

**FACULTY OF HEALTH SCIENCES**

**ACADEMIC BOARD VISIT TO REVIEW  
TEACHING, LEARNING AND RESEARCH  
TRAINING**

**MONDAY 26 AUGUST 2002**

**FINAL REPORT AND RECOMMENDATIONS**

## CONTENTS

1	INTRODUCTION .....	3
2	GENERAL COMMENTS .....	3
3	PRIORITIES, CHALLENGES AND HALLMARKS .....	4
4	COMMUNICATION/CULTURAL CHANGE .....	4
5	UNDERGRADUATE REFORM STRATEGY.....	5
6	POSTGRADUATE COURSEWORK REFORM STRATEGY.....	5
7	COMPLIANCE WITH ACADEMIC BOARD POLICIES .....	6
7.2	ASSESSMENT .....	6
7.3	ACADEMIC HONESTY IN COURSEWORK .....	6
8	QUALITY OF TEACHING AND LEARNING.....	6
8.1	GENERAL COMMENTS .....	6
8.2	TEACHING AND LEARNING PLAN .....	6
8.3	STUDENT WORKLOAD.....	7
8.4	FEEDBACK ON ASSIGNMENTS .....	7
8.5	CLINICAL TEACHING .....	7
8.6	ONLINE LEARNING .....	8
8.7	STAFF MENTORING .....	8
8.8	REWARDING GOOD TEACHING .....	8
9.1	STUDENT COURSE EXPERIENCE QUESTIONNAIRE RESULTS .....	9
9.2	UNIT OF STUDY EVALUATIONS .....	9
10	STUDENT PROGRESSION .....	9
10.1	ASSOCIATE DEAN (STUDENTS) .....	9
10.2	PEER MENTORING SCHEME FOR STUDENTS .....	9
10.3	FIRST YEAR EXPERIENCE .....	10
10.4	INTERNATIONAL STUDENTS .....	10
11	RESEARCH SUPERVISION AND TRAINING.....	10
11.2	WITHDRAWAL RATES .....	10
11.3	INDUCTION PROGRAM .....	10
11.5	SUPERVISOR TRAINING .....	11
12	YOOROANG GARANG: SCHOOL OF INDIGENOUS HEALTH STUDIES.....	11
13	CONCLUDING COMMENTS.....	11
14	AREAS OF GOOD PRACTICE (COMMENDATIONS).....	12
15	AREAS OF CONSIDERATION FOR IMPROVEMENT (RECOMMENDATIONS).....	12
	APPENDIX ONE BRIEF REPORT OF THE FINDINGS OF THE REVIEW TEAM.....	14
	APPENDIX TWO FACULTY SELF-EVALUATION REPORT .....	16
	APPENDIX THREE FACULTY TEACHING AND LEARNING PLAN.....	29

## 1 INTRODUCTION

1.1 The following Academic Board Review Team visited the Faculty of Health Sciences on Monday 26 August 2002 as part of the review and evaluation of teaching, learning and research training in all Faculties in the University.

### Chair

*Professor Judyth Sachs*

*Chair, Academic Board*

### Team members

*Professor Sue Armitage*

*Faculty of Nursing*

*Assoc. Professor Russell Ross*

*Deputy Chair, Academic Board*

*Dr Robyn Ewing*

*Faculty of Education*

*Dr Sue Taylor*

*Faculty of Pharmacy*

### Observer

*Assoc. Professor Don Rothwell*

*Faculty of Law*

### Administrative Officer

*Rachel Symons*

*Quality Assurance Officer (Teaching and Learning)*

1.2 During the visit, the Team interviewed the following groups of staff and students:

- Dean Professor Hal Kendig, Pro-Dean and Associate Deans<sup>1</sup>:
  - Prof Beth Reid, Pro-Dean
  - Ms Lynne Adamson, Associate Dean (Clinical Education)
  - Dr Chris Maher, Associate Dean (Graduate Research)
  - Dr Peter Knight, Associate Dean (Students)
  - Dr Steve Cumming, Associate Dean (Undergraduate Studies)
  - Assoc. Professor Dianna Kenny, Associate Dean (Graduate Coursework)
  - Assoc. Professor Nick O'Dwyer, Associate Dean (Research)
  - Dr Ann Poulos, Associate Dean (Teaching and Learning)
  - Dr Mary Jane Mahony, Director, Education Connections
- Heads of Schools
- Undergraduate Students
- Postgraduate Coursework Students
- Postgraduate Research Students
- Other Academic and General Staff<sup>2</sup>
- Open interviews with staff and students

1.3 This report is based on the findings of the Review Team in relation to the teaching and learning, and research training activities of the Faculty. It is based on the Self-Evaluation Report, the Faculty Teaching and Learning Plan, and interviews conducted with staff and students during the visit.

## 2 GENERAL COMMENTS

2.1 The Faculty of Health Sciences is a complex Faculty in terms of both its composition and history. Having once been part of the College of Advanced Education sector, the Faculty's priorities have had to shift away from being primarily a teaching organisation, to one where research and postgraduate research training are an integral part of the Faculty profile. The Review Team considered that the Faculty had achieved this shift effectively. A commitment to ongoing

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<sup>1</sup> Referred to as faculty representatives in the report

<sup>2</sup> Referred to as staff in the report

improvement is pervasive across the Faculty. The congruence of this with quality assurance processes provides a structural basis for ongoing reform and development across the Faculty.

### **3 PRIORITIES, CHALLENGES AND HALLMARKS**

- 3.1 The Faculty representatives identified the articulation of the Teaching and Learning Plan with the Faculty strategic plan and College of Health Sciences and University plans as one of its major priorities. They also expressed the desire to bring together unachieved objectives related to the Teaching and Learning Plan, Research Training Scheme, and Undergraduate and Postgraduate reform agendas into the one document. They are committed to a number of specific actions and objectives in the next year, with attention being given to delivery of quality, effective and efficient teaching, examination of more diverse ways of teaching, undergraduate and postgraduate reform, and postgraduate research supervision.
- 3.2 Since becoming part of the University of Sydney in 1990, the Faculty has encountered a number of challenges relating to the way in which courses are taught, the needs of the professional bodies, and the move to an environment in which both research and teaching are considered core business. Current challenges which the Faculty representatives identified during discussions with the Review Team include: nurturing and supporting an increasing number of students in times of reduced staff and financial resources; meeting the demands of the professional community to graduate students with specific skills; mentoring and assisting new members of staff; and providing better information technology (IT) and human support for distance and flexible learning.
- 3.3 The Faculty representatives considered that the hallmarks that distinguished the Faculty's teaching and learning were that it was interactive, met professional needs, was research-led, and provided increasingly flexible undergraduate and postgraduate programs.

### **4 COMMUNICATION/CULTURAL CHANGE**

- 4.1 The development of a consultative culture throughout the Faculty, resulting in a sense of ownership of policies and processes, was clearly evident. This was apparent in the processes of feedback into committees and Schools. Cross-Faculty discussions, especially in relation to the development of cross disciplinary units of study (CDUs), are instrumental in establishing a more cohesive identity for the Faculty. The faculty representatives acknowledged that the Faculty needed to further develop its communication strategy, particularly in the area of disseminating information to students.
- 4.2 A number of communication methods are currently in use throughout the Faculty. The Dean's Management Advisory Committee meets monthly; representatives on Faculty committees report to the Heads of Schools, who in turn disseminate information to staff and students. Faculty forums are used to inform staff on a variety of matters, including those relating to teaching and learning. A forum covering inquiry based learning is planned to be held in 2003. Regular meetings are held with members of the Student Guild to discuss matters of relevance to the student body such as orientation activities. The Faculty website was seen as an important mechanism in marketing courses and communicating with staff. At the time of the visit, improvements were being made, particularly in the area of a frequently asked questions (FAQ) section for students. Staff were not concerned about information overload, and appreciated being consulted and informed about Faculty policies and processes. Although the faculty representatives considered that the information flow to the postgraduate research students needed improving, the students themselves were of the opinion that they were involved in a two way communication process with staff on an informal and formal basis.
- 4.3 The use of working parties to discuss and debate initiatives such as the undergraduate and postgraduate reform programs, and the content of CDUs was seen to be an effective change management strategy. This process has recently been used in the Faculty's involvement as a pilot site for quality self audits organised through the Quality Assurance and Coordination Group, with the formation of working parties to look at issues relating to teaching and learning and research training. Working parties membership crosses all areas within the Faculty. Both academic and

administrative staff, participating in working parties, reported that they found them to be useful and productive while at the same time economical in time and staff resources.

- 4.4 The Review Team discovered that many staff and students considered themselves to be isolated from the Camperdown campus. Staff were of the opinion that what happened on the Camperdown campus was relevant in terms of library resources, research connections and committee representation, but was less relevant in relation to teaching. Some students used the library resources on the Camperdown campus, but found travelling to Camperdown for material difficult and time-consuming. Undergraduate students expressed the view that they did not receive value for money for their fees, which were the same as those paid by students on the Camperdown campus. Postgraduate students reported that they had not had much connection with SUPRA. The Faculty should investigate ways to promote stronger staff and student integration into the broader University community.

*See Commendations 1 and 2 and Recommendation 1*

## **5 UNDERGRADUATE REFORM STRATEGY**

- 5.1 The Undergraduate reform project, currently being undertaken by the Faculty, aims to ensure that the curriculum meets the needs of students, the professions and the University. During 2001, the project concentrated on the collegial development of CDUs, and the associated strategic improvement of the first year experience in all undergraduate courses (*See Section 10: Student progression*). As a consequence of implementation action in 2002 it is anticipated that this project will provide a more consistent approach to teaching and learning across the Faculty, as well as encouraging all disciplines to work together.
- 5.2 During the development phase for CDUs, committees consisting of the provider Schools, home Schools and a neutral facilitator met regularly to discuss course content. Staff appreciated the opportunity to contribute to programs outside of their own expertise, and saw the move as beneficial to the Faculty as a whole. Qualitative evaluation of the units of study had not taken place at the time of the Review Team's Visit, but staff were of the opinion that students were happy with the new programs, and appreciated the flexibility that they offered. The Dean and Heads of Schools will be evaluating all CDUs, with changes taking place as necessary.
- 5.3 The Review Team considered that the success of the undergraduate reform strategy was due in no small part to the openness of all staff to change, and an overall understanding that there was a need to eradicate duplication of units of study, reduce workloads, and remove territorial boundaries of the professional groups. The processes used and the outcomes achieved are remarkable and are to be commended.

*See Commendation 3*

## **6 POSTGRADUATE COURSEWORK REFORM STRATEGY**

- 6.1 During 2002, the Faculty commenced planning the extension of the undergraduate reform strategy to postgraduate coursework. The Pro-Dean indicated that a number of areas were being investigated during the planning phase. These included: efficiency in the way in which the program was being taught; workloads for small units of study; numbers of students currently enrolled in courses and units of study; and economies of delivering flexible and distance learning units of study. Consultation and negotiation will involve Heads of Schools and the relevant professional bodies. Working parties have been established to look at: efficiency of teaching and administration; quality of teaching, curriculum design and student matters; and inquiry based learning.
- 6.2 The Dean was hopeful of concluding the planning phase by the end of 2002. At the end of this phase, he will receive an overview document of the proposed strategy. The next step will be to

consult with Heads of Schools about the viability of existing courses, and establish whether they will meet quality hallmarks in relation to teaching and learning.

## **7 COMPLIANCE WITH ACADEMIC BOARD POLICIES**

- 7.1 In terms of compliance with, and communication about, Academic Board policies, the Faculty is observing appropriate practices. All policies are accessible through the Faculty website, with links to the Academic Board website; staff are provided with information regarding new policies and where they can be accessed; Faculty policies are constantly updated and articulated with Academic Board policies; and a centrally located master list of all policies is maintained. A FAQ section is being developed for the Faculty website. This will provide access to all policies so that staff can readily access the relevant policies as necessary. The Faculty has developed an honours policy through the Schools and committee structure and it will be included in all handbooks.

*See Commendation 4*

### **7.2 Assessment**

- 7.2.1 The Faculty representatives informed the Review Team that their internal assessment manual was being reviewed to ensure that it built on and articulated University policy. Undergraduate students considered that the Faculty provided clear guidance on assessment requirements. Criteria for achieving specific grades, and information that needed to be addressed in the assignments, were provided. Unit of study outlines show the links between generic and disciplinary skills and assessment, together with objectives and aims for practicums.

### **7.3 Academic Honesty in Coursework**

- 7.3.1 The Heads of Schools reported that the Honesty policy had been discussed at staff meetings and that course coordinators disseminated information about the policy to students. Students confirmed that information covering all aspects of the policy was included in all course outlines and handouts, and that links were provided to the Faculty website.

## **8 QUALITY OF TEACHING AND LEARNING**

### **8.1 General comments**

- 8.1.1 The Review Team considered that the staff were committed, positive and hard-working with the best interests of the students, and the needs of the institution, at the core of their practice. Discussions with students confirmed this view with comments on the approachability and supportive nature of staff. They expressed the view that staff were motivated, conscientious, genuinely interested, and put a lot of effort into teaching. Postgraduate coursework students told the Review Team that they would appreciate information on the best methods of contacting staff, as they had experienced delays in obtaining replies from some staff members.

