

**ACADEMIC BOARD REVIEW
PHASE TWO**

**FACULTY OF EDUCATION AND SOCIAL WORK
3 MAY 2004**

REPORT AND RECOMMENDATIONS

CONTENTS

EXECUTIVE SUMMARY	3
1. MEMBERSHIP	6
1.1 REVIEW TEAM	6
1.2 SENIOR FACULTY REPRESENTATIVES	6
1.3 STAFF	6
1.4 STUDENTS	6
2. INTRODUCTION	7
3. QUALITY ASSURANCE	7
3.1 THE SELF-EVALUATION REPORT (SER)	7
3.2 RESPONSE TO PHASE 1 REVIEW	8
3.3 INTEGRATION	8
3.4 BENCHMARKING	9
3.5 DOUBLE DEGREES	9
3.6 SCEQ RESPONSES	10
4. GOAL ONE: QUALITY TEACHING AND LEARNING	10
4.1 TEACHING AND LEARNING PLAN	10
4.2 PRACTICUM	11
4.3 ONLINE LEARNING	11
4.4 ASSESSMENT AND STUDENT WORKLOAD	12
4.5 GRADUATE ATTRIBUTES	13
4.6 MENTORING AND INDUCTION	14
4.7 RESEARCH-LED TEACHING	15
5. GOAL TWO: DIVERSITY, ACCESS AND EQUITY	15
5.1 GENDER	15
5.2 SUPPORT OF PART-TIME POSTGRADUATE STUDENTS	15
5.3 INDIGENOUS ISSUES	16
6. GOAL THREE: EXCELLENCE IN RESEARCH	17
6.1 BENCHMARKED RESEARCH DATA	17
6.2 RESEARCH CLIMATE	17
6.3 INTERDISCIPLINARY AND COLLABORATIVE PROJECTS	18
6.4 RESEARCH CENTRES	18
6.5 PATHWAYS APPROACH TO BUILD RHD STUDENT NUMBERS	18

7.	GOAL FOUR: INTERNATIONALISATION	19
7.1	INTERNATIONAL STUDENTS AND PROGRAMS	19
7.2	SERVICES TO INTERNATIONAL STUDENTS	20
8.	GOAL FIVE: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS	20
8.1	PROFESSIONAL DEVELOPMENT.....	20
8.2	GOVERNMENT AND INDUSTRY.....	21
9.	GOAL 6: EFFECTIVE MANAGEMENT	21
9.1	CULTURE CHANGE	21
9.2	COMMUNICATION AND COORDINATION.....	21
9.3	WORKLOAD FORMULA	22
10.	GOAL SEVEN: SERVICE TO THE COMMUNITY	22
10.1	THE CHILDREN’S CENTRE.....	22
	ATTACHMENT ONE: FACULTY RESPONSE TO PHASE ONE RECOMMENDATIONS	23

EXECUTIVE SUMMARY

Since the Phase 1 Academic Board Review the Faculty of Education and Social Work has been focussing internally on establishing enabling structures and policies. A great deal of activity has taken place within the Faculty in the areas of:

- Faculty structure and staffing
- Strategic Planning and processes to include staff in the development of these plans
- Analysis and regularising existing courses and Units of Study and developing new interdisciplinary ones
- Refocussing away from pre-service towards professional development and post-graduate studies
- Analysis of its links with the professions and the community
- Establishing the Research Centre in Computer-supported Learning and Cognition (CoCo Lab) and redesigning the Faculty web presence

Externally, the Faculty has self-assessed that it must work hard and strategically to position itself as a leader in the fields of Education and Social Work. Benchmarking, including the selection of appropriate international benchmarking partners, provides the Faculty with opportunities for quality improvement. Research productivity also offers the Faculty with opportunities for improvement. The fall in numbers of research students is of particular concern.

However the Review Team found indications that the Faculty has laid a solid foundation for growth. Research leadership has been enhanced by the appointment of three new professors. Projects with both the Koori Centre and the Institute for Teaching and Learning are yielding benefits. The establishment of Research Clusters and the strengthening of the Postgraduate Education and Social Work Student Association (PESSA) have the potential to assist in the growth of a scholarly community. The CoCo Lab provides the foundation for exciting new developments in the ICT in Teaching and Learning area.

The Faculty has made a strong start on exploring the opportunities presented by the unique combination of Education and Social Work, which has yet to be consolidated.

Commendations

1. The Review Team commends the Faculty on its responsiveness to the Phase One Review. (3.2.2)
2. The Review Team commends the Faculty on its active response to Phase One Review Recommendations dealing with Generic Graduate Attributes. (4.5.4)
3. The Review Team commends the Faculty plan to link learning outcomes, generic attributes and assessment criteria. This work may serve to allay student concerns regarding discrepancies in workload. (4.5.6)
4. The Review Team commends the Faculty plans to work on Graduate Attributes of Information Literacy and Communication. (4.5.8)
5. The Faculty is commended for the development of the Mentoring Scheme for first year Education students and the communication of relevant policies to students via the Blue Book. (4.6.4)
6. The Review Team commends the move to establish an Equity Committee. (5.1.5)
7. The Review Team commends PESSA for its valuable work in contributing positively to the postgraduate student experience. (5.2.7)
8. The Review Team commends the Faculty for its audit of units of study to review the content and treatment of indigenous issues and for sharing this best practice with the University community. (5.3.2)
9. The Review Team commends the Faculty for its development of the Pathways to Doctoral Programs. (6.5.2)
10. The Review Team commends the Faculty for developing and making available to other University faculties the English in Academic Settings unit of study. (7.2.4)

Recommendations

1. The Review Team recommends that the Faculty develop feedback loops and evaluation into its planning and strategies. (3.2.4)
2. The Review Team recommends that the Faculty investigate establishing some international benchmarking partnerships. (3.4.6)
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. (3.5.4)
4. 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. (4.2.5)
5. The Review Team recommends that the Faculty continue to support its staff to develop skills in the pedagogic use of learning management systems. (4.3.4)
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. (4.3.6)
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. (4.3.8)
8. 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. (4.6.6)
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. (5.2.4)
10. 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. (7.1.7)
11. 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. (8.2.2)
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. (9.3.2)
13. 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. (10.1.2)

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

Associate Professor Tony Masters (<i>Chair</i>)	Deputy Chair of the Academic Board
Professor Margaret Harris	Director, RIHSS
Professor Doug Elliott	Faculty of Nursing
Dr Ann Poulos	Faculty of Health Sciences

Review Team Secretary

Ms Barb McLean	Executive Officer (Quality Assurance)
----------------	---------------------------------------

Observer

Associate Professor Mark Freeman	Faculty of Economics and Business
----------------------------------	-----------------------------------

1.2 Senior Faculty representatives

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

Associate Professor Gerard Sullivan	Acting Dean
Ms Lindsey Napier	Pro Dean
Professor Peter Goodyear	Associate Dean (Research)
Dr John Hughes	Associate Dean (Undergraduate Studies)
Dr Donna O'Connor	Associate Dean (Teaching and Learning)
Dr Kevin Laws	Associate Dean (International)
Assoc Prof Len Unsworth	HoS (Development and Learning)
Assoc Prof Tony Welch	HoS (Policy and Practice)
Associate Professor Jude Irwin	HoS (Social Work)
Associate Professor Robyn Ewing	Director, Division of Professional Learning
Ms Shona Smith	Faculty Manager

1.3 Staff

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

1.4 Students

1.4.1 The Review Team met three groups of students: eleven undergraduate students; nine postgraduate research students; and seven postgraduate coursework students. Only one of these students had attended the Phase One Review. There were no Open Interviews requested.

