

FACULTY OF HEALTH SCIENCES

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Note that information provided in this report represents updates or additions to actions previously reported.

Recommendation 1	The Review Team commends the discussion around the development of College-wide interdisciplinary Units of Study (such as Indigenous Health Issues) and recommends that the discussion commenced at the 2003 CHS retreat be pursued at the College level. <i>(See Section 3.3.2)</i>
Action taken by the Faculty	<p>Following initiatives taken by the Faculty and recommendations from the Review of Basic Sciences teaching, FHS has embarked on a major redesign of the Bachelor of Health Sciences (BHS) program which is being led by A/Prof Lynne Harris and guided by a Steering Committee with University wide representation. The primary aim is to establish the BHS program as one of the foundation degree courses in the University enabling entry into many graduate entry programs. One of the key principles in this development is the incorporation of components addressing Indigenous Health Issues. These components will ultimately become part of all FHS programs. The first changes are planned for introduction in 2007.</p> <p>A core 6 credit point subject in Indigenous Australian Health will be delivered in the existing Bachelor of Health Sciences program in 2007 and has been included in the new Bachelor of Health Science degree due to be offered first in 2008.</p> <p>In 2006 there are a total of 50 non Indigenous students enrolled in UG and PG units of study in Health Promotion which focuses on health promotion in Indigenous communities.</p> <p>In 2007 a unit of study called Indigenous Community Development will be offered in the 3rd/4th year of the Bachelor of Australian Indigenous Nursing.</p>
Further action planned but not yet implemented (if appropriate)	College attempts to make senior Indigenous appointments have been unsuccessful. This has left Yooroang Garang with an acting HOS for an extended period and inhibited major indigenous initiatives. Responsibility for implementation of the Indigenous review carried out by CHS, has been passed to a senior group led by Professor Jocalyn Lawler. It is anticipated that new actions will occur in 2007.
Faculty's evaluation of the success of action taken	The units of study in Health Promotion are offered in distance packages and as such the University USE survey response rate is low. However, each package has a qualitative evaluation form and the results of that evaluation are positive. Interest in these electives offered by Yooroang Garang is increasing.

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Recommendation 2	The Review Team recommends that the Faculty identify appropriate international benchmarking partners as well as investigating the benchmarking of common activities and processes within the College of Health Sciences. The Review Team also recommends that the Faculty liaise with ITL over perceived problems in SCEQ data quality. <i>(See Section 3.4.1)</i>
Action taken by the Faculty	The previously reported action to appoint a Faculty level consultant to expedite progress on benchmarking continues. A set of appropriate comparator institutions have been determined and the development of relevant indices and the collection of data progresses.
Further action planned but not yet implemented (if appropriate)	It is anticipated that sufficient data will have been collected and synthesised to enable worthwhile considerations and assessments late in 2006.
Faculty's evaluation of the success of action taken	

Recommendation 3	The Review Team recommends that the Faculty continue to work with the College for a University standard for teaching venue facilities, resources and support. <i>(See Section 4.4.2)</i>
Action taken by the Faculty	Planned progressive replacement of ICT in learning spaces continues under University policies and guidelines.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	In 2005/6 some 10 teaching venues in FHS have gained new or replacement ICT equipment. These have been well accepted not only because of the improved capability, but because of the increased standardisation and hence fewer operator issues. The equipment also appears to have significantly improved reliability.

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Recommendation 4	The Review Team recommends that the Dean and the executive of the Guild take up the issue of the Security Bus with the Director of the Staff and Student Equal Opportunity Unit. <i>(See Section 5.2.1)</i>
Action taken by the Faculty	Previously this issue was raised centrally and a hire bus and driver was provided. For 2006 a University owned vehicle has been made available.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Staff and students continue to respond positively to this service, especially during the winter periods where daylight hours are short.