*See Commendation 5*

### **8.2 Teaching and Learning Plan**

- 8.2.1 The Faculty's Teaching and Learning Plan was formulated by a working party of Associate Deans, members of the Teaching and Learning Committee and staff working on undergraduate reform. Strategies, achievements and objectives are monitored by the Teaching and Learning Committee and cross-committee matters are discussed by Associate Deans at Standing Committee. The Teaching and Learning Plan is on the agenda for a number of committees, and information is disseminated to all staff through members of the Teaching and Learning Committee. All staff considered that a high degree of consultation took place during the drafting and implementation processes. Heads of

Schools reported that their Teaching and Learning Committees disseminated issues, consulted with other members of staff, and worked with clinical committees, teaching teams and curriculum committees in ensuring the achievement of all objectives. Postgraduate research students reported that they were aware of the Teaching and Learning Plan through their involvement in teaching. On the other hand, undergraduate and postgraduate coursework students who were interviewed had not seen or heard of the Plan.

- 8.2.2 The Review Team concluded that although there was a well-defined process in place for communicating the strategies of the Plan, and that all staff were consulted throughout the development phase, the Faculty needed to consider developing a similar strategy for disseminating information about the Plan to students.

*See Recommendation 2*

### **8.3 Student workload**

- 8.3.1 The issue of student workload is a difficult one. The scale and size of the campus and diversity of units of study often makes it difficult to meet the needs of all students. The undergraduate student cohort told the Review Team that they would appreciate an equal distribution of assignment submission dates across the semester. Presently a number of assignments fall due on the same day, resulting in student overload at the end of semester. Students reported that they had noticed a big difference in their workload between the first semester of the year and the current semester, and concluded that staff had listened to their feedback on this aspect of teaching and learning.

- 8.3.2 The Review Team noted the establishment in May 2002 of a Working Party of the Teaching and Learning Committee to review assessment workload in both undergraduate and postgraduate programs. It recommends that this Working Party include in its deliberations a mapping exercise to ensure that students are not overloaded and that there is equal distribution across the semester.

*See Recommendation 3*

### **8.4 Feedback on assignments**

- 8.4.1 Students expressed concern about the inconsistency in feedback from their assignments. They reported that whereas some lecturers provided constructive comments, others only provided marks. They were also concerned about the timeliness of the feedback, with some assignments only being returned immediately before exams. Postgraduate coursework students were of the opinion that, if they were required to hand work in by set dates, then the lecturers should also return them within a reasonable time.

- 8.4.2 Staff informed the Review Team that action had been taken in response to students' concerns in that some Schools had instituted maximum turn-around times for feedback. Other staff had explained the principles of assessment and feedback to students and believed that they were understood. External markers are sometimes used for postgraduate coursework assignments where feedback is considered critical for the distance education students. In units of study where there are large enrolments, it was not possible to provide individual feedback in a reasonable time frame and accordingly, they use alternate methods such as model answers and review sessions to help students.

*See Recommendation 4*

### **8.5 Clinical Teaching**

- 8.5.1 The Faculty is working on a report on current clinical education and fieldwork systems and procedures used in the undergraduate curriculum. Issues that will be addressed include the role of the clinical academic; processes on how fieldwork is organised; and assistance for fieldwork

supervisors in the area of clinical teaching and learning. The results of this report should be available by the end of December 2002.<sup>3</sup>

- 8.5.2 The Faculty monitors the quality of clinical placements through workshops for clinical educators, and student performance and feedback. Heads of Schools reported that finding good placements depended on the collaboration and cooperation of non-university professionals, and that some places were of a higher standard than others. Students who were interviewed confirmed the perception about the standard. Their experiences ranged from good clinical placements, with supervision on site, to others where supervision was non-existent. Students also reported that the unavailability of sufficient clinical placements during the semester meant that some clinical placements had been deferred to the summer holidays and that this did not suit all of the affected students.
- 8.5.3 Students would appreciate the opportunity to provide individual evaluations for each clinical placement, rather than completing a standard report, which they argued was not always relevant to every placement. Students reported that the provision of guidelines of the skills expected at the end of each clinical placement was variable across Schools.

## **8.6 Online learning**

- 8.6.1 The Review Team was impressed with the work being done by the Faculty on its website. Staff reported that development was on a School by School basis. The search engines, and linkages to information did need to be improved to make this an effective communication tool.
- 8.6.2 The Faculty has a long history of using web education systems, and is now looking to WebCT to support teaching and learning. Most staff have attended workshops to develop their awareness of WebCT and online learning, and ongoing discussions on its use were taking place. Staff are interested in using WebCT but lack the time to ensure that this method is supplying the same level of excellence to the students as face to face teaching. Difficulties with access, ongoing problems with the microwave link to the Camperdown campus, and the lack of technical support also hindered its full implementation. Staff considered that the use of WebCT, to supplement lecture notes, and for courses where students were off campus for the whole semester, was generally well received by the students. Students expressed the view that online learning was not utilised enough by the Faculty.
- 8.6.3 The Review Team concluded that the use of WebCT across the Faculty was uneven, and that there was a need to prioritise its use either as a pedagogical tool to support units of study, or for the whole delivery of a unit of study.

*See Recommendation 5*

## **8.7 Staff mentoring**

- 8.7.1 The Faculty encourages the mentoring of new staff. This takes place in a number of Schools on an informal and formal basis. Some Heads of Schools considered that this program was not a burden on their staff. Staff within each School work as teams, with considerable communication amongst their members. The coordinator mentors new staff and advises them who is the best person to contact about specific issues (eg. about IT, problem based learning matters, etc.). A number of Schools have formal teaching mentors, as well as self-selected mentors, teaching teams and team meetings. Heads of Schools expressed the view that the extra load that mentoring placed on staff should be recognised and rewarded.

## **8.8 Rewarding good teaching**

- 8.8.1 Staff considered that Faculty teaching excellence awards should be on the basis of nomination, not application. They reported a lack of time for compilation of teaching portfolios for the awards.

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<sup>3</sup> Teaching and Learning Plan, Objective 2. Strategy 2.4.1

They were of the opinion that although there was some recognition of good teaching in terms of promotion, as a rule there was no acknowledgment at the collegiate level.

- 8.8.2 All students interviewed expressed the view that they would appreciate the opportunity to nominate good teachers for excellence in teaching awards. Postgraduate students used feedback forms to reinforce positive teaching experiences.

*See Recommendation 6*

## **9 STUDENT EVALUATIONS**

### **9.1 Student Course Experience Questionnaire results**

- 9.1.1 The Faculty is responding to the comments in the latest Student Course Experience Questionnaire (SCEQ). The Teaching and Learning Committee has convened a working group to investigate low scores in terms of Faculty workload and assessment scales, and individual questions with a response rate of less than 50%. Heads of Schools considered that workshops based around improvement of SCEQ results had useful and constructive outcomes. Information was fed back into the student cohort through focus groups which discuss the reasons for evaluations. Some Heads of Schools were wary of how much attention should be taken of the SCEQ because the response rate for the SCEQ was low.

### **9.2 Unit of study evaluations**

- 9.2.1 All students considered that unit of study evaluations were too frequent, and often did not occur for those units of study on which they would like to comment – ie. those that had provided them with bad experiences in terms of teaching and learning. They wanted to know the purpose of evaluations and considered that surveys were perhaps not the best method to provide feedback to staff about their teaching and the content of units of study. They expressed the opinion that to be effective, evaluation needed to be qualitative. Postgraduate students reported that some of the issues raised last year, such as heavy workload, had been addressed this year.

## **10 STUDENT PROGRESSION**

### **10.1 Associate Dean (Students)**

- 10.1.1 The position of Associate Dean (Students) was created to facilitate student representation and involvement, and address better communication regarding welfare and academic governance. Heads of Schools considered that the incumbent was connecting well with students, although it was too early to comment on the success of the position. The Associate Dean (Students) was currently investigating ways of improving communication with students and had introduced a peer mentoring scheme. Students were aware of the position.

### **10.2 Peer mentoring scheme for students**

- 10.2.1 The peer mentorship scheme had been introduced by the Faculty, in conjunction with the Student Guild, as a pilot program whereby new students were placed with more experienced students. Members of the Student Guild reported that there were currently forty student peer members, with three more doing work on the program. Names were published in a booklet, and social functions held to promote the scheme, but regrettably few students attended. Students were reluctant to attend activities outside of study hours, due mainly to full timetables, long travel time home, and the unsafe nature of Lidcombe railway station at night. Heads of Schools considered that difficulties occurred because of the absence of the more advanced students on fieldwork, and that this had hindered the success of the pilot program. Both staff and students were keen to find ways for the scheme to work more effectively.

### **10.3 First Year Experience**

- 10.3.1 The Faculty places emphasis on orientation for first year students over longer than the normal two day period. Coordinators from each school work with the Student Guild to prepare an academic and social program. Undergraduate students were appreciative of the program, reporting that talks by staff representatives, campus tours, and introductions to individual lecturers, relieved the feeling of intimidation from their first days. International students have a strong orientation program. They are met one month before the commencement of semester, have tutorials to introduce individual subjects and are assigned a liaison person to assist them.

### **10.4 International students**

- 10.4.1 The Review Team found that the support provided for international students was satisfactory. As mentioned in the previous paragraph, there is a strong orientation program, though students from English-speaking backgrounds found that this was aimed more at non English-speaking background (NESB) students and so was not useful for their needs. In the area of clinical placements, workshops are provided to assist clinical practitioners develop their skills and address issues relating to attitudes and perceptions of international students. International students would welcome an area on campus where they could meet as a group. They appreciated the extra time that lecturers spent helping them. Heads of Schools expressed the view that some local NESB students encountered similar problems to international students. They were also provided with good support.

*See Commendation 6*

## **11 RESEARCH SUPERVISION AND TRAINING**

- 11.1 The Faculty has seen a rapid expansion in postgraduate research students since 1990, and considers that its major achievement has been an increase in the number of supervisors and the facilities available for research by higher degree (RHD) students. A number of outstanding areas relating to research supervision and training, including the high number of withdrawals, a consistent Faculty-wide induction program and supervisor training, are currently being addressed. The Faculty representatives are mindful that there is still much to be done to ensure best practice occurs consistently across all Schools.

### **11.2 Withdrawal rates**

- 11.2.1 The Faculty has recently undertaken a project to monitor RHD withdrawals. The main reason for high withdrawal rates related to random life events such as marriage, pregnancy, and returning overseas. Other reasons include poor supervision, though that is being addressed and is less likely to occur; loss of impetus and motivation by students in the workforce; and the fact that the Faculty may be the second tier choice of students. Heads of Schools considered that an increase in the number of staff who were able to supervise, together with being more selective in accepting candidates, in combination with the provision of better resources, would lead to lower withdrawal figures. Staff were of the opinion that there needed to be better communication with the students about what was expected from postgraduate research students in terms of commitment and involvement.

### **11.3 Induction program**

- 11.3.1 Induction programs are currently arranged on a School by School basis. This system is considered by the Faculty representatives to be inefficient. They are currently reviewing the situation with the aim of introducing programs that will represent best practice in research training as evidenced in other Faculties within the University. During discussions with the postgraduate research students, the Review Team found that the students felt isolated within their own discipline; lacked a sense of collegiality and companionship both with each other and with staff; wanted more formal and informal communication within and across Schools; would like to be more involved in the business of the Faculty; and have more research seminars.

- 11.3.2 The Review Team considers that a Faculty-wide induction program would help in this process and build up a community of research students. The Review Team was pleased to note that, immediately following their meeting, the postgraduate research students had themselves formed an informal discussion group as a first step of the process towards better communication and sharing of ideas.

*See Recommendation 7*

#### **11.4 Resources for postgraduate research students**

- 11.4.1 The increase in numbers of full-time PhD students has led to a decrease in the physical resources available to individual students. Students expressed concerns about the need to share computers. Each student has a desk and use of the postgraduate research students common room. However, some students did not make use of the common room because it was noisy. The result was that students worked individually and did not collaborate, thus increasing the sense of isolation mentioned in the previous section. The Review Team concluded that the Faculty should investigate provision of more support for PhD students, particularly in relation to access to and sharing of computers. The Faculty should also consider ways of ensuring more privacy for the increasing number of full-time PhD students.

*See Recommendation 8*

#### **11.5 Supervisor training**

- 11.5.1 The Faculty is committed to improving supervision of postgraduate research students. It is monitoring the current situation, and is considering adopting the Faculty of Medicine's process for registering supervisors to ensure that they have and maintain the required skills. New supervisors are required to attend the Institute for Teaching and Learning Postgraduate Supervisor Development Program, with positive feedback being received from participants. Heads of Schools would appreciate on campus support for the Institute for Teaching and Learning workshops. They were of the opinion that it would be difficult to suggest to older members of staff who had been supervising for some time that attendance at the program would be beneficial.

### **12 YOOROANG GARANG: SCHOOL OF INDIGENOUS HEALTH STUDIES**

- 12.1 Yooroang Garang became a school in its own right three and a half years ago, and has a strong traditional role in supporting students across the Faculty. The School offers undergraduate courses in Aboriginal Health and Community Development and Aboriginal Health Sciences preparatory and support programs. Postgraduate courses in Indigenous Community Health are offered by distance learning mode and RHD studies are supervised by the School's staff. The School is represented on all Faculty committees, and the Head of the School attends the Dean's Management Advisory Committee. Staff from the School reported that their cross-Faculty teaching role, in terms of indigenous health and cultural sensitivity issues, was currently limited to other Schools with an interest in indigenous health, though they would like to increase the area of this knowledge across the Faculty. They were of the opinion that the block mode of study used in the School could be easily transferred to courses offered to other students.