1.4.2 The Review Team noted that the student groups assembled by the Faculty were not fully representational of the cohort, as requested in the preparatory material sent to the Faculty in November 2003. It is acknowledged that the scheduling of the interviews was disadvantageous for students working full-time.

2. INTRODUCTION

- 2.1 The Phase Two review complements the Phase One review, following up its recommendations and the continued development of Phase One commendations. It also considers 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 of Education in 2002 occurred just prior to the Dean being seconded into a senior University management position. Since that time the Faculty has had an Acting Dean, and one abortive attempt to fill the position of Dean. In spite of this lengthy interim period the Faculty has continued with the Faculty restructure by separating the positions of Head of School from Associate Dean, Undergraduate Studies and Associate Dean, Graduate Studies. This change reflects not only that within the University (with the appointment of the Dean of Graduate Studies) but a deliberate strategy to focus on lifelong learning and whole career professional education, including the further development of graduate programs and Internationalisation.
- 2.3 Two new professorships specialising in blended learning environments, including IT and Learning, have been appointed and a Research Centre in Computer-supported Learning and Cognition (CoCo) has been established.
- 2.4 The retirement of a number of long-serving staff has facilitated the employment of a significant number of junior academic staff. In 2003 there were fifteen appointments in this category, with more appointments anticipated in 2004. A major criterion in the selection of these staff has been research activity.
- 2.5 However the major change to the faculty has been the amalgamation with Social Work to form the Faculty of Education and Social Work. The Faculty now has three schools: Development and Learning, Policy and Practice, and Social Work and Policy Studies.
- 2.6 The Review Team were alerted to the opportunities provided to the Faculty by their revised and unique structure. This structure offered the Faculty a novel opportunity to present itself externally (to government, employers and funding agencies) as special and equipped with an unique blend of skills. The Phase Two Review provided an opportunity to assess the extent to which the Faculty has begun to exploit the potential of its distinctive disciplinary mix, despite the delay in appointing a new Dean.

3. QUALITY ASSURANCE

3.1 *The Self-Evaluation Report (SER)*

- 3.1.1 Staff and students were aware of the SER, and the Faculty demonstrated its response to Recommendation 2 of the Phase One Review by using Faculty Committees and the Faculty Retreat to engage staff in the development of the SER.
- 3.1.2 The Self-Evaluation Report (SER) documents a great deal of activity in response to the Phase One Review in addition to providing the following Strategic Plans:
 - Faculty Strategic Plan 2000-2004
 - Teaching and Learning Plan 1999-2004
 - Research Strategic Plan 2003-2005
 - International Strategic Plan

3.2 Response to Phase 1 Review

- 3.2.1 There have been many new initiatives undertaken in response to the Phase One Review, including the commencement of a review of Unit of Study outlines; the development of the first integrated degree, the Masters in Policy Studies; a review of the Professional Experiences Handbook; the establishment of a Web portal to provide access to online learning resources; the development of Faculty Graduate Attributes, etc.
- 3.2.2 *The Review Team commends the Faculty on its responsiveness to the Phase One Review. (Commendation 1)*
- 3.2.3 The Faculty however is in danger of means/ends inversion – indicating responsiveness by activity, rather than ensuring the response initiated meets its intended and considered aim. Activities initiated in response to the Phase One Review frequently had the wording “*Too early for evaluation*”. Hence the Review Team had no basis for substantive comment. The Faculty therefore needs to ensure that evaluation and analysis of these activities is timely and effective, to ensure that outcomes anticipated are the outcomes achieved.
- 3.2.4 *The Review Team recommends that the Faculty develop feedback loops and evaluation into its planning and strategies. (Recommendation 1)*

3.3 Integration

- 3.3.1 Recommendation 1 of the Phase One Review focussed on coordination and integration across a large Faculty, with complexity further added by the amalgamation of Social Work. The opportunities offered to the Faculty by this amalgamation have started to be realised in the interdisciplinary Masters of Public Policy and collaborative teaching begun in first year Units of Study.
- 3.3.2 Shared interests in policies around children, equity, health, globalisation, citizenship and government have not yet resulted in collaborative research. The inclusion of Social Work has increased the range of stakeholder groups (especially in the area of Non-Government Organisations) and potential research partners for the Faculty. A Public Policy research cluster has been established to facilitate the development of Linkage Grants.
- 3.3.3 The Faculty’s Teaching and Learning Plan was derived from the previous Faculty of Education Teaching and Learning Plan. It was updated at Faculty forums then the Schools discussed and made comments on the Plan. In early 2003 Social Work was incorporated into the Education Teaching and Learning Plan and in early 2004 all Schools worked on the new Faculty Teaching and Learning Plan. Two staff from the School of Social Work and Policy Studies are members of the Teaching and Learning Committee and two staff from the School of Social Work and Policy Studies were awarded Faculty Teaching Excellence Awards. A Professor of Social Work has been recruited. The Review Team was surprised to learn of a culture of staff being reluctant to compete for University Excellence in Teaching Awards, as the Team felt that such awards not only recognised individual excellence, but should showcase the Faculty’s leadership in teaching.
- 3.3.4 The Review Team got the sense that the whole was not yet greater than the sum of the parts. Though staff spoke positively of the possibilities opened and the stimulus already evident, the “new” faculty appears not yet to have analysed the opportunities presented by their unique professional and disciplinary strengths; neither had a Faculty vision emerged for where this amalgamation of professional strengths could lead. The Review Team suggests that these opportunities be clearly addressed in Faculty strategic planning. At a time of change in the

professions, the Faculty had the opportunity to exploit its unique combination of disciplines and expertise, engaging in research and industry policy development. Students reported that the amalgamation was irrelevant to them, as they related to their school rather than the faculty.