Recommendation 5	The Review Team recommends that the Faculty replace the phrase “Aboriginal Health” with “Australian Indigenous Health” in its Bachelor of Health Science. <i>(See Section 5.3.1)</i>
Action taken by the Faculty	There has been no action taken on this matter given the impending implementation of recommendations of the CHS Indigenous Review.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

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Recommendation 6	The Review Team recommends that Yooroang Garang introduce a culturally appropriate Student Preparation Program based on the SPP for International Students. <i>(See Section 5.3.2)</i>
Action taken by the Faculty	Completed – See Progress Report No. 1
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

Recommendation 7	The Review Team recommend that Yooroang Garang investigate alternative forms of assessment for exams during block release learning. <i>(See Section 5.3.3)</i>
Action taken by the Faculty	Completed – See Progress Report No. 1
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

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Recommendation 8	The Review Team recommends that the Faculty support and resource the recommendations of the Research Review. <i>(See Section 6.1.3)</i>
Action taken by the Faculty	As a part of the establishment of a new Faculty structure to be put in place for 2007, a number of major new portfolios have been created. One of these is relevant to research – Assoc Dean and Director, Research and Innovation. Prof Shane Thomas was appointed to this position in October 2005 and subsequently did a major review of research activities across the Faculty. This review result in a Faculty Research Plan which is now being implemented and puts in place 5 thematic research groups, each with their own convenor, to manage and foster research and researchers, including HDR students. Oversight and direction is provided by the Director. The mentoring and facilitation of researchers to prepare competitive research grants has been previously reported, but continues with new focus and increased resources under the new Plan.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	See comments under recommendation 10 re continuing grant application growth and success.

Recommendation 9	The Review Team recommends that the Faculty liaise with the Faculty of Science regarding its work on the development of a non-linear workload formula. <i>(See Section 6.1.6)</i>
Action taken by the Faculty	Discussions have taken place in Faculty and Schools to establish more consistency across Faculty in staff workloads and the models used.
Further action planned but not yet implemented (if appropriate)	With the Faculty structure being introduced for 2007, the intention is to put in place a Faculty wide workload model, with the clear intention of establishing more equity across Faculty in workloads, especially teaching. This model will feed into the PM&D process and inform staff development initiatives.
Faculty's evaluation of the success of action taken	Limited improvement to date in the level of consistency of models currently in use in the 10 Schools within the Faculty.

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Recommendation 10	The Review Team recommends that the Faculty develop measures to support staff in the necessary preparatory work to identifying and negotiating the participation of appropriate research partners and teams. <i>(See Section 6.3.1)</i>
Action taken by the Faculty	As stated previously the development of the Faculty research Plan by the new Director of Research and Innovation, appointed in October 2005, has provided many new initiatives. Previous funding and schemes to support and mentor staff building research collaborations and grant applications have been expanded. External experts have been brought in to advise on grant application strategies and funding sources.
Further action planned but not yet implemented (if appropriate)	Progressive refinement and development of the initiatives taken, in the light of their impact and success.
Faculty's evaluation of the success of action taken	<p>The evidence of the success of initiatives taken over the last 3 years are clear. Grant applications and success are progressively increasing, as are research fellowships and success in attracting senior established researchers.</p> <p>The following is a summary of outcomes for 2005/6 to date for major competitive funding bodies. It is indicative only and does not include grants from many other bodies, nor those where FHS is not the lead.</p> <p>Major Successes</p> <ul style="list-style-type: none"> 1 NHMRC Principal Research Fellowship 2 NHMRC Senior Research Fellowships 3 ARC Discovery grants 6 NHMRC Project grants 1 NHMRC Program grant 1 ARC Network grant <p>Total grant value \$10.3M</p> <p>Applications in 2006 (incomplete)</p> <ul style="list-style-type: none"> 5 NHMRC Research Fellowships 31 NHMRC Project grants 2 ARC Discovery 2 ARC Linkage