### **13 CONCLUDING COMMENTS**

- 13.1 The Faculty of Health Sciences is to be commended on the high commitment and positive attitude of its staff, and the development of a consultative culture. There is effective use of working parties to discuss, analyse and resolve issues relating to teaching and learning and research training. The undergraduate reform strategy has helped build the capacity of staff through cross-Schools conversations, and has produced significant outcomes. The Faculty is complying with Academic Board policies and is supporting international students.

- 13.2 Areas which the Faculty of Health Sciences might consider for improvement include the postgraduate research student experience, consistent policies on feedback to students, communication of the Teaching and Learning Plan to students, student nominations for excellence in teaching awards, student workload, the use of WebCT and responsiveness to cultural diversity and equity issues.
- 13.3 These findings were communicated to the Dean in the “Brief Report of the findings of the Review Team” document that was sent to the Faculty on 11 September 2002.

## **14 AREAS OF GOOD PRACTICE (COMMENDATIONS)**

Based on the Self-Evaluation Report, the Teaching and Learning Plan and the findings of the review visit, the following areas of good practice have been identified within the Faculty of Health Sciences.

### **Commendation 1**

The Review Team commends the Faculty on the development of a consultative culture, which has provided a sense of ownership of policies and processes by all staff. Feedback into committees and Schools is effective. The use of cross-Faculty discussions has enhanced staff skills and strengthened the sense of Faculty identity. *(See Section 4)*

### **Commendation 2**

The Review Team commends the Faculty on its effective use of working parties to discuss and debate initiatives such as undergraduate and postgraduate reform and CDUs. *(See Section 4)*

### **Commendation 3**

The Review Team commends the Faculty on the success of its undergraduate reform strategy. *(See Section 5)*

### **Commendation 4**

The Review Team commends the Faculty on its communication of, and compliance with, Academic Board policies. *(See Section 7.1)*

### **Commendation 5**

The Review Team commends the Faculty on the commitment of staff who have the best interests of the students and the institution at the core of their practice. *(See Section 8.1)*

### **Commendation 6**

The Review Team commends the Faculty on the support it provides to the international student cohort. *(See Section 10.4)*

## **15 AREAS OF CONSIDERATION FOR IMPROVEMENT (RECOMMENDATIONS)**

The Review Team identified a number of areas for consideration for improvement, and makes the following recommendations to the Faculty.

### **Recommendation 1**

The Review Team recommends that the Faculty investigate ways to promote stronger staff and student integration into the broader University community. *(See Section 8.2)*

### **Recommendation 2**

The Review Team recommends that the Faculty consider ways of improving communication of the Teaching and Learning Plan to all students. *(See Section 8.3)*

### **Recommendation 3**

The Review Team recommends that the Faculty consider overseeing each School's completion of a mapping exercise of assignment submission dates with the aim of ensuring that students are not overloaded. *(See Section 8.4)*

### **Recommendation 4**

The Review Team recommends that the Faculty consider developing a more consistent policy on feedback and communicate to students what is meant by feedback. *(See Section 8.6)*

### **Recommendation 5**

The Review Team recommends that the Faculty consider prioritising the usefulness of WebCT either as a pedagogical tool to support a unit of study, or for the provision of delivery of a unit of study. *(See Section 8.6)*

### **Recommendation 6**

The Review Team recommends that the Faculty consider ways in which student nominations for excellence in teaching awards can be introduced. *(See Section 8.8)*

### **Recommendation 7**

The Review Team recommends that the Faculty consider ways of improving the postgraduate research student experience, particularly in relation to developing a Faculty wide induction program, cross school connections, research seminars, and involvement in the business of the Faculty. *(See Section 11.3)*

### **Recommendation 8**

The Review Team recommends that the Faculty consider ways in which the physical and resource support for PhD students could be improved, particularly in relation to access to and sharing of computers. The Faculty should also consider ways in which to ensure that the increasing number of full-time PhD students have more privacy. *(See Section 11.4)*

Professor Judyth Sachs  
Chair, Review Team  
Chair, Academic Board

12 December 2002

## FACULTY OF HEALTH SCIENCES

## ACADEMIC BOARD REVIEW VISIT

MONDAY 26 AUGUST 2002

## BRIEF REPORT OF THE FINDINGS OF THE REVIEW TEAM

**1. Introduction**

- 1.1 The Academic Board Review Team, chaired by Prof. Judyth Sachs, Chair of the Academic Board, visited the Faculty of Health Sciences on Monday 26 August 2002 to review and evaluate academic planning and quality assurance systems within the Faculty.
- 1.2 The Review Team conducted interviews with the following:
- The Dean, Prof. Hal Kendig, and Pro-Dean, Prof Beth Reid
  - The Dean, Pro-Dean, and Associate Deans
  - Heads of Schools
  - Undergraduate students
  - Postgraduate coursework students
  - Postgraduate research students
  - Other academic and general staff
  - Open session interviews

**2. General comments**

This is a complex Faculty in terms of both its composition and history. Having once been part of the CAE sector, staff had had to change their priorities away from being a primarily teaching organization to one where research and post graduate research training are an integral part of faculty profile. This shift to a research based culture is impressive. The Faculty should be proud of achieving the strategies in the Teaching and Learning Plan. A commitment to on-going improvement is pervasive across the Faculty. The congruence of this with quality assurance processes is impressive.

**3. Areas of good practice**

- 3.1 Very committed, positive and hardworking staff working who have the best interests of the students and the institution at the core of their practice.
- 3.2 Development of a consultative culture. Sense of ownership of policies and processes.
- 3.3 Strategy of using working parties is effective.
- 3.4 Good structure of feedback into committees, schools and departments.
- 3.5 Undergraduate reform strategy

3.6 Use of cross Faculty conversations to build up staff skills and build a Faculty identity.

3.7 Communication and compliance with Academic Board policies.

3.8 Support for international students.

#### **4. Areas of consideration for improvement**

4.1 Postgraduate research students:

- Induction program
- Cross-school connections
- Research seminars
- Involve in business of the Faculty
- Physical and resource support; in particular sharing of, and access to, computers

4.2 More consistent policy on feedback. Communicate to students what is meant by feedback.

4.3 Development of strategy to communicate Teaching and Learning Plan to students.

4.4 Excellence in teaching awards. Possibility of student nominations.

4.5 Mapping exercise of assignment times to ensure students not overloaded and there is equal distribution across semester.

4.6 WebCT. Need to prioritise where could be useful as pedagogical tool to support a unit of study, or where could use for total delivery.

4.7 Responsiveness to cultural diversity and equity issues; staff need to be flexible and sensitive.

Judyth Sachs  
Chair, Review Team  
Chair, Academic Board

11 September 2002

**Faculty of Health Sciences  
Quality Assurance in Coursework Teaching Self-Assessment Report – July 2002**

**A. Academic programs, students, staff and learning resources**

The Faculty of Health Sciences, one of the largest faculties in the University, is located on the Cumberland Campus. This diverse and complex faculty is organised around 10 Schools (listed below), 5 Research Centres and 15 professional/disciplinary groups. The Faculty offers 14 undergraduate degree programs and 48 postgraduate programs to 3795 undergraduate students and 1176 postgraduate students, taught by 221 Academic Staff (189.95 FTE).

Schools of:

- |   |  |
|---|--|
| ◆ Applied Vision Sciences                   | ◆ Health Information Management                        |
| ◆ Behavioural and Community Health Sciences | ◆ Medical Radiation Sciences                           |
| ◆ Biomedical Sciences                       | ◆ Occupation and Leisure Sciences                      |
| ◆ Communication Sciences and Disorders      | ◆ Physiotherapy  |
| ◆ Exercise and Sport Science                | ◆ Yooroang Garang: School of Indigenous Health Studies |

There is a strong demand for the courses of the Faculty. However, during 2001 we made an effort to improve marketing for two reasons. First, the number of NSW-based competitors for many of our courses has increased significantly in recent years. Second, most students who drop out of our courses say they do so because they no longer wish to pursue that career, or did not understand the implications of their original course choice. This represents a significant waste of resources. Our marketing has particular emphasis on ensuring that applicants are given the information they need to make the best choice of career and university. The improved UAI scores for our courses in 2002 partly reflect this marketing effort and a strengthening of demand. In time, the improved marketing should also be reflected in improved student progression rates.

To respond to market demand, programs are delivered in both full-time and part-time modes, on campus and via distance and flexible education methods, as well as offshore through the Singapore Institute of Management Program. Further information, including an organisation chart of the Faculty and links to Schools, can be obtained from the Faculty website at <http://www.fhs.usyd.edu.au/>. This site was up-graded recently to make it more user friendly and to make it easier for students and staff to find the information they need using approaches such as frequently asked questions. The site changes regularly to incorporate user suggestions for improvements.

The Faculty has always placed great emphasis on the quality of teaching. This is due in part to the professional orientation of the courses and the fact that the staff includes many health practitioners. There is a strong ethos that the quality of the health professions depends, in a basic and primary way, on the quality of education we supply. External accountability to accreditation bodies is also important in ensuring that the content, teaching and assessment methods are first rate. The Faculty's history as a College of Advanced Education provided a sound basis for developing the mechanisms to support a high quality education for our students.

The Heads of the Schools in the Faculty play an important role in ensuring and monitoring the quality of teaching. They have the delegated responsibility for maintaining an environment where the academic activities of the University's various disciplines can be pursued at a level of excellence (<http://www.usyd.edu.au/su/personnel/policy>). This local area responsibility is critical given that Heads lead those with the specific skills and knowledge required to deliver the professional content of courses. The various Faculty committees, working parties and action groups responsible for developing Faculty wide policies and procedures support their work. In recent times the governance of the Faculty has been strengthened through the creation of an Associate Dean (Teaching and Learning) in 1999, and in 2001 by new positions for Associate Dean (Students) and Associate Dean (Clinical Education). To decrease the workload on the Associate Dean (Graduate Studies) this position was split into two, Associate Dean (Graduate Coursework) and (Graduate Research).

The Faculty Teaching and Learning Plan is particularly relevant to this quality assurance report. The first of its objectives is to enhance the capacity of the Faculty to continue to provide high quality education that is relevant to a changing workplace and a changing higher education context

(<http://www.cchs.usyd.edu.au/policies/acdocs.htm>). The strategies and targets from the Plan show how this Faculty is addressing various teaching and learning issues.

During 2002, several key activities have served to strengthen our quality assurance efforts. The Faculty is one of three involved as pilot sites for quality self-audits organised through the Quality Assurance and Coordination Group. Accordingly two working parties were formed, one for teaching and learning and one for research and research training, addressing various performance indicators such as Teaching Performance Indicators for the Faculty as a whole. Schools and the relevant Committee such as the Teaching and Learning Committee have discussed these, along with SCEQ and CEQ results.

The Faculty is currently engaged in a major quality assurance and curriculum review process in relation to its undergraduate programs. The aim of this Undergraduate Reform project is to ensure the Faculty's curricula meet the needs of students, the professions, and the University and operate in a manner that demonstrates quality as well as sustainability. See the Undergraduate Reform website at: <http://www.fhs.usyd.edu.au/ugcr/>. During 2001 the main focus of Undergraduate Reform was the development of CDUs of study and associated strategic improvement of the first year experience in all undergraduate courses. From Semester 1 2002, 29 CDUs are being phased in to replace 99 previous units of study. This initiative presents a more consistent approach to teaching and learning across the Faculty; and provides a conceptual foundation for all Schools to work together towards the same goals in an integrated manner. During 2002, planning commenced to extend the principles of undergraduate reform to postgraduate coursework.

The Faculty's Undergraduate Studies, Graduate Studies, Teaching and Learning, and Faculty Standing Committees provide mechanisms for Faculty-wide quality assurance, but courses are managed within individual Schools. This report will present information regarding Faculty-wide initiatives and those that are common across Schools. In addition, illustrations are provided from Schools who have exemplary teaching practices or quality assurance mechanisms in particular areas. Cross-references to the 2002 Teaching and Learning Plan are included where appropriate.

## **B Aspects of academic quality improvement systems – including self evaluation**

(1) *How does the Faculty ensure that each course and unit has an appropriate set of aims and outcomes, clearly communicated to and understood by students, and including generic as well as disciplinary skills?*

- (a) Systems for informing students about course and unit expectations and ensuring that students understand them.
  - Course and unit of study co-ordinators are appointed for all courses. These academic staff members ensure entries in printed material and the Faculty handbook are accurate, consistent, and comprehensible to students. They act as a point of contact for student inquiries regarding course or unit of study aims expectations, and assessment requirements.
  - There is an expectation that printed material for every unit of study and course is distributed to students, clearly informing them of both the generic and discipline specific aims and objectives. A summary of this information appears in the Faculty Handbook. The material is also presented in the first lecture for each unit along with details of weekly lecture and tutorial content. Unit of study manuals for students provide details of the learning objectives and outcomes for the unit as a whole and modules within the unit. In some Schools the manual is organised as a workbook with directed readings and references, highlighted key points and summaries of the main issues covered in each lecture and tutorial. This information is reinforced in several Schools through discussions within the unit of study that clarify unit and course expectations. In Occupation and Leisure Sciences the unit of study outlines are available on the web.
  - Information sessions are provided during student orientation at the beginning of each academic year. At these sessions teaching staff introduce their units of study and courses.
  - An example of orientation materials is the School of Health Information Management Policy Manual, produced annually, and distributed to all students ([http://casino.cchs.usyd.edu.au/him/bulletin\\_board.htm](http://casino.cchs.usyd.edu.au/him/bulletin_board.htm)).
  - The Faculty Homepage has links to individual School web-sites where aims and expectations are expressed. This information is accessible to both prospective and current students.
- (b) Ways in which relations between generic and disciplinary skills in the curriculum are monitored.
  - Most professional courses are accredited by the relevant external professional organisation. This ensures they comply with competency standards regulated and reviewed by the accrediting body. These bodies review courses and regularly survey graduate skills to ensure the course structure and

content are achieving generic and disciplinary learning outcomes. Gaps in accreditation are being addressed. (T&L plan 111B).

