "Collaboration Tool" - a Flash Communication Server chat and shared whiteboard tool which is available for postgraduate teaching. ▪ The Video Editing Machine has been combined with LrnLab to provide 1.69TB of secure video storage for streaming, burning, editing and analysis. A number of Faculty staff use this machine for teaching and research purposes. ▪ We take a wider approach to ICT-enhanced teaching and learning in the Faculty than just the use of web-technologies. The Faculty has acquired a number of laptops, tablet-pcs and smartboards which are mainly if not exclusively used for teaching. Interested staff has been trained in using this “mobile classroom”, combining the potential of mobile technology with management tools such as Apple’s remote desktop.
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Continuing education of staff in ICT-enhanced teaching and learning, not confined to a particular LMS. TIES 2007 project - <i>Development of a web based video teaching and learning system with synchronized and dynamic online collaborative annotation</i></p>

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Faculty's evaluation of the success of action taken	<ul style="list-style-type: none">▪ The number of participants at workshops and involved with the TIF project indicates that staff value the support offered▪ There is an increase in the number of UoS within the faculty that incorporate the use of ICT
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Recommendation 6	The Review Team recommends that the Faculty undertake research in the use of ICT in Teaching and Learning for community building and that the outcomes of this research be communicated with the University's ICT in Teaching and Learning Coordinator. (<i>Section 4.3.6</i>)
Action taken by the Faculty	See recommendation 5 A number of the UoS supported by TIF2004 developed a significant online component e.g. Introduction to Learning and Teaching is a compulsory UoS for M.Teach students where the online component provided a collaborative space for discussion between students, and students and school teachers. A manual to support team building activities was also developed and available online. In another unit (200 students) cases were written by school teachers; using learnlab our students respond to each case; a different teacher then reads all responses and posts their report. This promotes discussion online and in class. Research is being conducted on both these units. One example is: Sutherland, A., Marcus, G., Jessup, A. (2005) From face-to-face to blended learning: issues and challenges in redesigning a professional course. In: Brew, A. & Asmar, C. (Ed.) (2005). Higher Education in a changing world: Research and Development in Higher Education, Volume 28.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ▪ Student feedback indicated that students appreciated the opportunity to have input from school teachers throughout the program ▪ 70% of students used the 'online component' to support their analysis of a case study – this was not a compulsory component of the assessment task

Recommendation 7	The Review Team recommends that staff in the CoCo Lab liaise with the Library to ensure processes developed around digitisation comply with the University's digital Copyright legislative requirements. (<i>Section 4.3.8</i>)
Action taken by the Faculty	CoCo has not (and has never) been engaged in digitising published print content. Those few resources made available to students directly on lrnlab (http://lrnlab.edfac.usyd.edu.au) are all freely available on the WWW and are kept on the local server only for students' convenience. Students are advised to access copyrighted materials – such as journals – through the on-line facilities of the Library. Access to all resources is strictly limited to enrolled students.
Further action planned but not yet implemented (if appropriate)	None foreseen.
Faculty's evaluation of the success of action taken	N/A

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<p>Recommendation 8</p>	<p>The Review Team recommends that further consideration be given to the role of RHD students, including part-time students, in the research clusters, bearing in mind the potential of cluster activities to assist in the incorporation of postgraduate students into the learning community. The Review Team considers that in general students should be allocated to the research cluster of their supervisor. (<i>Section 4.6.6</i>)</p>
<p>Action taken by the Faculty</p>	<p>In 2005 all RHD students were invited to join the cluster of their supervisor. Some research students were engaged in study that was relevant to more than one cluster so they may have also gone to those meetings. Some meetings or seminars were scheduled later in the day to accommodate part-time students. Under the new restructure in 2006 clusters have been disestablished. All RHD students will be fully involved in the new Research Networks and Research seminar series and will normally belong to the same group as their supervisor. A staff forum on RHD supervision was held in 2006. In addition, a supervision checklist has been developed by the Assoc Dean (Grad Studies) A Faculty Research Manager was appointed in 2006. Part of his brief is to encourage RHD student involvement A Research Student Liaison Officer was appointed in January 2007 to enhance the research experience for RHD students via networks, seminars and PESSA</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Three more Research Networks and several related seminar series have just been confirmed In 2007 the Faculty is organising seminars for cross faculty research students</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>In July 2006 the Graduate Division and PESSA had a retreat to assess progress in relation to this area of the Faculty's strategic plan.</p>