3.4 Benchmarking

- 3.4.1 In addition to professional registration, all Schools of Social Work benchmark across Australia. Faculty analysis of this benchmarking was not provided to the Review Team. International students in Social Work with experience in schools in the UK and South Africa expressed the opinion that Social Work at Sydney was a centre of excellence. When asked about potential International benchmarking partners for Social Work, the University of Bristol was mentioned, while noting that UK institutions have a larger pool of research resources. As the University of Bristol also has a Graduate School of Education, this would appear to be an ideal benchmarking partner for the Faculty to investigate.
- 3.4.2 As part of the SER the Faculty included the results of an Education benchmarking study with the University of Melbourne, with data drawn between 1988 and 2002 (prior to the amalgamation with Social Work). This benchmarking exercise revealed a comparative decline in RHD students, a large tail of incomplete RHD candidatures; a decline in Masters by Research by students, and a decline in the numbers of staff participating in research. There is a realistic agreement across Education staff in the Faculty that work is required to re-assert a leading position in Australia in the area of Teacher Education. Staff support the planned activities to improve research productivity.
- 3.4.3 Faculty courses are currently not formally accredited but all have Advisory Boards and so informal benchmarking is achieved. The NSWDET endorses Faculty teacher education courses through TQAP and once the NSW Institute of Teachers is formed it will accredit pre-service teacher education programs.
- 3.4.4 The Faculty has signed a Memorandum of Understanding with Charles Sturt University to investigate the formation of an Australian Graduate School of Education.
- 3.4.5 The negative side of the current internal focus on restructuring has resulted in a lack of international benchmarking, beyond the University of Waikato. When questioned about the world leaders in the area of Teacher Education and that the Faculty might aim to join this group, there was an indication that this had not yet received consideration. The Universities of Stanford, Harvard, Toronto and London were mentioned as world leaders, but the Faculty felt that it would be more realistic to benchmark with a comparable, prestigious international university first. The Review Team was disappointed at the lack of a demonstrated analysis of the capabilities and merits of the national and international competition.
- 3.4.6 *The Review Team recommends that the Faculty investigate establishing some international benchmarking partnerships. (Recommendation 2)*

3.5 Double Degrees

- 3.5.1 More than half of the Faculty's undergraduate courses are double degrees. They are very popular with students, as a consequence their UAIs are higher than the equivalent single degree. Faculty Staff complimented their administration staff for the close communication with peers in partner faculties in the student administration of double degrees.
- 3.5.2 Administratively the combined degree between Arts and Social Work was seen to work more smoothly than the equivalent BEd/BA because of its pattern of two years in Arts and two

years in Social Work. However BEd(Secondary) students with a similar pattern of study reported that they felt isolated and disadvantaged by a lack of communication, as, for example, early in their degree they did not visit the Faculty building to see noticeboards. The community-building aspects of ICT in Teaching and Learning may be of assistance here.

- 3.5.3 Double degrees provide the Faculty with difficulties in the area of Quality Assurance. The practice is that resolutions are owned by the Professional faculty and processes are in place to ensure Faculty Handbooks are uniform. However, unless specifically asked by the “home” faculty, there is no mechanism to be involved in Unit of Study evaluations. While both faculties get access to SCEQ data, analysis can be difficult to correctly attribute by faculty. For reasons of privacy, USE data goes to the Faculty teaching the Unit of Study, not to both faculties.
- 3.5.4 *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. (Recommendation 3)*
- 3.5.5 The Focus Group Model developed by the Faculty to improve its Good Teaching Scale on the SCEQ responses could be used by the Faculty in the interim to overcome the evaluation difficulty created by double degrees. The Faculty has successfully applied to use TIF monies to run focus groups with students in both Primary Education and Human Movement and Health Education.

3.6 SCEQ Responses

- 3.6.1 The Self Evaluation Report provides a very detailed interpretation and appraisal of the 2003 SCEQ responses. The Faculty is focussing on improving the Good Teaching scale, which for Undergraduate Students is stable in a range between 47 and 51; for Postgraduate Coursework students the range is a little higher at 53 to 55. The Faculty analysis of these results concludes that timeliness of feedback to students is an area requiring improvement. The Faculty has asked ITL for data by program to further analyse the data and will be supplementing this data with student focus groups.

4. GOAL ONE: QUALITY TEACHING AND LEARNING

4.1 Teaching and Learning Plan

- 4.1.1 Recommendation 2 of the Phase One Review focussed on involving staff in the development of the Faculty’s Teaching and Learning Plan. Discussion and workshops around the Teaching and Learning Plan at the Faculty Retreat and in Teaching and Learning fora have engaged more staff in ownership of the Plan and greater involvement in its ongoing development. Both Senior Staff and Academic Staff felt fully involved in the process to update the Teaching and Learning Plan.
- 4.1.2 While undergraduate students were aware of the Teaching and Learning Plan, postgraduate coursework students were not. This may reflect the fact that there was a greater percentage of first year students in the postgraduate coursework group seen by the Review Team.

4.2 Practicum

- 4.2.1 Recommendation 3 of the Phase One Review dealt with issues around student support before and during practicum. The Faculty has reviewed and updated the Professional Experience Handbook, undertaken professional development sessions for supervisors, run workshops for students at risk, and increased the access to practical experience for B.Ed Primary students. The Professional Experience Liaison Committee was re-established in 2003 to deal with issues such as these.
- 4.2.2 Undergraduate Social Work students were satisfied with the support available to them while on practicum. The fortnightly two hour tutorial, which allowed feedback and peer support was greatly appreciated. Students also mentioned favourably the increase in practical experience available to Primary Education students. Secondary Education students would also like earlier access to practicum – either in the form of observation or team teaching.
- 4.2.3 However the quality of support during Practicum continued to be reported by the students as variable. It appeared to the students to be dependent on whether the Prac Supervisor derived from the University or from the profession. Students felt that in order to pass their Prac they had to modify their approach to that of their classroom teacher; and reported that they would appreciate separate access to their academic Prac Supervisor to discuss issues that arose in the classroom and the school.
- 4.2.4 Education students mentioned that Prac always occurred at the end of semester. They acknowledged the difficulty of scheduling Prac around both University and school timetables but felt that some mechanism to capture and analyse learning was required (especially in the area of classroom management); a role play, some form of action learning, or use of the digital video server capability in the CoCo Lab. A group of postgraduate coursework students reported that they had informally established a chat room to aid peer support.
- 4.2.5 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. (Recommendation 4)*

4.3 Online Learning

- 4.3.1 Recommendation 4 of the Phase One Review focussed on the need for the Faculty to develop a common view and direction for online learning. The Faculty reported that it is developing an Online Teaching and Learning Policy and has appointed an Associate Dean (ICT in Teaching and Learning) under the University scheme.
- 4.3.2 However, it appeared to the Review Team that while Social Work had examples of online courses across the three DEST Modes using WebCT, Education was still developing its framework and focussing on infrastructure. Staff were finding course design using WebCT time-consuming and infrastructure problems such as the lack of a Faculty license for Adobe writer were hurdles to its use.
- 4.3.3 Objective 6 of the Faculty's Teaching and Learning Plan and its 2004 Targets focuses the Faculty in this area. As mentioned in paragraph 2.3, appointments have been made at the

professorial level and a research centre has been established. Stakeholder relationships have been developed at both the College and University level.