- Consultation with the profession and community groups occurs via regular External Advisory Committee Meetings. (T&L plan 111A).
- All newly developed courses and units must demonstrate adherence to University Policy on Generic Attributes of Graduates, by submission of detailed course proposals, which include course, and unit of study outlines. These proposals are reviewed and approved in principle by the Faculty Standing Committee, including the Associate Dean (Teaching and Learning), and by the relevant Undergraduate or Graduate Studies Committee. Existing courses are required to follow similar processes upon review.
- In 2002 the Associate Dean (Students) included an introduction to generic attributes in his regular email newsletter to all students. The newsletter is a new idea developed as part of the First Year Action Plan (an outcome of undergraduate reform) to improve communication of information to students. As yet it is not reaching all students because they do not all use email regularly, but we are committed to furthering this method of communication with students.
- In 1996 a detailed research paper was published on the relevance of the content of Health Science undergraduate courses in meeting workplace requirements (Adamson et al, 1996). This work laid the basis for the current initiatives in undergraduate reform.
- During 2001, the development of the 29 CDUs required close collaboration between Schools and the careful selection of generic skills and knowledge to be included in the units. Agreement on content was reached through a series of meetings between the stakeholder Schools. The units are undergoing thorough evaluation by staff and students upon implementation.
- A specific example of attention to generic skills can be seen in the Leisure and Health course and School of Medical Radiation Sciences, where there are schemes for identifying and monitoring language and writing skills in first year. Most Schools use the assessment program to develop language skills, such as the system used in Physiotherapy to develop communication skills. Applied Vision Sciences uses case studies to facilitate thinking skills from the basic level to advanced problems solving. In the large first year Biomedical Sciences unit 'Human Biology and Biochemistry', every student group receives profession specific, self directed worksheets which directly relate disciplinary skills to the generic information provided in large group teaching.
- Exercise and Sport Science has implemented a system of mapping the generic skills in all units, to ensure that all generic skills are covered at some time during the 3 year program. In some other Schools, such as Occupation and Leisure Sciences, generic attributes are incorporated in the unit aims and objectives.

(c) Methods for ensuring that courses and units of study enable students to achieve intended learning outcomes.

- School Board meetings in Health Information Management, and Medical Radiation Sciences include student representatives from each year of the undergraduate program and postgraduate coursework programs to provide feedback on individual units of study and the programs generally. Exercise and Sport Science find that postgraduate students attend but undergraduate students are not always available. Student suggestions are reviewed at subsequent staff meetings and changes made where appropriate. In Health Information Management the minutes note where action is taken on student suggestions and these minutes are supplied to their representatives. In Medical Radiation Sciences students find out about outcomes of previous suggestions at the next School Board meeting.
- The Head of School in Medical Radiation Sciences holds ad hoc meetings with student representatives of all streams and all years, usually one per semester. These are informal lunch meetings and no minutes are kept.
- Examiners and Assessment Program Meetings are conducted at which assessment design and learning outcomes are critically reviewed for each unit of study.
- All new units of study and changes to Handbook entries for existing units are submitted to the Faculty Undergraduate or Graduate Studies Committee for approval.
- The Faculty's Assessment Policy and Procedures Manual encourages the use of a wide range of assessment and learning methods  
([http://www.fhs.usyd.edu.au/policies/acdocs/assess\\_manual.pdf](http://www.fhs.usyd.edu.au/policies/acdocs/assess_manual.pdf)).

(d) Methods for providing coherence between units of study and courses.

- The Schools of Biomedical Sciences and Behavioural and Community Health Sciences have a nominated Program Manager/ Liaison Officer for each course. These positions facilitate academic discussions between schools teaching in the course and allow input from the profession via the accreditation process and External Advisory Committees.
- Regular teaching team meetings occur within Schools to discuss content of units in relation to specific course requirements.
- One of the aims of Undergraduate Reform is to ensure the ongoing quality, currency and relevance of the whole undergraduate program in a multi-professional, multi-disciplinary environment.
- In the School of Indigenous Health Studies, students in first year receive a Community Based Learning Package, which helps them to see the links between that year's units and their relationship to the course. Distance packages for postgraduate students include flowcharts outlining relationships between units and the course as a whole.
- Physiotherapy has an "Integration of Course Units" document to show how units are integrated.

**Evaluation.** *A strong foundation of systems is in place including unit of study outlines, course and year co-ordinators, program managers/liaison officers, student orientation, course accreditation, Course Development Advisory Meetings, External Advisory Committees and School Boards. However undergraduate reform identified the need to communicate information to students more effectively. New initiatives in 2002 address this. It is too early to tell if these are successful. A working party is reviewing the Faculty Assessment Manual. There is a need to include in this manual the policies on unit outlines from the Management and Evaluation of Teaching policy approved by the Academic Board in 2001.*

(2) *How does the Faculty ensure integration of research, including both disciplinary research and evidence about effective learning and teaching, into its undergraduate and postgraduate courses?*

(a) How links between current disciplinary research and the research expertise of staff and the curriculum are managed.

- Unit of study outlines are reviewed regularly at School level to reflect the most up to date literature and research trends.
- Students are required to use published research articles both as a source of information and as a focus of discussion in clinicals, practicals, tutorials and seminars.
- Because of the professional orientation of the Schools, academic staff predominantly teach in areas related to their research interests wherever staff resources allow.
- In most Schools all academic staff are expected to teach and conduct research. Research-only staff are rare. The exception is Occupation and Leisure Sciences where 6 – 10% are research-only staff.
- All Schools have research seminars and other mechanisms where the latest research findings and the research activities of the School are discussed. These research meetings are also used to discuss the integration of new disciplinary knowledge into the curriculum.
- In the School of Indigenous Health Studies, Indigenous health professionals and community members are invited to teach in the programs, presenting professional and community perspectives. Also, staff undertake community projects that keep them up to date on profession and community needs.
- In Physiotherapy and Biomedical Sciences, staff are active in the production of major texts for undergraduate students, postgraduate students, clinicians and scholars in their particular areas of research.
- External researchers write some postgraduate course material for Medical Radiation Sciences.

(b) How links between developments in the theory and practice of university teaching and learning and the curriculum are managed.

- In 2001 the 'Education Connections', unit was established to improve links between current theory and the practice of teaching within the Faculty.
- The Faculty funds a Senior Lecturer position to provide educational support of curriculum developments, enhancement of flexible and distance teaching and learning, and academic staff development. This person is the Director of Education Connections.
- The Teaching and Learning Committee has a Research into Teaching and Learning sub-committee. Along with the Research Committee this group has worked to develop activities to support this research. Recent achievements are set out below.
  - A series of workshops and seminars for staff completed by the end of 1999.
  - Since 2000, the Faculty has invested \$35,000 in 6 grants under the Research into Teaching and Learning Small Grant Scheme. The first three projects will be completed

by September 2002 and success of the outcomes will be evaluated as final reports are received. (T&L plan 1.3.1C).

- Since 1989 the Faculty has had a post-graduate program (now articulated graduate certificate, diploma and masters) in Health Science (Education). The primary mandate of the program is to enhance the teaching capacity of academic staff in the Faculty and during the program participants are exposed to current research on effective learning and teaching. It has been proposed to the PVC for Teaching and Learning that this program be included in the Scholarships Index.
- A Faculty research project on inquiry-based teaching is underway. This is funded by a Teaching Improvement Fund grant for 2002. The project will produce a resource book for the Faculty and also allow benchmarking of inquiry-based teaching between institutions (T&L plan 1.2.2B). A seminar disseminating the results of this project will be presented to Faculty in December 2002 (T&L plan 1.3.1D).
- In 2001 the Faculty was represented on the program of several education conferences including; University of Sydney Showcase of Scholarly Inquiry in Teaching and Learning - 12 times, College of Health Sciences Ed Health 2001 Conference - 16 times, Higher Education Research and Development Society of Australasia - 6 times, Australian Association for Research in Education - 3 times.
- \$5,000 from 2002 Teaching Improvement Fund (TIF) grant funding will be used to encourage staff to gain teaching qualifications.
- The Faculty Teaching and Learning website called "Support for Research into Teaching Learning" lists conference details to encourage staff participation in education conferences. (T&L plan 1.3.1E). In addition, this site lists educational journals, which are suitable for staff seeking to publish their research (T&L Plan 1.3.1B). Further encouragement will come from a "Recent Faculty Publications and Presentations" section under development for this website.
- During 2001 the TIF grant was used to develop strategies for enhancing first year experience consistent with 10 undergraduate reform themes and based on research findings concerning the first year experience. Two reports concerning strategies and activities undertaken within the Faculty of Health Sciences (Report A) and in other faculties of the University and other Australian universities (Report B) were completed. After widespread Faculty consultation, priorities for 2002 were established and incorporated in the First Year Action Plan that is being implemented in 2002 using the 2002 TIF grant and led by the Associate Dean (Students). See ([http://fhs.usyd.edu.au/ugcr/ways\\_7.htm](http://fhs.usyd.edu.au/ugcr/ways_7.htm))
- The Faculty encourages attendance at ITL workshops to develop staff skills and knowledge in teaching and learning and research supervision. (T&L plan 1.3.1A).
- Some large Schools, such as Biomedical Sciences, have their own Teaching and Learning Committees. Smaller Schools deal with these matters at regular staff meetings.

***Evaluation:*** It is difficult to ensure the integration of research into teaching, but the Faculty does have policies and procedures, which encourage staff to conduct research and present the findings to their peers. The research-based knowledge of the health sciences is expanding rapidly including notable contributions by staff in the Faculty. Mode 2 knowledge creation is an important part of undergraduate reform and the faculties curricula. Several staff have presented education research at higher education conferences.

(3) How does the faculty ensure that student assessment is effective and contributes to learning, and that the assessment process is well understood by students?

- (a) Methods used to ensure that assessments enable students to achieve intended learning outcomes.
- The Faculty Assessment Manual provides a reference document for all Faculty and University policy and procedures ([http://www.fhs.usyd.edu.au/policies/acdocs/assess\\_manual.pdf](http://www.fhs.usyd.edu.au/policies/acdocs/assess_manual.pdf)).
  - All Schools conduct regular Assessment Program Meetings to review all assessment tasks as required by the Assessment Manual.
  - Schools offering units of study across other Schools convene an Assessment Discussion Meeting to review assessment procedures for these units prior to the Assessment Program Meetings.
  - The Faculty encourages the use of a wide range of assessment modes, including multiple assessments, formative assessments, use of feedback, and other design principles recommended in University policy.
  - All Schools review examination and assessment results via School Examiners Meetings and discuss the appropriateness and effectiveness of methods based on those results.

- The School of Medical Radiation Sciences has a policy of peer review of all exam papers and assessment tasks.
  - Effective assessment is to be included in the Teaching Forum organised by the Faculty Teaching and Learning Committee for November 2002. (T&L plan 1.3.1A and 3.1.1C).
- (b) Methods used to ensure that assessment practices and standards are fair and equitable.
- Fairness and equity is encouraged through the Faculty of Health Sciences Assessment Policy and Procedures Manual and monitored by Schools via Assessment Program Meetings and Examiners meetings.
  - The Faculty has a student workload policy (<http://www.fhs.usyd.edu.au/policies/acdocs/>). A Working Party of the Teaching and Learning Committee was established May 2002 to review assessment workload in both undergraduate and postgraduate programs. (T&L plan 1.2.1B and C).
  - The Faculty Teaching and Learning Committee plays an active role in monitoring fairness and equity in assessment through its policy development and review activities.
  - In 2001 the Faculty reviewed criteria for masters thesis marking in Schools and endorsed a Faculty-wide policy to ensure standard and consistent criteria across all Schools and all markers. This is available to students (<http://www.fhs.usyd.edu.au/policies/acdocs.htm>).
  - The Faculty has a comprehensive special consideration protocol based on University policy, but enhanced to take into account the special needs of some of our specific student minorities, including Indigenous students, students with disabilities, and students from non-English speaking (particularly Moslem) backgrounds. ([http://www.fhs.usyd.edu.au/policies/acdocs/assess\\_manual.pdf](http://www.fhs.usyd.edu.au/policies/acdocs/assess_manual.pdf)).
  - Feedback from students regarding assessment is obtained through School Board Meetings and through unit of study evaluations.
  - The School of Behavioural and Community Health Sciences has a policy that individual results of assessment are reviewed three times prior to being released to students. This helps ensure consistency across modes of assessment and allows anomalies to be identified.
- (c) Methods used to ensure that assessments provide students with prompt and effective feedback on their progress.
- Through the Assessment Manual, the Faculty encourages and recommends the use of formative assessment tasks, which give students the opportunity to receive feedback and use it for their next assignment and learning strategies in general. This is happening in some Schools. However, the student to staff ratio in this Faculty is 16:1, well above other faculties in the College, and students comment on the heavy assessment workload in the SCEQ and CEQ open responses. So it is not always possible to do as much formative assessment as some lecturers would wish. In lieu of this, staff are encouraged by Heads of Schools to provide detailed and constructive comments on summative assessments conducted during semester. For example, in Occupation and Leisure Sciences staff are encouraged to use authentic assessments during semester that contribute to final grades but to provide timely feedback to students.
  - A quality control process of formally assessing all examinations against stated objectives operates for all units in Biomedical Sciences. The provision of practice questions and practice examination papers enable students to understand the type of assessment. All unit outlines describe the assessment requirements in detail. The nature of Biomedical Sciences material makes worksheets and class tests a suitable way of giving students the opportunity to self-assess their progress. These are discussed in dedicated lectures or tutorial times, usually in the week following their submission.
  - Applied Vision Sciences uses small problem solving exercises in class which students undertake and are given instant feedback. These exercises feed into the type of exam question they will undertake and ultimately simulate their clinical patient assessment activities.
  - Schools that have clinical placements as part of their professional curriculum use these as an opportunity to give feedback to students and encourage students to give feedback to their peers and their clinical supervisors. These opportunities are primarily via one-on-one meetings between the clinical supervisor and the student, as well as via written reports.
  - Some Schools have recommended maximum turn-around times for feedback. For example, the School of Medical Radiation Sciences has a policy of a maximum three-week turn around time for assessments. Behavioural and Community Health Sciences is introducing a turn-around policy for 2003. It is proposed that it will match the MRS three-week policy.
  - Other Schools do not have a formal policy, but an expectation, such as in Exercise and Sport Science 1-2 weeks, and Health Information Management 2-3 weeks.