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Recommendation 9	The Faculty explore means of providing part-time RHD students with access (particularly out of hours), accommodation and facilities paralleling that of the full-time students. (<i>Section 5.2.4</i>)
Action taken by the Faculty	<ul style="list-style-type: none">▪ Room 354 has been established for all part-time RHD candidates. This gives access to computer and internet access. After hours access to all Faculty facilities is now available for all part-time RHD students▪ A joint application between CHASS, the Faculty of Education & Social Work and the Faculty of Arts was successful in obtaining funds to establish a PG student centre in the Old Teachers College. This will provide facilities for part-time PG students
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none">▪ Identify areas of dissatisfaction through student focus groups (2007)
Faculty's evaluation of the success of action taken	We had strategies in place to increase accommodation and facilities for students. However due to a change in University policy this will no longer be available. The Faculty is currently exploring alternatives.

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<p>Recommendation 10</p>	<p>The Review Team recommends that the Faculty's International initiatives have interim evaluation mechanisms to provide the Faculty with feedback on their effectiveness during the program, providing opportunities to both achieve interim rewards and to modify initiatives to increase the chance of their success. (<i>Section 7.1.7</i>)</p>
<p>Action taken by the Faculty</p>	<ul style="list-style-type: none"> ▪ A review of international initiatives occurred as part of the Faculty restructure. ▪ A Faculty International committee was established in 2005. Under the Faculty restructure the International Division has the following members AD International, Dean, AD L&T, AD Academic Programs, DPL Director, Study Abroad Director, student recruitment manager, Coordinator International Immersion Programs, China education centre, Institute for Educational Development and one co-opted member. ▪ An International forum was held in Sept 05. This provided an ideal opportunity to outline and discuss the Faculty's international initiatives. PESSA presented the results of their survey involving our international students. ▪ The Faculty and College have appointed a joint Professor in the area of international education/internationalisation ▪ All UoS are evaluated through ITL within the Faculty's three-year cycle ▪ A number of research projects are continuing to investigate the needs of international students ▪ A new position (Coordinator International Immersion Programs) has been established to support and encourage greater numbers of Faculty students to participate in the study abroad or student exchange program ▪ TIF2006 project 'Transformation towards internationalisation: the individual and the classroom'. Phase 1 and 2 has been completed ▪ A financial review of international initiatives that will feed into the 2007 budget ▪ Our Study Abroad Program has been highly successful in relation to student enrolments and student feedback
<p>Further action planned but not yet implemented (if appropriate)</p>	<ul style="list-style-type: none"> ▪ We are planning to increase the number of Study Abroad UoS and to have a greater articulation of Study Abroad with increased summer and winter school offerings. ▪ TIF2006 project 'Transformation towards internationalisation: the individual and the classroom' – phase 3
<p>Faculty's evaluation of the success of action taken</p>	<p>Under the restructure the function of the international management group is much more explicit and now reports to Faculty meetings.</p>

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<p>Recommendation 11</p>	<p>The Review Team recommends that the Faculty critically assess its engagement with industry and the two professions to ensure Community Engagement is more strategic and focussed on Faculty strategic directions. (<i>Section 8.2.2</i>)</p>
<p>Action taken by the Faculty</p>	<p>In partnership with the NSW Department of Housing, the Faculty has been fully involved in the Glebe Community Development Project, with students from the Faculty undertaking field work placements and staff involved with the management and support of the project. The faculty has just approved a 3-year extension of the Project Officer's contract to further develop this.</p> <p>Under the Faculty restructure we have developed a new Pro Dean (development). This role encompasses strategic leadership of Faculty interface with external stakeholders, university relations and alumni; as well as public relations. A Development Management Group has also been established to plan and coordinate community and professional engagement (among other things). Representatives from the Faculty are members of the working party of the NSW Institute for teachers initial teacher education quality assurance.</p> <p>The establishment of the Deans Advisory Board with leaders in Education, Social Work and Social Policy meet twice a year and provide the Faculty with strategic and policy advice.</p> <p>As a result of the Faculty review there is now an admin officer to support the external advisory bodies for each of the programs and a redefined role for the Director of the DPL</p> <p>Two new Professional Experience Coordinators (Level C) have been appointed A Marketing and Development Officer has been appointed An Alumni database has been developed that includes graduates from Sydney Teachers College, Sydney College of Advanced Education and University of Sydney</p> <p>Honorary appointments have been strategically made to link the Faculty with its professions and leaders in Education, Social Work and Social Policy, both nationally and internationally</p> <p>HMHE Reunion was held in October 2006 (250 attended)</p> <p>The Faculty has met regularly with regional principals' committees to address partnership and practicum placement issues</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Strategies have now been established for Alumni Dinners and Reunions each year. In 2007 the MTeach Reunion 'celebrating the second decade' is scheduled. We are also linking with the University's 'Spring Back to Sydney' reunion for alumni who graduated in a year ending in a 7. We have scheduled a HMHE picnic on the oval (October 27).</p> <p>The Alumni Association of HMHE and MTeach are being formed</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>The increase in collaborative funding proposals submitted;</p> <p>The maintenance and increase of undergraduate student fieldwork education placements;</p> <p>An increase in the numbers of professionals taking DPL courses and enrolling for graduate courses of study in the Faculty</p>