- 4.3.4 *The Review Team recommends that the Faculty continue to support its staff to develop skills in the pedagogic use of learning management systems. (Recommendation 5)*
- 4.3.5 Students reported satisfaction with their access to computer resources and the information available via the redesigned Faculty website. However some commented that they encountered “technophobia” amongst the academic staff. They would appreciate greater use of the Web for communication (email) and access (to learning resources). In particular, the MTeach students reported that while the aim of their course is to develop collaboration and teamwork (with no graded assessments) at the time of the Review visit there had been no formal communication mechanism set up to assist the development of this collegial form of learning.
- 4.3.6 *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. (Recommendation 6)*
- 4.3.7 The Review Team was advised that from Semester Two an open source Web learning server will provide secure access to reading materials and assessment schemes. This will not be a fully fledged learning management system and will not be in competition with the University’s WebCT system. However it will enable the Faculty to be independent of the Library’s services in the supply of digital materials.
- 4.3.8 *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. (Recommendation 7)*

4.4 Assessment and Student Workload

- 4.4.1 Since 2000, the SCEQ responses show decreasing student satisfaction in the Appropriate Workload scale. The Phase One Review identified this as an issue, and since then the Faculty has commenced a review of its courses, pre-empting the Academic Board move to regularise the weight of Credit Points to 6. The Faculty is cognisant that it still has a considerable number of 2 and 4 credit point units of study. Factors constraining a holistic Faculty move towards a 6 Credit Point standardisation, include professional registration, practicum and the number of double degrees shared with other faculties. In 2004 the Faculty has plans to evaluate its assessment to ensure that assessment is correctly measuring the planned objectives.
- 4.4.2 All Units of Study for first and second years have been standardised. The Undergraduate Committee has established criteria for relating credit points to length of exams, words in essays, class presentations, etc. The students are aware of these criteria and the double degree students are particularly sensitive to the discrepancy with criteria established by the Faculty of Arts.
- 4.4.3 In addition to students making comparisons of workload between faculties, the undergraduate students interviewed complained of inequities in workload between courses and are confused as to the basis on which honours is awarded. Honours students in Secondary education complained that they had to undertake a full-time honours year, whereas they believed that

Primary and Secondary education students only had to undertake an 8 credit point Unit of Study.

- 4.4.4 Social Work units of study using WebCT are experimenting with standardised criteria for assessment. With regards to online discussions these include words per posting, frequency of posting and quality of posting.
- 4.4.5 There were still comments by postgraduate coursework students on the Pass/Fail system used in the MTeach. However it was obvious to the Review Team that staff had been responsive to the findings of the Phase One Review, as students commented that staff had informed them about the reasons behind this course structure.

4.5 Graduate Attributes

- 4.5.1 Recommendations 5 and 6 of the Phase 1 Review of the Faculty recommended that the Faculty make efforts to ensure a clearer understanding among staff and students of the University's Graduate Attributes. The Faculty has responded by drafting its own set of Graduate Attributes. The Review Team was assured that the Faculty's Draft Graduate Attributes were in line with the draft University Working Party attributes.
- 4.5.2 A proportion of undergraduate and postgraduate coursework students were aware of the term 'Graduate Attributes' and volunteered that they were on assignment sheets and in the Faculty Handbook. Other evidence of a shift in awareness can be seen in the SCEQ Open Response Comments for 2002 and 2003 by Postgraduate Coursework students; where the number of comments received which mentioned the development of generic and disciplinary skills quadrupled over the results for 2000 and 2001 – from 3% to 11%.
- 4.5.3 Staff added that they were also mentioned in the first lecture of every Unit of Study.
- 4.5.4 *The Review Team commends the Faculty on its active response to Phase One Review Recommendations dealing with Generic Graduate Attributes. (Commendation 2)*
- 4.5.5 Further work in the area of Graduate Attributes includes the intention of the Teaching and Learning Committee to review the intended outcomes, graduate attributes and assessment strategies of three courses in 2004. Also, as part of the ITL Strategic Working Group on Graduate Attributes the Faculty plan to focus on the writing of learning outcomes which integrate generic attributes and developing assessment criteria for these.
- 4.5.6 *The Review Team commends the Faculty plan to link learning outcomes, generic attributes and assessment criteria. This work may serve to allay student concerns regarding discrepancies in workload. (Commendation 3)*
- 4.5.7 The Faculty has applied for a TIF Grant (Advances in the Field of Computer Assisted Learning in Teacher Education) which focuses on Graduate Attributes in the area of Information Literacy and Communication. The Faculty is aware that in order to train undergraduates in the use of ICT for teaching and learning there should be an increased emphasis on the integration of ICT across the curriculum and on supporting staff in the use of multimedia and web technologies.
- 4.5.8 *The Review Team commends the Faculty plans to work on Graduate Attributes of Information Literacy and Communication. (Commendation 4)*

4.6 Mentoring and Induction

- 4.6.1 The First Year Experience Coordinator has established a mentoring program for first year Education students. Each week during first semester first year students attend mentor workshops facilitated by volunteer students in 2nd, 3rd or 4th years. These volunteers attended training workshops. The mentoring program has been reviewed and students were re-trained. Undergraduate Students reported that the program was a step in the right direction and could be improved by more staff involvement.
- 4.6.2 Undergraduate Social Work students, as a smaller and more cohesive cohort felt that their formal course consultative committee provided an adequate support and feedback mechanism.
- 4.6.3 In 2004 the Faculty circulated to both staff and students copies of the 'Blue Book' – *Information for Students*. It provides a summary of student-focussed policies such as attendance at classes, submitting assignments, seeking extensions, late submission of assignments and penalties, exams, marking and grading, seeking special consideration, leave of absence, and a faculty-preferred style guide, etc. This document is also available on the Web. All undergraduate students interviewed were aware of the Blue Book.
- 4.6.4 *The Faculty is commended for the development of the Mentoring Scheme for first year Education students and the communication of relevant policies to students via the Blue Book. (Commendation 5)*
- 4.6.5 The postgraduate student experience was affected by whether the student was a member of one of the Faculty's research clusters. Active research clusters, provide postgraduate students with a link into the current research interests of the Faculty as well as providing students with a support mechanism. It appears that research clusters are variable, both in their activity and whether they encourage student participation. Students are not automatically assigned to the research cluster of their supervisor; they have to be proactive and request membership.
- 4.6.6 *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. (Recommendation 8)*
- 4.6.7 The Postgraduate Education and Social Work Students' Association (PESSA) plays an important role in the induction and orientation of postgraduate students. PESSA convened an orientation seminar series in semester one which was recognised by Postgraduate Students interviewed by the Review Team. In contrast, there was no recognition by postgraduate students of the University-run induction program. PESSA also convenes two research forums per annum to encourage collaboration.
- 4.6.8 The role of PESSA could be enhanced by access to the email address of postgraduate students.
- 4.6.9 In 2002 the Faculty developed a staff induction booklet and in 2004 an induction day for new staff was held. However, the Faculty relies on the by-products of other initiatives to perform greater percentage of staff induction e.g. the PM&D process, teaching teams, participation in research clusters and shadowing. The Faculty, in collaboration with the Faculty of Economics and Business, has just been awarded a TIF grant to establish a joint Mentoring Program for staff of the two faculties.