- An example of integrating feedback into the regular educational timetable occurs in the School of Exercise and Sport Science. Students are given the opportunity to see their paper and compare answers with correct responses, and discuss the questions. Poorly answered questions are analysed and clarified; model answers are discussed.
- (d) How information from assessments is used to improve teaching and learning.
- Information for improving learning comes from several sources noted above, including team teaching, unit of study reviews, feedback from students, Head of School and Unit Co-ordinator reviews.
  - School Examiners meetings play an important role because it is here that teachers discuss the impact of the assessment tasks on student learning and how well the tasks identified those students who achieved the unit goals and objectives.
  - Unit of Study Coordinators play an important role in ensuring that the feedback loop is completed. For example, in the School of Biomedical Sciences co-ordinators report on the effects of changes to assessment and teaching methods at the School Examiners meeting.
  - Individual lecturers use assessment responses to modify the way material is presented on subsequent occasions.
- (e) Methods used to ensure that students understand the assessment processes.
- As noted above, the Assessment Manual is available on the web. The Faculty Office is using a database approach to create a version that can be up-dated more easily when changes are made to either the University or Faculty policies.
  - Unit of study outlines for all Schools, which clearly define assessment requirements.
  - In Health Information Management, the weekly schedule of assessments summarises the tasks required by all units of study. This is handed out to each year each semester. See Appendix A.
  - Many Schools reinforce written material with discussion of assessment requirements during lectures and tutorials.

**Evaluation:** *A firm foundation is in place but assessment is always on the agenda. The Teaching and Learning Committee review of the Faculty Assessment Manual will consider not only current guidelines for quantity of assessments within units of study but will also focus on the context within which assessments are completed. This context includes the research and preparation time required to successfully complete assessment requirements. Ensuring that students understand assessment processes is not easy. It might be assumed that the majority of successful students are well oriented towards what they have to do to succeed. However, ensuring understanding is difficult.*

(4) How does the faculty ensure the quality of its teaching and recognise good teaching?

- (a) Methods for monitoring the breadth, depth, pace, variety and challenge in teaching.
- The Faculty Undergraduate Reform Project encourages and advocates the use of more flexible and inquiry based learning, and Mode 2 knowledge systems. See ‘The Ways Forward Paper 1 The Overview’ at <http://www.fhs.usyd.edu.au/ugcr/>.
  - Unit of study evaluations using the USE form constructed by ITL began in semester 1 2002 as a Faculty initiative to ensure quality of teaching. The Faculty Teaching and Learning Committee endorsed four Faculty-specific questions. Each School provided a three-year schedule for evaluating every unit of study in that School using the USE forms. The results of these evaluations will be sent to the Head of School and to the Dean.
  - The School of Physiotherapy encourages individual tutors to make use of evaluation instruments for self-evaluation.
  - The School of Biomedical Sciences utilises formal and informal peer reviews of teaching.
- (b) How decisions about the selection of particular teaching strategies in relation to student learning outcomes are monitored.
- The Undergraduate Reform Project has stimulated discussion of teaching strategies through discussion papers (see website), Faculty Fora, and staff development workshops such as those conducted in 2001 and 2002 to improve the use of Internet computer technologies. (T&L plan objective 5).

- The Heads of School play a major role in monitoring the quality of teaching, and assessing the success of particular teaching strategies. This role is carried out in collaboration with Unit of Study Co-ordinators.
  - All Schools regularly review teaching strategies in light of student feedback via evaluations and informal discussions, as well as with peers and more experienced colleagues through External Advisory Committees, Examiners meetings, and School Board meetings.
  - Appropriate teaching strategies are an element of accreditation review by professional associations.
- (c) Methods used to enhance the quality of teaching, including staff development, mentoring and peer review.
- The Teaching and Learning Committee encourages staff development through workshops facilitated by expert staff from the ITL and the Faculty's Education Connections unit.
  - Regular student evaluations of teaching in all Schools.
  - In at least 5 Schools, Medical Radiation Science, Health Information Management, Occupation and Leisure Sciences, Biomedical Sciences, and Exercise and Sport Science, inexperienced staff are supervised by more experienced academics. In some Schools this has progressed into informal or formal mentoring programs.
  - In Exercise and Sport Science staff who receive very good teaching evaluations are known and encouraged to share their skills.
  - In other Schools such as Physiotherapy, Health Information Management and Behavioural and Community Health, team-teaching is used to enhance staff development by blending staff with different teaching strengths.
  - In some Schools no new staff have been hired for up to four years due to budget restraints, so all the teaching staff are experienced.
  - In Medical Radiation Sciences the Head of School reviews teaching evaluations and advises lecturers when improvement is needed. In 2002 they have four new lecturers and are running a series of tutorials in the inter-semester break on the use of IT packages to help learning and on learning techniques, e.g. on setting good MCQs. One reason for this is the fact that a staff member commencing in April could not get admittance to the ITL Graduate Certificate course until semester 1, 2003.
  - The University's Performance Management and Development system is being implemented in the Faculty in 2002 and this provides another opportunity for Heads to discuss professional development with teachers.
  - Time release is provided to staff in the School of Behavioural and Community Health Sciences for the development of quality distance education materials and new large units of study.
- (d) How the faculty supports, recognises and rewards good teaching.
- The Faculty offers the Jeffrey Miller Excellence in Teaching Award. The selection criteria for this Award were recently reviewed by the Excellence in Teaching Sub-Committee. It was found that there was only one criterion that needed to change in order to align our Award with recent changes to similar University and National award schemes.
  - A new Faculty Excellence in Post-graduate Supervision Award has been developed for ratification at the August Faculty Meeting. The criteria for this Award match those for the University Vice-Chancellor's Award, and submission dates will be aligned to encourage staff to use feedback from the Faculty application to strengthen their University application.
  - As mentioned above (question 2) staff are encouraged to enrol in a teaching qualification.
  - The promotion system within the University recognises the quality of teaching and this is discussed at the annual promotions staff seminars along with methods of collecting evidence of excellence.
  - Effective teachers identified within the Faculty will be asked to showcase at the 'Teaching Forum' in November 2002.
  - Creation of Teaching and Learning website May 2002 (T & L plan 4.1.1A).
  - All Schools actively encourage and support staff in applying for teaching research grants and Excellence in Teaching Awards at all levels.

***Evaluation:*** *The Faculty puts a lot of effort into maintaining and improving the quality of teaching within a constrained economic and financial environment. Rewarding good teachers in the Faculty by asking them to present at the Faculty Teaching Forum will facilitate both the acknowledgement and migration of good practices.*

(5) *What arrangements does the Faculty have in place to monitor and support student progression?*

- (a) The arrangements within the faculty for identifying students at risk of non-completion or failure and the processes used to intervene in these cases.
- All Schools have academic advisers, known as year or course co-ordinators, who analyse assessment results early during semester and intervene in cases identified as at risk. Special attention is given to this for first year students during first semester. Intervention strategies include:
    - Counselling to reduce load where possible and on progression.
    - Referral to the Language Learning Unit. A formal referral form is used for this.
    - Referral to Student Welfare programs.
    - Review of draft assignments.
    - Advice on study skills and learning strategies.
    - Varying assessment methods for students with special needs.
    - Bridging courses.
    - After Semester 1 exams, letters are sent to at risk students to set interviews with appropriate academic staff.
  - Academic advisors (sometimes called non-standard student co-ordinator) will interview students who do not progress in the usual way before enrolment. An academic advisor must approve enrolment for all non-standard students. At these interviews advice is provided to students on the most suitable unit of study choices and ways to deal with progression problems.
  - One of the main activities of the First Year Experience Action Group was to analyse problems with transition from high school to tertiary education, and develop policy and support mechanisms for first year students. The First Year Action Plan and the A and B reports mentioned above (question 2(b)) set out the strategies being implemented. ([http://fhs.usyd.edu.au/ugcr/ways\\_7.htm](http://fhs.usyd.edu.au/ugcr/ways_7.htm)). (T&L plan 3.2.1A).
  - During 2002 the Associate Dean (Students) is leading a project to pilot a peer-mentoring scheme for students. (T&L plan 3.2.1B).
  - Through formal and informal research the Faculty has noted that the need to work for a significant number of hours in paid employment is a major risk factor in cases of failure or poor progression. The Faculty has therefore introduced strategies to increase flexibility in delivery and enrolment options in all courses and units. The Undergraduate Reform Project is a significant initiative in this area. (T&L plan 4.2.1).
  - The Communication Sciences and Disorders, Health Information Management, Medical Radiation Sciences, Physiotherapy, and Occupation and Leisure Sciences all have first year assessment tasks specifically designed to identify at risk students and provide appropriate early intervention. The School of Health Information Management has a similar process for post-graduate coursework students. Exercise and Sport Science use mid-semester examinations/assessments for this purpose. Behavioural and Community Health Sciences routinely contact the professional school concerned as soon as they detect an at risk student based on close monitoring of during semester assessment tasks. All first year Biomedical Sciences units have Semester I assessment tasks designed to provide accurate feedback to all students, with students assessed at risk identified and counselled. For many units, particularly those in first year, students are assigned the same tutor for all tutorials and practical classes for the semester. In this way the progress of weaker students can be monitored closely.
- (b) How the use of learning resources and academic support assist student learning outcomes.
- Information Technology resources are available through all Schools and through Faculty-wide open access computer labs. This aims to promote independent learning and more student control of learning.
  - The Health Sciences Library has a range of initiatives to support students achieve learning outcomes. These include workshops for library familiarisation for new students, bibliographic search techniques and computer literacy.
  - Student Welfare Services at the Cumberland campus provide several learning resources for students. Their workshops include language learning labs, study skills, assignment writing techniques, and exam techniques.
  - The Faculty offers bridging courses to students who may lack sufficient knowledge in HSC subjects such as Physics and Chemistry.
  - Students are informed about resources using various methods including flyers placed on notice boards and advice from academic staff. The “Study Resources and Support” section of the web-

site was designed to give students ready access to information about the Faculty and University resources.

- Some Schools use web-based tutorials and regularly updated FAQ material on their web-sites.
- All Indigenous students are entitled to tutoring under the Aboriginal Tutorial Assistance Scheme (ATAS) up to a maximum of two hours per subject per week (dependent on DEST funding) which they are encouraged to take up off-campus.
- Students enrolled in reduced load options in the School of Indigenous Health Studies are concurrently enrolled in the Aboriginal Health Science Support program, which provides timetabled support tutorials that mirror their current program subjects.
- The School of Biomedical Sciences provides the Anatomy Museum, which is open to students for private study.
- The School of Exercise and Sport Science provides learning resources in the biomechanics and physiology laboratories. These include computer workstations and software to support biomechanics projects. Resources have also been targeted for biochemistry and anthropometry to increase the practical sessions in these units of study, which students have identified as valuable in achieving learning outcomes.
- Academic support is available in the School of Exercise and Sport Science for University Sport Scholarship holders and for students identified at risk.

**Evaluation:** *The Faculty has sound processes in place to monitor student progress and offer support where appropriate.*

(6) *How does the faculty ensure the quality of research supervision and training?*

- (a) Arrangements for ensuring high standards of supervision.
- Supervisors are encouraged to attend ITL courses on higher degree by research (HDR) student supervision and the Faculty recognises and encourages excellence in research supervision through an annual award.
  - All Schools have postgraduate coordinators to ensure that good supervision practices are in place and University policy is implemented. Typical actions include appointing mentors for new supervisors, checking supervisor load, ensuring that students have two supervisors, and ensuring that the supervisor is well suited for a student's proposed topic.
  - Associate Dean (Graduate Research) advises Schools of changes to the context of research training (e.g. changes in University policy, DEST funding models) via GSC and postgraduate coordinators meetings.
  - Associate Dean (Graduate Research) monitors Schools adherence to policy.
  - Relevant policy documents and forms are easily accessed from Faculty web page.
- (b) Mechanisms in place for ensuring effective completion and retention.
- The School Postgraduate Coordinators monitor HDR student progress.
  - The Faculty Graduate Studies Committee provides data on completions and discontinuations to Schools for remedial action.
  - All Schools use annual reports and/or review panels and intervene early if there are signs of poor progress.
  - School postgraduate coordinators check that potential students have sufficient academic experience to undertake a research degree successfully.
  - Some Schools, Behavioural and Community Health Sciences, Physiotherapy, and Exercise and Sport Science and the Health Science Doctorate program have annual student research days, to allow students to present a formal conference paper to peers and staff. These are supplemented with smaller research seminars and colloquia, in Behavioural and Community Health Sciences, Biomedical Sciences, Health Science Doctorate, Occupation and Leisure Sciences, Medical Radiation Sciences, and Physiotherapy, that aim to build a collaborative research environment for students.
  - As mentioned in question 3(b), the Faculty has developed guidelines for candidates and examiners of masters theses. These make clear the standard expected of candidates. New examiners guidelines for the Health Sciences Doctorate will be considered at the August Graduate Studies Committee.
  - (<http://www.fhs.usyd.edu.au/policies/acdocs.htm>).
- (c) How the research climate for students and provision of resources to support research are monitored.