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Recommendation 11	The Review Team recommend that the Faculty investigate ways of developing a Faculty-wide sense of a community of scholars as a means of reducing the isolation of postgraduate students. <i>(See Section 6.5.2)</i>																																																												
Action taken by the Faculty	Efforts continue at Faculty and School level to maximise HDR student participation in research meetings, forums and the Leura Health Sciences Research Conference.																																																												
Further action planned but not yet implemented (if appropriate)	Faculty wide support of HDR students will come under the umbrella of the research group convenors, under the new research plan and Faculty structure. Initiatives to bring HDR students together under the research groups are particularly important as a further response to SREQ data indicating a need address the sense of isolation and more properly have them feel they are a part of a community of scholars.																																																												
Faculty's evaluation of the success of action taken	<div style="text-align: right; margin-bottom: 10px;">2003 Comparison</div> <p>OVERALL SREQ Report Faculty: Health Sciences 2005 Postgraduate Research Students</p> <p style="text-align: right;">N = 215 response = 70%</p> <hr/> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; font-weight: normal;">() - Bracketed figures indicate change from 2003 SREQ figures</th> <th style="text-align: center; font-weight: normal;">Faculty Average</th> <th style="text-align: center; font-weight: normal;">Broad Agreement</th> <th style="text-align: center; font-weight: normal;">Agreement</th> <th style="text-align: center; font-weight: normal;">Disagreement</th> </tr> </thead> <tbody> <tr> <td>Supervision Scale</td> <td style="text-align: right;">+50.6 (+6.7)</td> <td style="text-align: right;">91% (+4)</td> <td style="text-align: right;">78% (+5)</td> <td style="text-align: right;">9% (-4)</td> </tr> <tr> <td>Infrastructure Scale</td> <td style="text-align: right;">+28.8 (+8.0)</td> <td style="text-align: right;">87% (+6)</td> <td style="text-align: right;">60% (+7)</td> <td style="text-align: right;">13% (-6)</td> </tr> <tr> <td>Climate Scale</td> <td style="text-align: right;">+29.1 (+12.3)</td> <td style="text-align: right;">87% (+7)</td> <td style="text-align: right;">59% (+8)</td> <td style="text-align: right;">13% (-7)</td> </tr> <tr> <td>Generic Skills Scale</td> <td style="text-align: right;">+49.6 (+3.2)</td> <td style="text-align: right;">96% (+2)</td> <td style="text-align: right;">78% (+2)</td> <td style="text-align: right;">4% (-2)</td> </tr> <tr> <td>Overall Satisfaction Item (Q37)</td> <td style="text-align: right;">+54.7 (+15.6)</td> <td style="text-align: right;">95% (+6)</td> <td style="text-align: right;">85% (+13)</td> <td style="text-align: right;">5% (-6)</td> </tr> </tbody> </table> <hr/> <div style="text-align: right; margin-bottom: 10px;">2004 Comparison</div> <p>OVERALL SREQ Report Faculty: Health Sciences 2005 Postgraduate Research Students</p> <p style="text-align: right;">N = 215 response = 70%</p> <hr/> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; font-weight: normal;">() - Bracketed figures indicate change from 2004 SREQ figures</th> <th style="text-align: center; font-weight: normal;">Faculty Average</th> <th style="text-align: center; font-weight: normal;">Broad Agreement</th> <th style="text-align: center; font-weight: normal;">Agreement</th> <th style="text-align: center; font-weight: normal;">Disagreement</th> </tr> </thead> <tbody> <tr> <td>Supervision Scale</td> <td style="text-align: right;">+50.6 (+2.3)</td> <td style="text-align: right;">91% (-1)</td> <td style="text-align: right;">78% (+1)</td> <td style="text-align: right;">9% (+1)</td> </tr> <tr> <td>Infrastructure Scale</td> <td style="text-align: right;">+28.8 (+2.9)</td> <td style="text-align: right;">87% (+1)</td> <td style="text-align: right;">60% (+5)</td> <td style="text-align: right;">13% (-1)</td> </tr> <tr> <td>Climate Scale</td> <td style="text-align: right;">+29.1 (+3.4)</td> <td style="text-align: right;">87% (0)</td> <td style="text-align: right;">59% (+4)</td> <td style="text-align: right;">13% (0)</td> </tr> <tr> <td>Generic