4.7 Research-led Teaching

- 4.7.1 The Faculty, as the home faculty of staff in the Institute of Teaching and Learning (ITL), is researching the link between excellence in research and excellence in teaching. The Faculty is identifying a checklist of examples that illustrate research-led teaching and is also reviewing unit of study outlines for three courses in 2004 – to provide an exemplar of how teaching and research are integrated.
- 4.7.2 Undergraduate students reported that they were made aware of contemporary research and that there was a tension between the aims of the University in this area and the profession in the classroom. For students undertaking practicum there were problems where the school allocated for practicum was not aligned or interested in the latest research.
- 4.7.3 Social Work students reported a close alignment between research and practice.
- 4.7.4 Postgraduate coursework students reported less awareness of their lecturer's research. An instance where a lecturer did share their research interests was reported as inspirational. In contrast, when informed that the research interests of academic staff were included in their biographies on the Web, students were uninterested.

5. GOAL TWO: DIVERSITY, ACCESS AND EQUITY

5.1 Gender

- 5.1.1 The gender profile of staff and students is different. While 53% of the Faculty are female; 75% of the Faculty's students are female.
- 5.1.2 The Secondary Combined Degree Coordinators are undertaking research that is building a database of profiles of students entering Secondary Combined degrees. The Faculty may find it useful to extend this research to its Infants and Primary intake.
- 5.1.3 The Faculty is establishing an Equity Committee with the goal of achieving a demographic profile of staff and students which is more aligned with that of the general community. It is planned that the Terms of Reference of this Committee will go beyond the legislated equity groups.
- 5.1.4 *The Review Team commends the move to establish an Equity Committee. (Commendation 6)*

5.2 Support of Part-time Postgraduate Students

- 5.2.1 The relative percentage of part-time U/G students appears¹ to be decreasing (6% of U/G enrolments in 2003); while the numbers of part-time P/G students appears to be stable at about 58%. While PhD numbers are decreasing (126 in 2000; 90 in 2003) MEd (Cwk) are increasing (167 in 2000; 238 in 2003). SREQ results for 2003 showed that RHD students in the Faculty had the lowest satisfaction for Infrastructure and Support across the University. The Review Team asked students about these results.

¹ Due to the amalgamation with Social Work it is difficult to compare like with like over time.

- 5.2.2 While full-time P/G students are supplied with an office, desk, computer, and photocopying; the recent amalgamation with Social Work had moved RHD students into group rooms that were internal. The process used for this move was poor. Students also reported poor communication around the requirement for some RHD students to undertake courses in research methodology and the rescheduling of lectures.
- 5.2.3 Part-time P/G students reported that they did have access to a combined space, which they need to borrow a key to access. Access was difficult outside business hours, when Attendants were not available. Many of the part time RHD students were unaware of this space. There are no Faculty schemes to supplement the University's P/T Support Scheme.
- 5.2.4 *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. (Recommendation 9)*
- 5.2.5 Postgraduate Research students reported that only full-time RHD students get an intranet login sent to them and they had to ask to get onto the Faculty mailing list for the Bulletin.
- 5.2.6 Part-time students also miss the opportunity to interact within a research cluster. Part-time P/G students interviewed were unaware of the presence of the research clusters, due to meetings being held during the day and the lack of a process to enrol P/G students into Research Clusters (students have to ask to be placed on a cluster list).
- 5.2.7 PESSA contributes to both the social and academic support of P/G research students. PESSA runs bi-annual student research forums, a seminar series which served as an induction/orientation program for new RHD students; and the bi-annual International tea to welcome new International students into the Faculty each semester.
- 5.2.8 *The Review Team commends PESSA for its valuable work in contributing positively to the postgraduate student experience. (Commendation 7)*

5.3 Indigenous Issues

- 5.3.1 The Faculty has close links with the Koori Centre and has made use of these links to review its indigenous courses (Bachelor of Education (Secondary: Aboriginal Education) and the Diploma in Aboriginal Education). Also, in 2003-2004 an audit of all units of study was undertaken to review how they addressed indigenous issues. Twenty nine recommendations were made as a result of this audit, including the establishing of an Indigenous Issues Working Group under the Faculty Teaching and Learning Committee. The findings of the audit have been sent to the University's Indigenous and Equity Taskforce, and the methodology of the audit has been made available to other faculties.
- 5.3.2 *The Review Team commends the Faculty for its audit of units of study to review the content and treatment of indigenous issues and for sharing this best practice with the University community. (Commendation 8)*

6. GOAL THREE: EXCELLENCE IN RESEARCH

6.1 *Benchmarked Research Data*

- 6.1.1 In comparison to the University of Melbourne, with its stable postgraduate student enrolment figures, RHD students as a component of the Faculty student body have declined (from about 11% in 1999 to about 7.5% in 2002). The numbers for the Faculty as a whole (including Social Work) show a decline from 22% in 2000 to 18% in 2003.
- 6.1.2 In spite of clearing a long tail of incomplete RHD candidatures, the Faculty is failing to replace those students that do graduate. Enrolled RHD student numbers have decreased; whereas Masters by Coursework enrolments have increased from 167 in 2000 to 238 in 2003, in response to the Faculty's investment in the area of TESOL. The introduction of the new M.Ed (Research) in 2005 is anticipated by the Faculty to improve "Masters by Research" numbers.
- 6.1.3 According to data for 2001 and 2002 supplied by the Faculty in their SER, the Faculty is above Go6 average for PhD EFTSU (114.5 in comparison with 77.7691) and PhD completions (20 in comparison with 14.2806). It is also above Go6 in the areas of published articles (37.9273 in comparison with 34.6416) and Category 1 grants (\$505,616 in comparison with \$426,100). However the Faculty is below the Go6 average in the areas of Masters by Research EFTSU (30.1250 in comparison with 46.7540); Masters by Research Completions (2.2500 in comparison with 11.8333); Chapters published (9.1044 in comparison with 15.2399); Conference Proceedings (6.1200 in comparison with 11.5660); Total and Weighted Publications; Public Sector Funding – Cat 2 (\$205,794 in comparison with \$431,283); Industry and Other Funding – Cat 3 (\$245,076 in comparison with \$275,608). Grantsmanship is also down – from ten applications for Discovery Grants, only one was successful. The Faculty also achieved only one Linkage Grant. The Faculty hopes that with the appointment of three new professors (two in Education and one in Social Work) there will be greater opportunities to link into the corporate sector.²