- School postgraduate coordinators advise the Associate Dean (Graduate Research) of local issues via Graduate Studies Committee and/or Postgraduate Coordinators meetings.
  - The Campus Properties Department reports to the Graduate Studies Committee on postgraduate accommodation in each School.
  - The results of the PRSS scheme are reported to the Associate Dean (Graduate Research).
- (d) The use of student and/or graduate views to improve the experiences of HDR students.
- Annual progress reports require substantial input from students, and are discussed at review panels with the student so that they have the opportunity to raise issues. Annual review panels are conducted so that supervision issues can be aired in a constructive, non-threatening atmosphere. All Schools have annual reviews in the first year and Biomedical Sciences, Health Information Management, and Medical Radiation Sciences, for the duration of the candidature.
  - The advice of SUPRA is sought on issues such as postgraduate accommodation.
  - A current student and SUPRA representative is on the judging panel for supervision award. HScD talk is an email discussion group comprising all students, administrative and teaching staff in the Health Sciences Doctorate. Discussions occur on any matters relevant to candidature and study.

**Evaluation:** *The Faculty has seen a rapid expansion in HDR students: 60 in 1990, 155 by 1995 and 290 in 2002. The Faculty's major achievement in research training has been its ability to rapidly increase the number of skilled supervisors and the facilities available for HDR students. These actions have been effective allowing successful and timely completion e.g. 31 PhDs awarded in 1999-2001; average candidature 4 years full-time. However we are mindful that there is still much to be done to ensure that best practice occurs consistently across the Faculty.*

*We have identified the following problems that we will address.*

- *The existing Faculty postgraduate student database is unreliable and difficult to access forcing many Schools to run their own database.*
- *There has not been the opportunity to review current policies/procedures to ensure that they represent best practice.*
- *Each School has developed their own induction programs; this situation is inefficient and makes it difficult to ensure that best practice occurs consistently across Schools.*
- *There is an unacceptably high withdrawal rate e.g. 110 HDR withdrawals in the period 1999-2000 suggesting that the Faculty needs to give greater consideration to student and supervisor selection.*
- *The Faculty has not been strategic in allocating HDR load.*
- *There has not been systematic evaluation of our HDR students.*

*We are undertaking a number of activities to address these problems. The Dean and Associate Dean (Graduate Research) have met with the Chair of the Board of Postgraduate Studies in Dentistry, Medicine and Pharmacy to develop closer collaboration with student database systems, benchmarking activities, and processes for the management of research training. The Graduate Studies Committee has a working party developing policy on selection of HDR students and the Faculty will consider the Faculty of Medicine's process for registering supervisors to ensure that they have and maintain appropriate skills.*

*Graduate Studies Committee is reviewing the induction programs and educational support offered by Schools with a view to developing common Faculty programs that represent best practice in research training. Within this review we will consider the induction programs run by the Faculties of Engineering and Economics and Business that were endorsed as representing best practice in the University's 2002 draft Research and Research Training Management Report. The Faculty intends to use data from focus groups and the University HDR questionnaire to allow our quality improvement activities to be informed by the views of our HDR students. Lastly we will align research supervision with the research strengths of the Faculty so active researchers working in areas of institutional strength supervise HDR students.*

(7) *What are the faculty's arrangements for evaluation and quality improvement, including the use of student and graduate feedback and other performance indicator data to monitor and enhance performance? How does it recognise good teaching?*

- (a) Mechanisms in place for collecting and acting on the results of student and graduate feedback on teaching, units of study and courses.

- SCEQ/CEQ data, including open-ended responses, are sent to all Schools for dissemination to all academic staff. The Teaching and Learning Committee collated and discussed School responses to these data, and provided a summary for the ITL EQA working party.
  - To improve the SCEQ/CEQ results for the Faculty, the SCEQ Working Group was formed as a working group of the Teaching and Learning Committee. Questions with low ‘agreement’ scores have been identified. The working group is currently analysing these questions in an attempt to identify appropriate strategies to improve the percentage agreement responses. These strategies will be incorporated into the Teaching Forum planned for November 2002 (T&L plan 3.1.1B).
  - The Teaching and Learning Committee is responsible for the oversight of the implementation of the USE system for gathering student feedback on teaching (see question 4 above).
  - The First Year Experience survey includes questions on teaching, units of study and courses. Results are analysed and compiled into an annual report, which includes recommendations on how to improve the student’s first year.
  - Lecturers are encouraged to respond to feedback from evaluations and to communicate to students where changes are made based on previous student feedback (T&L plan 1.2.2A).
  - The Faculty has active student representation on most academic governance committees responsible for review, development and implementation of academic policies affecting students.
  - The School of Exercise and Sport Science conducts exit poll surveys of graduates and this information is used for curriculum review discussions.
  - In the School of Communication Sciences and Disorders, students complete feedback on their clinic experiences and clinical educators. The Director of Clinical Education who counsels staff and adjusts policy and clinical education training accordingly examines this feedback. The School also collects a large whole-course evaluation from final-year students covering many aspects of their courses. The results of this fourth-year evaluation are used to discuss and modify aspects of the courses.
- (b) Arrangements for applying University performance indicator data to improving educational quality.
- The First Year Experience Action Group compared survey data to that of other Universities. A report was produced and circulated to all Schools. Using survey data to monitor the success of new policies is now part of the First Year Action Plan.
  - The Standing, Teaching and Learning and Undergraduate Studies Committees have discussed the Teaching Performance Indicators. The Associate Dean (Undergraduate Studies) has completed an analysis of TPI data to investigate where improvements can be made. For several indicators our performance compared within the University is better than where compared to our comparators and we are investigating who these are and how the data are compiled. It should be noted that few Schools in the Faculty have similar professional Schools within the GO8 or GO6 universities.
  - Via emails from the Associate Dean (Teaching and Learning), and the Director of Education Connections, staff in all Schools are made aware of Teaching Performance Indicator data and how it may be used to improve teaching quality.
- (c) How consistency between University requirements and faculty Quality Assurance and improvement mechanisms is achieved.
- The Faculty Teaching & Learning Committee, Undergraduate Curriculum Reform and Graduate Studies Committee are all concerned with achieving high quality outcomes in teaching and consistency with Faculty policy and University requirements. These committees develop and implement new policies with specific reference to relevant University requirements, and play a major role in ensuring compliance with policies.
  - The implementation of policies and guidelines is assisted through the production of manuals, <http://www.fhs.usyd.edu.au/policies/acdocs.htm>, which staff use as operational tools. The Heads of School oversee the proper implementation of policy. The Faculty Office is responsible for updating manuals and placing them on the website.
  - School committees mirror Faculty and University committees
- (d) Methods used to monitor progress towards goals specified in the Faculty of Health Sciences Teaching and Learning Plan.
- Faculty workshops co-ordinated by Teaching & Learning Committee Sub-committees and by the Education Connections unit assist in the progress towards goals specified in the Faculty Plan.
  - The Faculty Teaching and Learning Committee has the ‘Teaching and Learning Plan’ as a standing agenda item and takes the main responsibility for monitoring progress.

**Evaluation:** *The Faculty is improving evaluation and quality improvement processes through voluntary participation as a pilot site for University Quality Audit, and through the implementation of the USE evaluation system which means that student evaluations will be consistently obtained for all units of study and results communicated and discussed with Heads of School and the Dean. The SCEQ Working Group is using student feedback to monitor and enhance performance.*

### C. Summary of self-evaluation.

Overall, the Faculty does well in the quality assurance of teaching. Many processes, such as informative unit of study outlines and Assessment Program Meetings, are embedded in everyday practice. Another strong plank in our quality assurance process is the external review of courses for accreditation by professional associations. The Faculty governance structure of committees and sub-committees mirrors that of the Academic Board and is an effective structure for producing results as evidenced by the production of policy documents and the undergraduate reform process referred to above. Cross-disciplinary teaching and the use of teaching teams mean that peer scrutiny is a strong element of the daily work. This occurs in part because virtually all courses include teaching from the Schools of Biomedical Sciences and Behavioural and Community Health Sciences. However, the Teaching and Learning Plan recognises that the collaborative process could be enhanced. Despite these strengths there are areas that need improvement. The need to improve the supply of information to students when they need it has led to changes in the Faculty website, the creation of the Associate Dean (Students) position, and the activities underway in the First Year Action Plan. Further, Undergraduate and Post-graduate Coursework Reform have an agenda of widespread culture change that should optimise curricula and teaching and learning processes. Compared to other parts of the University, the Faculty is less experienced in the supervision of research students. Several activities are underway to achieve improvements in the research training area. These areas are all works in progress.

It should be acknowledged that there is always a problem in gaining compliance with policy and with reaching all staff in the culture change process. The monitoring process relies heavily on the Heads of Schools, supported by the Dean, to both create a climate of excellence and to work creatively with all staff to give people the opportunity to optimise their performance. Appropriate mechanisms to support Heads in achieving these goals are important, and in this the Faculty relies heavily on those mechanisms available to the University as a whole. The accountability of Heads to the Dean is an important element of the management process.

In summary, the breadth and depth of the quality assurance processes outlined in this report support the assertion that the Faculty of Health Sciences is well placed to continue to offer excellent teaching and learning outcomes. These processes are consistent with the Management and Evaluation of Teaching Resolutions of Academic Board. There are areas of excellent practice but we recognise the need to strengthen mechanisms to migrate good practice across the Faculty.

#### References:

Adamson, B., Harris, L., Heard, R. & Hunt, A. (1996) *University Education and Workplace Requirements*. Lidcombe: The University of Sydney.

**APPENDIX THREE FACULTY TEACHING AND LEARNING PLAN**

# FACULTY OF HEALTH SCIENCES

## TEACHING AND LEARNING PLAN 2000-2004

### Priority Strategies and Targets for 2002

As part of the process of developing priority strategies and targets for teaching and learning for 2002, the Faculty of Health Sciences has reviewed the strategies developed for the five year Teaching and Learning Plan. Consequently, the following strategy has been added to the Faculty of Health Sciences Teaching and Learning Plan 2000 to 2004:

- Objective 1.1.2 (c) Develop the quality monitoring processes that will allow the Faculty to respond to the requirement for evidence of quality of teaching and learning (eg: AQUA audits).

<i>5 Year Perspective</i>	
Objectives	Priority Strategies and Targets to the end of 2002 [Responsibility group listed in brackets]
<p><b>Objective 1</b> To enhance the capacity of the Faculty to continue to provide high quality education which is relevant to a changing workplace and a changing higher</p>	<p style="text-align: center;"><b>1.1 Workplace context:</b> Conduct activities (e.g. meetings with external advisory Committees, industry) which identify changing workplace demands (in relation to individual professional preparation programs) in order to ensure program objectives are consistent with changing workplace trends</p> <p style="text-align: center;"><b>1.1.1 Consult with relevant external bodies</b> A. Consult with external (professional and/or industry) groups to discuss workplace relevance of current undergraduate curriculum reform as part of regular School-led meetings and report to Undergraduate Studies Committee by Dec 2002 [Schools] B. Consult with relevant professional bodies to seek accreditation of FHS programs that are not already accredited and report to Dean by Dec 2002 [Schools]</p>

education context

**1.2 Higher education context:**

- (a) Ensure that Faculty programs are informed by developments in higher education
- (b) Promote discussion of strategies to enhance curricula and maintain market competitiveness of programs
- (c) Develop the quality monitoring processes that will allow the Faculty to respond to the requirement for evidence of quality of teaching and learning (eg: AQUA audits).

**1.2.1 Promote and develop coursework and continuing professional education programs**

- A. Investigate the feasibility of introducing additional graduate entry programs [Graduate Studies Committee]
- B. Prepare a report, including recommendations, for the Dean and Faculty regarding student assessment workload within FHS programs, incorporating issues of equity between programs by Aug 2002. [Teaching and Learning Committee]
- C. Incorporate all graduate student assessment issues into the FHS Assessment Policies and Procedures document and report to Faculty by Aug 2002 [Teaching and Learning Committee]

**1.2.2 Improve quality assurance mechanisms related to teaching and learning**

- A. In consultation with the Student Guild, employ two strategies to improve student knowledge about and response rate to the CEQ and SCEQ. [Teaching and Learning Committee]
- B. Develop a best practice teaching and learning website. [Teaching and Learning Committee]

**1.3.1 Implement professional development initiatives**

- A. Conduct two workshops on research into teaching and learning in conjunction with the Institute into Teaching and Learning [Teaching and Learning Committee]
- B. Increase by 5% the average staff output in terms of submissions for publication on educational topics in professional Journals. Schools to report to Teaching and Learning Committee comparing data from Scholarship Index records. [Schools]
- C. Prepare a submission to the Dean for perpetual funds via the FHS Teaching Small Grant Scheme to support FHS research into T&L by October 2002 [Teaching and Learning Committee]
- D. Conduct a seminar on inquiry based learning, including flexible approaches to teaching and learning, to enable staff to incorporate the ten themes for Undergraduate Reform into the units of study that they co-ordinate [Teaching and Learning Committee]
- E. Increase by 5% FHS contributions at external education conferences [Schools/Teaching and Learning Committee]

**1.3 Staff Development:**

- (a) Conduct seminars on teaching, assessment and curriculum development
- (b) Promote staff development through support of staff attendance at educational conferences and training sessions
- (c) Conduct educational sessions for clinical educators (non University fieldwork educators)
- (d) Support staff in scholarly writing and research in health sciences education

Objective 2  
 To implement curriculum reform (incl. the 10 themes for UG Reform – see Appendix) to enhance the development of independent lifelong learning skills including problem solving, team work, communication and integration skills.