Skills Scale</td> <td style="text-align: right;">+49.6 (+3.5)</td> <td style="text-align: right;">96% (+2)</td> <td style="text-align: right;">78% (+2)</td> <td style="text-align: right;">4% (-2)</td> </tr> <tr> <td>Overall Satisfaction Item (Q37)</td> <td style="text-align: right;">+54.7 (+8.9)</td> <td style="text-align: right;">95% (+1)</td> <td style="text-align: right;">85% (+8)</td> <td style="text-align: right;">5% (-1)</td> </tr> </tbody> </table> <p>The comparisons of the overall 2005 SREQ results with those in 2003 and 2004 demonstrate significant gains especially in the areas of climate and overall satisfaction. Anecdotal feedback and SREQ open comments support the perception that the deliberate School and Faculty efforts to engage students in broad research activities are key factors.</p>	() - Bracketed figures indicate change from 2003 SREQ figures	Faculty Average	Broad Agreement	Agreement	Disagreement	Supervision Scale	+50.6 (+6.7)	91% (+4)	78% (+5)	9% (-4)	Infrastructure Scale	+28.8 (+8.0)	87% (+6)	60% (+7)	13% (-6)	Climate Scale	+29.1 (+12.3)	87% (+7)	59% (+8)	13% (-7)	Generic Skills Scale	+49.6 (+3.2)	96% (+2)	78% (+2)	4% (-2)	Overall Satisfaction Item (Q37)	+54.7 (+15.6)	95% (+6)	85% (+13)	5% (-6)	() - Bracketed figures indicate change from 2004 SREQ figures	Faculty Average	Broad Agreement	Agreement	Disagreement	Supervision Scale	+50.6 (+2.3)	91% (-1)	78% (+1)	9% (+1)	Infrastructure Scale	+28.8 (+2.9)	87% (+1)	60% (+5)	13% (-1)	Climate Scale	+29.1 (+3.4)	87% (0)	59% (+4)	13% (0)	Generic Skills Scale	+49.6 (+3.5)	96% (+2)	78% (+2)	4% (-2)	Overall Satisfaction Item (Q37)	+54.7 (+8.9)	95% (+1)	85% (+8)	5% (-1)
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Recommendation 12	The Review Team recommends that the Marketing Reference Group liaise with the College International and Development Manager to gather data on the determining factors in the selection of Health Sciences tertiary education providers, and to build a marketing campaign on the basis of this data. <i>(See Section 7.2.1)</i>
Action taken by the Faculty	<p>Actions previously reported have been further developed. The capacity of the FHS marketing group has been increased. External communication, promotion and marketing consultants have been engaged to guide Faculty through the intensive campaign in 2006, associated with the 3 new combined programs commencing in 2007 as well as the additional graduate entry programs.</p> <p>The Faculty marketing group has increased the web-based marketing efforts and integrated it with other approaches to ensure consistency. Examples can be found on the Faculty website.</p> <p>Currently the Faculty is working with external consultants to produce a DVD for distribution to school leavers, promoting the new combined BHS and graduate entry programs.</p>
Further action planned but not yet implemented (if appropriate)	FHS is moving to a Faculty Services model under the new structure, with existing School based general staff being built into Faculty wide teams. This process is being overseen by the newly appointed Executive Director of Faculty Services. Enhancement of the Faculty capacity in marketing and promotion will be a particular focus.
Faculty's evaluation of the success of action taken	

Recommendation 13	The Review Team recommends that the Faculty continues to strengthen its senior academic staff, including the appointment of additional professors. <i>(See Section 9.1.2)</i>
Action taken by the Faculty	Faculty continues the previously reported strategic appointment of senior staff. In 2005/6 three level E appointments were made. Some five other level D/E appointments are in process.
Further action planned but not yet implemented (if appropriate)	FHS will be advertising ~5 further level E positions as a part of the Faculty restructure and in specific research areas before the end of 2006.
Faculty's evaluation of the success of action taken	<p>The recent level E appointments are already benefiting Faculty in terms of leadership, mentoring, collaborations and grant success. This is especially evident in the School of MRS with the stimulation of major new research activities, major involvement with the Brain and Mind Institute and associated grant success.</p> <p>The new Faculty research groups are also benefiting from the added stimulus provided by the new senior staff.</p>