6.2 *Research Climate*

- 6.2.1 The Faculty has worked to establish a research infrastructure, with a lot of process activity.
- 6.2.2 In 2000 the Faculty appointed a Pro-Dean to manage the research portfolio and also established the eight Faculty Research Clusters to which all members of Faculty belong. In 2001 a Faculty Research Committee was established to provide policy oversight. In 2002-2003 a Faculty Research Development Strategic Plan 2003-2005 was prepared and updated at the Faculty Retreat in 2004 for 2005-2009. The Plan focuses on inputs:
- Strengthening the Faculty's commitment to research excellence
 - Strengthening research capacity and productivity
 - Increasing research income
 - Increasing research collaboration
 - Building research infrastructure
- 6.2.3 In terms of Key Performance Indicators, the stated aims of the Faculty are to increase the proportion of research-active staff to the range of 50-70% by 2005; and to increase research

² Data available to the Review Team after the Review indicates an improved performance in 2004 for the 2005 ARC round.

income by 50% for the next three calendar years. The SER provides no data as to how the Faculty is achieving against these goals.

- 6.2.4 The Acting Dean reported that a series of retirements had allowed the appointment of junior research-active staff and the Faculty now had only 7 staff that were not enrolled in or been awarded their doctorates. It remains to be seen whether these new staff can achieve the workload expectation of a weighted score of at least 400 points over the four areas of teaching, research, supervision and administration. The Benchmarking Study with Melbourne found that the proportion of academic staff achieving the objective of 120 points for research had fallen from 32.8% in 2001 to 19.7% in 2003. A smaller number of staff was contributing to the rise in research outputs.
- 6.2.5 The Faculty has no CRCs at this stage and when questioned about opportunities, displayed no ambitions in this type of research funding.

6.3 *Interdisciplinary and Collaborative Projects*

- 6.3.1 The Faculty is placing great store in the Research Clusters to build research performance, however membership and performance of the clusters is patchy and there are questions as to whether they increase Faculty flexibility or work against collaboration.
- 6.3.2 The combination of Education and Social Work provides the Faculty with a competitive advantage which has yet to be realised. Opportunities for collaboration in common areas of potential research interest (children, health, citizenship, public policy and sociology) could be explored. The Public Policy Research Cluster has equal numbers of staff from both Education and Social Work. To date collaboration has occurred in the teaching area (e.g. Masters of Public Policy) but collaborative research has not yet eventuated.
- 6.3.3 The establishment of the CoCo Lab also provides the Faculty with potential for research collaboration in areas of strength – such as the role of I.T. in Science and Mathematics Curriculum and in Cognition.
- 6.3.4 Partner faculties in double degrees and College Research Priorities also offer opportunities for interdisciplinary and collaborative projects.

6.4 *Research Centres*

- 6.4.1 There are twelve Research Centres attached to the Faculty. The Pro-Dean developed a schedule of review to assist the assessment of their role and value-add. As part of this process a few centres were closed and others combined, to allow for the creation of new relevant areas (e.g. the CoCo Research Centre).
- 6.4.2 All Centres are answerable to the Faculty, not to the Schools. They report annually to the Faculty against their Plan. The Review Team was assured that high standards have been set in the Faculty process to establish any new centres.

6.5 *Pathways approach to build RHD student numbers*

- 6.5.1 The Faculty is aware of the drop in RHD students and the need to build pathways from its coursework programs to encourage high achieving students to undertake research higher degrees. The Faculty has developed a policy to clarify the 'pathways' available for entry into doctoral programs. Allied to this policy, Honours students are provided with research

methodology courses and there are plans to review the Honours program in 2004. The Assoc Dean (Grad Studies) overlooks P/G Coursework dissertations and identifies potential RHD candidates. There are also bridging courses to ensure candidates without the required background are brought up to speed.

6.5.2 *The Review Team commends the Faculty for its development of the Pathways to Doctoral Programs. (Commendation 9)*

7. GOAL FOUR: INTERNATIONALISATION

7.1 International Students and Programs

7.1.1 The Faculty has low International student enrolments and low participation rates of domestic students in Exchange or Study Abroad Schemes (0 in 2003). The Assoc Dean (International Relations) has convened an International Team to develop strategies to improve Faculty performance in this area, including the development of a Strategic Plan. The Faculty is also jointly funding, with the Faculty of Arts, two student recruitment personnel.

7.1.2 At the beginning of Semester 1, 2004 a total of 138 international students had enrolled in degree programs. This is an increase of over 50% on Semester 1, 2003 figures and over 90% on Semester 1, 2002 figures. Over half of these new students are enrolled in the Master of Education (Coursework) programs, with the majority in the TESOL program. Only around 10% of new international students enrol in undergraduate programs.

7.1.3 The Faculty has negotiated exchange agreements with the University of Waikato (NZ), Middlesex University (UK) and the University of Georgia (USA) for local undergraduate students. It has also negotiated internship opportunities for students in Thailand, Korea, Singapore, China, Taiwan, New Zealand and Indonesia and achieved UMAP funding support for a number of these.

7.1.4 The Pathways document (see 6.5.1) has established a mechanism whereby universities in China (Fudan University, Hubei University, Central China Normal University, Xi'an International Studies University and Southeast University) can provide their students with the opportunity to undertake the Master of Education in TESOL or achieve a scholarship for doctoral level study in TESOL. Quality for these programs is assured by ensuring identical entry requirements, the same units of study, the same student assessments and the same teaching staff.

7.1.5 The Faculty also participates with the Faculty of Science in a special program for Science academics from leading universities throughout China. The program, Teaching Sciences in English, involves them studying English through the Centre for English Teaching, working with colleagues from the Faculty of Science and undertaking pedagogical issues in the teaching of Science through the Faculty.

7.1.6 Informal evaluation has provided the Faculty with feedback on the need to develop a document recommending a plan of study for Study Abroad students.