2.1 *Promote collaborative teaching and learning across FHS programs to promote teamwork, communication and problem solving skills*

2.1.1 *Develop units of study which facilitate collaboration between students across professional programs*

- A. Report to Undergraduate Studies Committee on the feasibility of CDUs of study that may be offered by Schools other than Biomedical Sciences and Behavioural and Community Sciences by June 2002 [Undergraduate Studies Committee]
- B. Develop identified CDUs of study for implementation in 2003 [Schools]

- 2.2 *Develop a curriculum management framework which enables UG Reform initiatives to be implemented and maintained*
- 2.3 *Enhance the infrastructure to support UG Curricula*
- 2.4 *Enhance clinical education/fieldwork system improvement*

2.4.1 **Produce a report on the current clinical education/fieldwork systems and procedures in operation in the various UG curricula and advise the Dean on problems, opportunities and recommended action for improvement by Dec 2002 [Director of Development - Clinical Education/Undergraduate Studies Committee]**

2.5.1 **Review the undergraduate reform initiatives and prepare a report for Faculty on the applicability of these to postgraduate education by Nov 2002 [Graduate Studies Committee]**

*5 Year Perspective*

**Priority Strategies and Targets to the end of 2002**

**Objectives**

**Strategies 2000-2004**

**[Responsibility group listed in brackets]**

*2.5 Apply curriculum reform initiatives to graduate programs*

**Objectives**

**Objective 3**

To facilitate the transition to the University learning context by enhancing the experience of first year students

*3.1 Develop teaching and learning strategies designed to gradually increase independent learning and problem-solving skills in the first year student population while maintaining a supportive learning environment*

*3.1.1 Identify and implement successful teaching and learning strategies to address the learning priorities for first year students*

*A. Establish a working group of First Year Co-ordinators to assist the implementation of the Faculty's Action Plan for enhancing the first year experience [Teaching and Learning Committee]*

*B. Conduct a workshop using where possible exemplars from within the Faculty and University, on the provision of effective feedback to students on their performance [Teaching and Learning Committee]*

*C. Conduct a workshop on teaching and assessment strategies which encourage a deep approach to student learning [Teaching and Learning Committee]*

*D. Evaluate all first year CDUs of study with respect to the success of incorporation of*

Objectives

<p>3.2 Develop efficient and effective support mechanisms for first year students across the Faculty</p>
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<p>strategies to improve the experience of first year students and report to Teaching and Learning Committee by December 2002. [Teaching and Learning Committee]</p> <p><b>3.2.1 Evaluate and target resources available to support Faculty students</b></p> <p>A. Prepare a report for the Dean evaluating existing FHS and University of Sydney academic and student life skills support mechanisms for first year students with recommendations for improving access to and availability of resources by Aug 2002 [Teaching and Learning Committee]</p> <p>B. In consultation with the Student Guild and student body, prepare a report for the Dean on the success of the Faculty peer mentoring scheme to aid in their transition to tertiary education, and prepare a report for Teaching and Learning Committee by June 2002. [Teaching and Learning Committee]</p> <p>C. In consultation with the Student Guild produce a Faculty wide First Year Orientation</p>
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Objectives

book with School specific inserts and based on outgoing first year students comments on

"I wish I knew then what I know now" [Teaching and Learning Committee]

**3.3.1 Evaluate the experience of first year students**

A. Identify and review results of existing evaluations of first year experience, including SCEQ results. Use data to construct focus group questions and conduct focus group interviews with approximately 100 first year students. Report results of focus group interviews to Teaching and Learning Committee by Dec 2002 [Teaching and Learning Committee]

**3.3 Monitor the first year experience to evaluate the effectiveness of strategies and support mechanisms to facilitate student transition to the University learning environment**

B. Prepare a report for Teaching and Learning Committee on the feasibility of conducting a Faculty wide exit survey of all students withdrawing during and at the end of 2002 using the Faculty of Engineering instrument by Apr 2002 [Teaching and Learning Committee]

**3.4.1 Amend marketing of programs to reflect the work in developing strategies to enhance the first year experience. [Undergraduate Studies Committee]**

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2002 [Responsibility group listed in brackets]
	<p>3.4 <i>Provide clear information to prospective students about FHS programs and requirements and expectations of tertiary study</i></p>	

Objectives

4.1 **Facilitate development of an organisational culture** across the Faculty which values, supports and promotes flexibility in teaching and learning

**4.1.1 Disseminate information & promote discussion on flexible teaching & learning**  
A. Convert the existing Flexible Teaching and Learning website to a broader Teaching and Learning website integrating flexibility by July 2002 [Teaching and Learning Committee]  
B. Consult with student representatives regarding the meaning of flexibility for students. Report results of consultations to Teaching and Learning Committee by Oct 2002. [Teaching and Learning Committee]

4.2 **Improve the quality of flexible teaching and learning** in FHS programs

**4.2.1 Collect and disseminate information on the impact of flexible approaches on students**  
A. Report to Undergraduate Studies Committee on viable part-time pathways identified by undergraduate students by June 2002. [Undergraduate Studies Committee]  
B. In consultation with the Student Guild develop strategies to promote successful part-time strategies to undergraduate students and report to Teaching and Learning Committee by Dec 2002 [Teaching and Learning Committee]

4.3 **Develop collaborative partnerships** in postgraduate education in Australia and internationally

**4.3.1 Promote strategies for developing and implementing collaborative partnerships**  
A. Compile a report to Faculty on lessons learned from existing collaboration initiatives by June 2002. [Graduate Studies Committee/Education Connections]

4.4 **Provide staff development** to facilitate the incorporation of flexible teaching and learning strategies in FHS programs

**4.4.1 Promote evidence-based approaches to flexible teaching and learning**  
A. Conduct a Faculty Showcase of research on flexible teaching and learning strategies by June 2002. [Teaching and Learning Committee]

Objective 4

To improve

Faculty provision of health sciences

education through

flexible teaching

and learning

strategies

**Objectives**

**Objective 5**  
To enhance Faculty use of information and communication technology (ICT) to foster quality and innovation in teaching and learning

5.1 Enhance the availability of ICT-supported teaching and learning resources

5.2 Provide a diversity of staff and student development options to improve the use of ICT in the support of teaching and learning

**Improve student access and support in the use of ICT in learning**

- A. In association with Cumberland Campus develop a plan to align Faculty/Campus provision of computer facilities to students in response to needs identified in 2001 [Dean's nominees]
- B. Identify first year students who do not have access to computer facilities and the Internet at home [Teaching and Learning Committee]
- C. Prepare a report for Teaching and Learning Committee with scenarios for support of these students to achieve similar outcomes during their program to students living in an ICT rich environment at home. [Teaching and Learning Committee]

**Identify, disseminate and evaluate opportunities provided for students to improve their use of ICT**

- A. In association with Cumberland Campus ITSD and the Health Sciences Library foster the construction of a student friendly website with advice and support on access to and support of computer and Internet use by Mar 2002 [Education Connections/ Teaching and Learning Committee]
- B. Compile a report for the Teaching and Learning Committee of opportunities available within units of study for students to develop ICT literacy by Dec 2002. [Teaching and Learning Committee]

**FACULTY OF HEALTH SCIENCES TEACHING AND LEARNING PLAN REPORT 2001**

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
<p><b>Objective 1</b> To enhance the capacity of the Faculty to continue to provide high quality education which is relevant to a changing workplace and a changing higher education context</p>	<p><b>1.1 Workplace context:</b> Conduct activities (e.g. meeting with external advisory Ctess, industry) which identify changing workplace demands (in relation to individual professional preparation programs) in order to ensure program objectives are consistent with changing workplace trends</p>	<p><b>1.1.1 Conduct meetings</b> (in addition to the regular school-led meetings) with external (professional and/or industry) groups to discuss workplace relevance of emerging undergraduate curriculum reform</p> <p>A. Conduct two meetings by Dec 2001</p>	<p>• School of Physiotherapy has held extensive meetings with Australian Council of Physiotherapy Registration Authorities regarding accreditation of the UG Physiotherapy program at the FHS which included discussion of the undergraduate curriculum reform – accreditation achieved</p> <p>• The School of Medical Radiation Sciences has had extensive consultation with the Radiography profession regarding accreditation, which included discussion of the undergraduate curriculum</p>	<p>In progress - The FHS has decided to utilise the regular meetings with external professional and/or industry groups to discuss the workplace relevance of undergraduate curriculum reform. The FHS considers that these discussions will be more beneficial if postponed until 2002.</p>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
			reform.	
		B. Report recommendations of these meetings to relevant FHS Committees (ie: Standing Committee, UGSC, DMAC, UG Reform Ctte) and School Boards following meetings.		Postponed until 2002 – see comments A. above
<p><b>1.2 Higher education</b> context:</p> <p>(a) Ensure that Faculty programs are informed by developments in higher education</p> <p>(b) Promote discussion of strategies to enhance curricula and maintain market competitiveness of programs</p>	<p><b>1.2.1 Promote and develop coursework &amp; continuing professional education programs</b></p> <p>A. Report from graduate Studies Ctte to Dean concerning the feasibility of the introduction of one or more additional graduate entry programs by December 2001</p> <p>B. Promotional web pages including information about flexible learning opportunities, for all coursework postgraduate programs by October 2001</p> <p>C. FHS policy and guidelines</p>	<ul style="list-style-type: none"> <li>• Professional entry program in HIM commenced 2001 and a Physiotherapy professional entry course is to be implemented in 2002</li> <li>• Website functional – to be regularly updated with FHS website</li> <li>• FHS policy on undergraduate</li> </ul>	<p>Completed</p> <p>Completed</p> <p>Completed</p>	

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
		concerning UG student workloads for reporting to Dean by December 2000	student and Honours workload endorsed by Faculty Nov 2000 and March 2001 respectively	
		D. Revised FHS assessment Policy Guidelines for presentation to Faculty for endorsement by December 2000	<ul style="list-style-type: none"> <li>FHS Assessment Policy and Procedures endorsed by Faculty Nov 2000</li> </ul>	Completed
		E. Transfer PG coursework masters programs to 48 credit points by Mar 2001	<ul style="list-style-type: none"> <li>All FHS coursework Masters programs from 2002 enrolment will be 48 credit points</li> </ul>	Completed
<b>1.3 Staff Development:</b> a) Conduct seminars on teaching, assessment and curriculum development b) Promote staff development through support of staff attendance at educational conferences, training sessions	<b>1.3.1 Implement professional development initiatives.</b> A. Conduct two workshops to promote scholarly publications on teaching and learning by Dec 2001 B. Provide briefing sessions for Faculty on the University's teaching performance	<ul style="list-style-type: none"> <li>VC Showcase on Scholarly Inquiry into T&amp;L. – FHS second only to Faculty of Science in number of abstracts submitted and accepted, Sept 2001</li> <li>College of Health Sciences Education Conference Nov 2001 – abstracts due late Sept 2001</li> <li>Presentation in Oct 2000 re SCEQ, TPIs and effects on Faculty funding. Panel included</li> </ul>	Completed  Completed  Completed	Completed  FHS forums superseded by University and College forums  Completed