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Recommendation 12	The Review Team recommends that the Faculty monitor the new Workload Guidelines to ensure that there are no unintended consequences and that they align with University promotions and research guidelines. (<i>Section 9.3.2</i>)
Action taken by the Faculty	<p>Faculty policy and practice is that workload allocations must not create barriers to the achievement of promotions claims. Faculty policy and practice is that decision making about individuals' workloads must be based on recognition of diversity (of career stage and progression, particular abilities, interests and commitments, for example) and principles of equity, transparency and negotiation. Faculty is committed to providing supportive measures to enable staff to achieve the minimum research productivity required, thus ensuring less opportunity for unintended consequences to arise.</p> <p>A policy decision has been made to not have extra teaching as a 'punishment'. Under-performance will be dealt with in PMD.</p> <p>Under the new restructure there are two new positions, Pro Dean (staffing) and Associate Dean (Academic Programs) with specific duties to monitor diversity, equity and staff induction, promotion & mentorship.</p> <p>The one school structure has assisted in the consistency of monitoring workloads across all areas of activity (new staff, early career researcher etc). Workloads are now coordinated by one person (rather than three) who will report to senior management on a regular basis. This will be a more efficient mechanism in assuring that teaching is not used as a 'punishment'.</p> <p>The Workloads policy was reviewed in 2006. All staff were encouraged to contribute suggestions as part of this review. The new workload policy trialed in 2007 allocates 120 research points to all staff who submit their research plan.</p>
Further action planned but not yet implemented (if appropriate)	The Workloads Working Party will continue in 2007 as they continue to review and modify the policy. One of the aims of such a review will be to consider how to strengthen the self-management of workloads, in the parameters of the university 40: 40: 20 policy.
Faculty's evaluation of the success of action taken	Colleagues had a number of opportunities to give feedback on the workloads policy. This will again occur during 2007

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<p>Recommendation 13</p>	<p>The Review Team recommends that the Faculty pursue opportunities for combining the strengths of the two disciplines in both research and practice at the Children's Centre. (<i>Section 10.1.2</i>)</p>
<p>Action taken by the Faculty</p>	<p>During 2004 and 2005 the Children's Centre has undergone extensive review. A working party of staff from education and social work guided the reconfiguration of the centre where the teaching program could be completed in a more financially sound manner, and that the centre would have a greater research focus.</p> <p>Through collaboration with staff from the Sydney region of the NSW Department of Education and Training the teaching program of the CC is now conducted in schools under the guidance of university staff and school-based staff from Sydney region.</p> <p>In 2006, the Children's Centre (now called the centre for early intervention) was relocated to Building A36. Two rooms in A36 have been allocated to the Centre, and these rooms have been fitted out to meet the needs of the Centre. One room is used as a classroom (including observation areas). The second room is used to locate a senior member of staff, research fellows (e.g., Linkage project staff), and approximately 12 research degree students from education and social work working on projects related to the activities of the Children's Centre.</p> <p>In 2006 specific plans were made to further research opportunities between education and social work. At the conclusion of 2005, discussions were undertaken with Professor Tony Vinson about furthering research work at Glebe PS, Alexander Park Community School, and in other schools from disadvantaged areas. The Faculty's initiative around networks has provided opportunities to develop stronger relationships between education and social work. An example is the Glebe Project where a 3-year appointment has been made.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p></p>
<p>Faculty's evaluation of the success of action taken</p>	<p>An initial evaluation of this program in 2005 showed that the schools were very pleased with the outcome for their students, and university students reported very high levels of satisfaction on the program outcomes. This teaching program has been reviewed and refined over the University break, and will be the subject of a research project over the next two years. A small level of funding to assist this research project has been provided by the Faculty.</p>