7.1.7 *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. (Recommendation 10)*

7.2 Services to International Students

- 7.2.1 As mentioned in 7.1 above, the Faculty is achieving greater success in attracting post-graduate international students than undergraduate students. In fact, over half of the full-time P/G cohort in 2003 were International students; while domestic students are favouring part-time P/G study. This pattern of study is not ideal for offering an Australian experience for international students; nor an international experience for domestic students.
- 7.2.2 As mentioned in 5.2.6, PESSA performs a valuable role in orienting and supporting P/G international students. The Faculty is also establishing a system of mentoring to link interested staff members, local students and international students to overcome the unintended segregation of the two cohorts.
- 7.2.3 In 2003 the Faculty received a TIF grant to develop a unit of study in the Master of Education program to support both local and international students for whom English was not their first language. This unit EDPJ5024 – English in Academic Settings, is available to postgraduate students from all faculties of the University. There were 19 students enrolled in this unit during Summer School and 54 enrolled in Semester 1, 2004.
- 7.2.4 *The Review Team commends the Faculty for developing and making available to other University faculties the English in Academic Settings unit of study. (Commendation 10)*

8. GOAL FIVE: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS

8.1 Professional Development

- 8.1.1 The Faculty is currently expanding its profile to include whole career professional development. The mechanism to drive this change is the Division of Professional Learning. In 2003, as part of its role in arranging field experience, practicum placements and internships, the Division made contact with 150 health and human service organisations and five hundred schools. The Division also facilitates a range of professional learning short courses, modules and seminars for state, national and international professionals; including tendering for relevant projects advertised competitively in both teacher education and social work.
- 8.1.2 In 2003 the Faculty provided professional development for its part-time tertiary supervisors and hosted a Professional Experiences Roundtable for 200 professional experience coordinators and tertiary supervisors from NSW, ACT and New Zealand. In November 2003 focus group discussions were held with principals and teachers about their professional learning needs.
- 8.1.3 In addition to the inclusion of external stakeholders in annual Advisory meetings for both Undergraduate and Graduate programs and in course reviews, professional bodies, such as the Australian Association of Social Workers, accredit Faculty programs.

8.2 Government and Industry

- 8.2.1 The Faculty has been involved in collaborative research projects with various industry partners such as the Benevolent Society of NSW, the Catholic Education Office, the NSW Teachers' Federation, and the NSW Departments of Health and Education & Training. However the bulk of the activity undertaken by the Faculty in this Goal Area is personal and focussed on the individual staff member. The reconfigured Faculty has a particular opportunity to engage proactively and strategically with relevant areas of the State Government bureaucracy, foregrounding Faculty interests and strengths as well as the capabilities of individuals. Attached to the Faculty's SER as Appendix 26 is a database listing staff member's engagement with the industry and the professions.
- 8.2.2 *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. (Recommendation 11)*

9. GOAL 6: EFFECTIVE MANAGEMENT

9.1 Culture Change

- 9.1.1 In 2004 the Faculty disaggregated the positions of Assoc Dean (Undergraduate) and Assoc Dean (Post-Graduate) from the Heads of Schools positions, in an endeavour to make management processes more collegial. The Faculty has attempted to reflect the Academic Board Committee structure and to integrate the two separate professions in a structure aimed at minimising the potential for the formation of silos. The Faculty reported that this structure is intuitive and that both internal and external stakeholders can understand where to go and who to ask for required information.
- 9.1.2 While staff reported feeling disenfranchised from the new decision-making structure, they still failed to attend Faculty forums and meetings called to discuss policy and procedures.
- 9.1.3 The Review Team felt that the opportunities provided by the amalgamation of the two professions had yet to be fully realised in the creation of a whole that is greater than the sum of its parts. Recent professorial appointments, including that of a Dean, will consolidate and progress the initiatives so far identified.

9.2 Communication and Coordination

- 9.2.1 While the Faculty has redesigned its website, including the provision of course and program websites, provided manuals such as the Blue Book and Undergraduate and Postgraduate Handbooks, communication was a recurring theme encountered by the Review Panel. Everything from RHD students unaware of the requirement to undertake Methodology courses through to the alerting of students to rescheduled courses. Part-time and off-campus students in the MTeach program particularly felt the lack of a formal communication method to assist collegiality.
- 9.2.2 Students appreciated the early access to Unit of Study Outlines, but felt that the value of these would increase if they included Reading Lists. Students also felt that the access to the Student

Administration Office was severely restricted and unhelpful to part-time students. Students being paid to attend post-graduate courses required timely access to exam results to facilitate their re-enrolment.

9.3 Workload Formula

9.3.1 The Faculty has developed a Workloads Policy with the expectation that academic staff should achieve a weighted score of 400 points (160 points for Teaching; 80 points for Supervision; 120 points for Research; and 40 points for Faculty Program Support). The drivers behind the Workloads Policy include the need to encourage and reward staff to undertake research; as a consequence staff not meeting their research requirements are penalised by an increase in their teaching load. The Review Team expressed concern about possible ramifications of a scheme in which teaching could be seen as a penalty.

9.3.2 *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. (Recommendation 12)*

10. GOAL SEVEN: SERVICE TO THE COMMUNITY

10.1 The Children's Centre

10.1.1 The Faculty's Children's Centre conducts an Early Intervention Program for children referred by inner-city schools. The amalgamation of Social Work within the Faculty provides opportunities to extend the program. These include the building of links with other community services and agencies beyond the school system and enlarging the methods of operation beyond the individual into group formats and forums.

10.1.2 *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. (Recommendation 13)*

Associate Professor Tony Masters
Chair, Review Team

February 15, 2005

ATTACHMENT ONE: FACULTY RESPONSE TO PHASE ONE RECOMMENDATIONS

Recommendation 1	Overall, staff are satisfied with the present restructure. The Review Team suggests that greater emphasis on inter-school coordination will facilitate this further. They commend the Faculty for providing staff with the opportunity to take on senior administrative/ coordinator roles is welcomed, and suggest that other staff be given the opportunity to shadow these positions to enhance their professional development.
Action taken by the Faculty	<ul style="list-style-type: none"> ● The addition of the School of Social Work and Policy Studies in 2003 has provided a catalyst for more inter-school interaction. There are new initiatives underway including the redevelopment of the Children's Centre and the introduction of the first integrated degree: Masters in Policy Studies. ● Shadowing and mentoring by outgoing officers in senior administrative /coordinator roles has begun eg Head of School; RHD coordinator ● A new generation of people have taken up leadership roles. ● Graduate Assistants have been appointed to help course coordinators with administration of programs. ● Postgraduate and Undergraduate Associate Deans' positions have been separated from Head of School positions in mid 2003/2004 allowing more people to be brought into these roles. ● Heads of school now have bi-weekly meetings ● Research clusters provide other opportunities for interaction between staff across the three Schools
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ● Joint 2004 TIF application (with Faculty of Economics and Business) on <i>Academic leadership and mentoring</i> ● A new undergraduate unit of study common to both Education and Social Work degrees is being developed for 2006
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ● Too early for evaluations of the above initiatives