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
	<p>c) Conduct educational sessions for clinical educators (non-University fieldwork educators)</p> <p>d) Support staff in scholarly writing and research in health sciences education</p>	<p>indicator scheme by Dec 2000</p> <p>C. Increase by 5% the average staff output in terms of submissions for publication on educational topics in professional journals by Dec 2001</p>	<p>PVC T&amp;L, ITL and SRC representatives</p> <ul style="list-style-type: none"> <li>Although not listed as a priority strategy for 2000 to 2001, the Faculty of Health Sciences has conducted 3 education sessions for clinical educators (see C. under 5 Year Perspective Strategies).</li> </ul>	<p>Ongoing – output to be assessed following 2001 Scholarship Index data acquisition</p>
		<p>D. Allocate funds via the FHS RTL scheme to support Research into T&amp;L</p>	<ul style="list-style-type: none"> <li>FHS Teaching Small Grant Scheme (\$15,000) conducted in 2000</li> <li>Submission to Dean for continuation of above Scheme in 2001</li> <li>\$7,000 allocated to support professional development in FHS with respect to research into teaching and learning: <ul style="list-style-type: none"> <li>-1st workshop May 01,</li> <li>-2nd workshop scheduled for October 2001, but postponed until 2002 due to facilitator unavailability</li> </ul> </li> </ul>	<p>Completed</p> <p>In Progress</p> <p>Completed</p>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to end of 2001	Work to date	Comments/Targets Completed
<p><b>Objective 2</b> To implement curriculum reform (incl. The 10 themes for UG Reform(-see appendix) to enhance the development of independent lifelong learning skills including problem solving, team work, communication and integration skills.</p>	<p><b>2.1 Promote collaborative teaching and learning</b> across FHS programs to promote teamwork communication and problem solving skills</p>	<p>2.1.1 Develop units of study which facilitate collaboration between students across professional programs</p> <p>A. Prepare two discussion papers on curriculum strategies to facilitate inquiry-based collaborative teaching and learning by Dec 2000</p> <p>B. Conduct a Faculty Forum to consider above discussion papers by June 2001</p>	<ul style="list-style-type: none"> <li>• “A Framework of Inquiry for Undergraduate Curricula” discussion paper completed Apr 2000</li> <li>• “A Common Curriculum Platform for the FHS: Strategies for A Multiprofessional Faculty” paper completed Sept 2001</li> <li>• FHS has established a Working Party to plan activities to promote the incorporation of inquiry-based teaching and learning into the new Cross disciplinary units in Behavioural and Biomedical Sciences to begin in 2002 as the first stage in implementing UG curriculum reform</li> </ul>	<p>Completed</p> <ul style="list-style-type: none"> <li>• Completed – FHS decided that establishment of this Working Party represented a more targeted approach to facilitate incorporation of inquiry-based teaching and learning into reformed UG curricula</li> </ul>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
		<p>C. Develop /revise cross disciplinary units of study (based on the 10 themes of UG reform) in applied sciences for implementation in semester 1 2002 across the professional courses</p> <p>D. Investigate the feasibility of common units of study in clinical sciences areas and report to the Dean by Dec 2001</p>	<ul style="list-style-type: none"> <li>• following extensive Faculty consultation 30 cross disciplinary units of study have been developed in 2001 – in Biomedical and Behavioural Sciences. These cross disciplinary units replace 99 units of study.</li> <li>• not attempted in 2000-2001 because addressing the role of the clinical academic was seen as a priority – in progress</li> </ul>	<p>Completed</p> <p>Investigation of feasibility of common units postponed until 2002</p>
<p><b>2.2 Develop a curriculum management framework</b> which enables UG reform initiatives to be implemented and maintained</p>		<p>2.2.1 <b>Advise the Dean on a new Resources/finance (ie: management) System for curricula by the end of 2001 [DMACSC] (Product)</b> Revised Curriculum Management System for 2002 implementation</p>	<ul style="list-style-type: none"> <li>• Graduate Curriculum Manual produced Jan 2001</li> <li>• Undergraduate Curriculum Manual produced June 2000</li> <li>• FHS Policy developed for the management of non-School-based programs</li> </ul>	<p>Completed</p> <p>Completed</p> <p>Completed</p>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
	<p><b>2.3 Enhance the infrastructure to support UG Curricula</b></p>	<p><b>2.3.1 Advise the Dean on resource developments needed to improve The curriculum infrastructure for UG Courses (Product)</b>            Submission for University-Level funding in support of UG Reform By Dec 2000</p>	<ul style="list-style-type: none"> <li>• Successful submission for funding from the University's Teaching Improvement Fund 2000 (\$152,333) to support the development of new cross disciplinary units and initiatives associated with improving the experience of FHS first year students as part of undergraduate curriculum reform</li> </ul>	<p>Completed</p>
<p><b>2.4 Enhance clinical education / fieldwork system improvement</b></p>		<p><b>2.4.1 Produce a report on the current clinical education/fieldwork systems and procedures in operation in the various UG curricula and advise the Dean on problems, opportunities and recommend actions for improvement by end 2001</b></p>	<ul style="list-style-type: none"> <li>• Work progressing at a rate consistent with meeting stated deadline</li> </ul>	<p>In progress</p>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
<p><b>Objective 3</b>  <b>To facilitate the transition to the University learning context by enhancing the experience of First Year students</b></p>	<p><b>3.1 Develop teaching and learning strategies</b> designed to gradually increase independent learning and problem-solving skills in the first year student population while maintaining a supportive learning environment.</p>	<p><b>3.1.1 Identify and implement successful teaching and learning strategies to address the learning priorities for first year students</b></p> <p>A. Produce a report on proposed strategies being implemented which represent successful first year teaching and learning strategies consistent with the 10 UG Reform themes by June 2001</p> <p>B. Produce a report on proposed strategies for enhancing first-year experience consistent with the 10 UG Reform themes, based on findings of the 1<sup>st</sup> year experience research project conducted at FHS</p> <p>C. Produce an action plan for changes to first year experience/ programs for implementation in 2002</p>	<ul style="list-style-type: none"> <li>• “Strategies to enhance to first year experience in the FHS” <ul style="list-style-type: none"> <li>i) Report A examining effective practices currently undertaken in FHS completed Dec 2000</li> <li>ii) Report B examining good practice currently existing in higher education sphere which enhance the experience of first year students completed June 2001</li> </ul> </li> <li>• Feedback from FHS on above reports via questionnaires and focus groups has been completed. Action plan currently being developed based on reports and FHS feedback</li> </ul>	<p>Completed</p> <p>Completed</p> <p>In progress – due for completion by Dec 2001</p>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
		<p>D. Incorporate strategies (from A &amp; B) in a further 5% of first year units of study for commencement in 2002</p>	<ul style="list-style-type: none"> <li>Following completion of the action plan above the FHS First Year Experience Working Party will plan and implement professional development activities to support implementation of the action plan</li> </ul>	<p>In progress</p> <p>To be completed in 2002:</p> <ul style="list-style-type: none"> <li>All newly developed first year cross disciplinary units of study will be evaluated in 2002. Questions regarding incorporation of strategies to improve the experience of first year students will be included in these evaluations to determine whether these strategies have been successful.</li> </ul>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
	<p><b>3.2 Develop efficient and effective support mechanisms for first year students across the Faculty</b></p>	<p><b>3.2.1 Evaluate and target resources available to support Faculty students</b></p> <p>A. Prepare a report for the Dean evaluating existing FHS and University of Sydney support mechanisms for first year students with recommendations for improving access to and availability of resources by June 2001</p>	<ul style="list-style-type: none"> <li>• “Strategies to enhance to first year experience in the FHS” Report A examining effective practices currently undertaken in FHS completed Dec 2000</li> <li>• Report B examining effective practice currently existing in the higher education sphere which enhance the First Year experience - completed June 2001</li> </ul>	<p>Completed</p> <p>Completed</p>
	<p><b>3.3 Monitor the first year experience to evaluate the effectiveness of strategies and support mechanisms to facilitate student transition to the University learning environment</b></p>	<p><b>3.3.1 Evaluate the experience of first year students</b></p> <p>A. Conduct an exit survey in 2001 of all students withdrawing during and at the end of the year of their program</p>	<ul style="list-style-type: none"> <li>• FHS has decided not to conduct an exit survey in 2001 because of the major changes associated with undergraduate curriculum reform currently under development and due for implementation in 2002. Following feedback from the Faculty of Engineering regarding their experience with conducting such a survey in 2001, the FHS may conduct this survey in 2002.</li> </ul>	<p>Recast as a new 2002 T&amp;L Plan task</p>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
		<p>B. Report on survey results to relevant groups ie: Admissions, T&amp;L, UGSC cttees and marketing officer</p> <p>C. Consider and implement actions to enhance student's experiences based on survey findings within the 2002 T&amp;L Plan</p> <p>D. Amend marketing of courses to better inform prospective students of course nature, requirements, expectations by the end of 2001</p>	<ul style="list-style-type: none"> <li>• See above</li> <li>• See above</li> <li>• Feedback from focus groups conducted within FHS following dissemination of the reports into "Strategies to enhance to first year experience in the FHS", increased information has been gathered to better inform prospective students and marketing amended as required.</li> </ul>	<p>In progress – amendments to marketing strategy ongoing</p>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
<p><b>Objective 4</b></p> <p>To improve Faculty provision of Health Sciences education through flexible teaching and learning strategies</p>	<p>4.1.1 Facilitate development of an organizational culture across the Faculty which values, supports and promotes flexibility in teaching and learning</p>	<p><b>4.1.1 Disseminate information and promote discussion on flexible teaching and learning</b></p> <p>A. (<b>Product</b>) Develop live Faculty website on flexible teaching and learning to disseminate information to Faculty on flexible teaching and learning opportunities and projects in operation by October 2000</p> <p>B. Conduct a Faculty Forum on flexible teaching strategies by December 2000</p> <p>C. Prepare a discussion paper on systematic, cost-effective undergraduate curriculum options for enhancing flexible teaching and learning by July 2001</p>	<ul style="list-style-type: none"> <li>• Website is operational</li> </ul> <ul style="list-style-type: none"> <li>• Faculty Forum on Flexible Teaching Strategies in Medical Radiation Sciences semester 1 2001</li> <li>• Faculty Forum on Information and Communication Technology presented by Deputy PVC ITC</li> <li>• Adoption by University of a common IT platform (Web CT) has superceded the need to investigate cost efficient IT options</li> </ul>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Superseded</p>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
	<p>4.2.1 Improve the quality of flexible teaching and learning in FHS programs</p>	<p><b>4.2.1 Develop a profile of flexible teaching and learning in the Faculty</b></p> <p>A. Report to relevant Faculty Cites on number and proportion of elective units of study in current undergraduate courses by November 2001</p> <p>B. Report to Teaching and Learning Committee about undergraduate and postgraduate programs offered in off-campus and flexible mode in relation to draft generic flexible indicators by Feb 2001</p> <p>C. Report to relevant Faculty Committees about flexible teaching and learning approaches (both ICT supported and other) used in existing Semester 1 undergraduate and postgraduate units of study by August 2001</p>	<ul style="list-style-type: none"> <li>Report on elective choice in UG courses presented to FHS Undergraduate Studies Committee</li> <li>Report on a Flexible Indicators Framework presented to FHS Teaching and Learning Committee Dec 2000. This framework is currently being field-tested and a follow-up report will be presented to Teaching and Learning Committee in Nov 2001</li> <li>Because of the introduction of Web CT and the development of new CDUs as part of the undergraduate curriculum reform, this has been postponed to 2002</li> </ul>	<p>Completed</p> <p>In progress</p> <p>Postponed</p>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
	<p><b>4.3 Develop collaborative partnerships in postgraduate education in Australia and internationally</b></p>	<p><b>4.3.1 Undertake collaborative initiatives in priority postgraduate education areas</b></p> <p>A. Participate in a multi-professional collaborative initiative within the college of health Sciences in relation to flexible teaching and learning initiatives and infrastructure development. Report to Dean by December 2001</p>	<ul style="list-style-type: none"> <li>• College of Health Sciences “Gerontology On-line” Project in development. Pilot stage development due for completion by Dec 2001</li> <li>• Joint Faculty of Health Sciences/ College of Health Sciences course on Developmental Disability has been developed and is expected to commence in 2002</li> </ul>	<p>In progress</p> <p>Completed</p>
	<p><b>4.4 Provide staff development to facilitate the incorporation of flexible teaching and learning strategies in FHS programs</b></p>	<p><b>4.4.1 Promote Faculty use of flexible teaching and learning approaches</b></p> <p>A. Conduct two staff development workshops on aspects of flexible teaching</p>	<ul style="list-style-type: none"> <li>• Masters program in Occupational Therapy, in collaboration with the University of South Australia, due for implementation in 2002</li> <li>• Numerous workshops on the use of Web C T and the use of on-line Teaching and Learning strategies conducted</li> </ul>	<p>Completed</p> <p>Completed</p>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
		<p>and learning per annum on Cumberland Campus</p> <p>B. Increase the number of units of study offered fully or partially in flexible modes of delivery by 2% by December 2001</p>	<ul style="list-style-type: none"> <li>The incorporation of flexible modes of delivery is being strongly encouraged in the development of new CDUs as part of the undergraduate curriculum reform</li> </ul>	<p>In progress</p>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
<p><b>Objective 5</b></p> <p>To enhance Faculty use of information and communication technology (ICT) to foster quality and innovation in teaching and learning</p>	<p><b>5.1 Enhance the availability of ICT-supported teaching and learning resources</b></p> <p><b>5.2 Provide a diversity of staff and student development options to improve the use of ICT in the support of teaching and learning</b></p>	<p><b>5.1.1 Increase the use of ICT-supported teaching and learning methods</b></p> <p>A. Submit two proposals for funding to develop two new ICT-supported teaching and learning resources by end 2001</p> <p><b>5.2.1 Staff and student development activities</b></p> <p>A. Conduct two staff development workshops on Cumberland Campus to improve the use of ICT in the support of teaching and learning by end of 2001</p> <p>B. Develop a Faculty web-site between June and December 2001</p>	<ul style="list-style-type: none"> <li>• Adoption by University of a common IT platform (Web CT) has superceded the need develop other new ICT teaching and learning resources</li> </ul> <ul style="list-style-type: none"> <li>• Numerous Web-CT and Web education system project workshops conducted</li> <li>• IT Showcase 2000 conducted</li> </ul> <ul style="list-style-type: none"> <li>• The need for this website has been superceded by University of Sydney Web CT support unit</li> </ul>	<p>Superceded</p> <p>Completed</p> <p>Superceded</p>

Objectives	5 Year Perspective Strategies 2000-2004	Strategies and Targets to Address Priorities to end of 2001	Work to date	Comments/Targets Completed
		C. Demonstrate an increase in use of the web-site between June and December 2001	<ul style="list-style-type: none"> <li>Increased use of on-line dialogue and development with demonstrated monthly increase in staff use of undergraduate reform website</li> </ul>	Completed
		D. Establish a more integrated approach to ITC use in learning across the first year of all undergraduate programs in 2001	<ul style="list-style-type: none"> <li>Development of FHS policy on Computer literacy and UG Students endorsed by Faculty Nov 2000</li> </ul>	Completed