Recommendation 2	More emphasis should be placed on the content and rationale of the Teaching and Learning Plan at the level of both staff and students. While staff were involved in the Plan's implementation, they will welcome greater involvement in its development.
Action taken by the Faculty	<ul style="list-style-type: none"> ● Discussion and workshops around the Teaching and Learning Plan at Faculty Retreat and Teaching and Learning Fora has allowed more ownership of the plan and greater involvement in its ongoing development. ● Major overhaul of plan in July 2003 to integrate School of Social Work and Policy Studies' priorities. ● Continued revision of plan at Faculty retreat and through the Faculty Teaching and Learning Committee in developing specific goals for 2004 (see appendix 14)
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ● Major revision will again be undertaken in developing the new Faculty Strategic Plan 2005-2009
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ● Ownership across Faculty is improving

Recommendation 3	The Review Team recommends that the Faculty consider providing more support to students before and during their practicum, although it is acknowledged that some supervisors go out of their way to provide excellent support. Students have expressed the need for a pre-practicum workshop and this is recommended.
Action taken by the Faculty	<ul style="list-style-type: none"> ● Evaluation of professional experiences undertaken in 2003 from perspective of students and supervisors. Extension of this to schools is planned for 2004. ● Professional experiences introduced in year one for B.Ed Primary students after student feedback that this was needed. ● Professional development of tertiary supervisors undertaken in 2003 and 2004. Tertiary supervisors also invited to TEC Professional Experiences' Roundtable which was hosted by Faculty in 2003. ● Faculty participation in NSWDET pilot programs to give more students experiences in western and south western Sydney as well as in rural areas. ● Workshops for students "at risk" run by Professional Experiences Coordinator. ● Review completed of professional experiences handbook to clarify procedures and responsibilities, and new handbook produced. ● Redesign of D&T course to enable more preparation for practicum.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ● More emphasis on pre and post practicum workshops in restructured B.Ed primary. ● Reestablishment of Professional Experience Liaison Committee with representatives from each program. ● New database under construction to streamline placements. Consultation provided from colleagues at University of Waikato.
Faculty's evaluation	<ul style="list-style-type: none"> ● Too early for evaluation.

Recommendation 4	On-line learning was perceived differently by staff and students. The Review Team recommends that the Faculty should have a policy on on-line teaching and learning which is disseminated appropriately and implemented effectively. It should also update its website.
Action taken by the Faculty	<ul style="list-style-type: none"> ● Two new professors specialising in IT and Learning were appointed in 2003 (Reimann and Goodyear). Centre for Research on Computer-Assisted Learning and Cognition (COCO) established. Includes remit to advise on use of online learning and teaching. ● Website has been redesigned and content management system introduced. Development of the site is ongoing. ● Review of Faculty's IT services chaired by Director of Information Technology Services ● Applications were submitted in January to the Teaching Improvement Fund (TIF) and Sesqui Teaching Equipment programs for grants to assist us in upgrading equipment for the IT labs and to employ a specialist to assist us to integrate IT into our teaching. ● Wireless Internet access is currently being arranged for a number of teaching rooms. ● A server has been installed by CoCo staff hosting a web portal (http://lrnlab.usyd.edu.au:8300/) that is used by faculty staff to co-develop on-line materials and to provide access to learning resources for students other than courses (the later are delivered through the University's WebCT server). ● Faculty will now take up the option of utilising up to one-third of the opening hours of the Access Lab on Level 2 for Faculty classes. Evening classes may be accommodated within this arrangement. ● A series of three workshops are being conducted by CoCo staff to assist colleagues in integrating IT into their teaching (April 16, April 30, May 14)
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ● An online Teaching and Learning policy is being formulated ● Strategy for improving distribution, circulation of user support of Faculty's teaching equipment underway. ● An inventory of Units of Study supported with ICT (mode A, B & C) planned for April 2004 ● A plan is currently in development to manage renewal and maintenance of the labs, and provision of security for the equipment and support to users. ● The University's action plan for ICT in Teaching and Learning has taken forward some developments in support for online learning at the College level. Faculty has been playing a lead role in these discussions and will seek to integrate its own support for online learning and teaching with provision centrally and at the College level. ● Implementation of recommendations from IT review is in progress
Faculty's evaluation of the success of action taken	The Faculty has taken concerted action to put in place the infrastructure and development of policy for ICT services and online education. Within resource constraints substantial progress has been achieved.

Recommendation 5	Although there has been considerable work on defining and integrating the graduate attributes into the curriculum, efforts should be made to ensure a clearer understanding among staff and students of the University's attributes. As well as appearing in the handbooks, and being mentioned during the first lectures, the aims and outcomes of units should be at the forefront of students' attention throughout the semester.
Recommendation 6	The Review Team recommends that the Faculty more clearly integrate the graduate attributes into all units and effectively communicate these to students.
Action taken by the Faculty	<ul style="list-style-type: none"> ● All staff have a copy of Faculty's draft of graduate attributes (see appendix 15) ● Workshop on understanding of Faculty's graduate attributes and their integration into units of study and assessment tasks – 7 units of study from different courses were utilised ● Reference to attributes and outcomes in orientation for courses and units at the beginning of the semester. ● The Faculty is supporting the University's graduate attributes guidelines in relation to – <ul style="list-style-type: none"> ● Developing a draft of the Faculty's graduate attributes ● Staff completing the graduate attributes UoS survey ● External stakeholders providing advice on the Faculty's draft graduate attributes
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ● In 2004 the Faculty's Teaching and Learning committee is reviewing Unit of Study outlines from three courses (Primary, HMHE, BEd (Secondary: Aboriginal Studies) & providing feedback to relevant program director / staff member on relationship between intended outcomes, graduate attributes & assessment strategies ● Three courses (BEd [HMHE], BSW, BEd [Primary]) will include questions in relation to graduate attributes as one element of the summative evaluation of the course at its completion (October 2004)
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ● Work is ongoing.

Recommendation 7	Although there has been good progress made by the Faculty in the area of research training, and students indicate that the support they get compares favourably with their understanding of what other universities provide, the Team believes that improvements are needed in the area of research supervision. They recommend that supervisors should be encouraged to undertake the Institute of Teaching and Learning's Postgraduate Supervision Development Program.
Action taken by the Faculty	<ul style="list-style-type: none"> ● All new staff and those who have recently completed doctorates are undertaking ITL Supervision Development course (29 staff members currently registered). ● Faculty peer group support and monitoring program commenced in April 2004 for staff registered in supervision course. ● Faculty is implementing the new University PG guidelines for supervision. ● Extensive induction program for P/G students (see appendix 16). ● Devised and implemented policy on pathways to PhD and EdD (appendix 7) ● Implementation of thesis proposal guidelines (see appendix 17)
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> ● Forum on supervision (late semester one) ● Assoc/Dean Grad Studies and School RHD coordinators to review supervision comments by students in interviews with all RHD students conducted in conjunction with Annual Progress Reports in 2003-4.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> ● Too early for evaluation. ● More offers into PhD than previous years due to the pathways document.