



**The University of Sydney**

**Faculty of Health Sciences**

**Report to the  
Academic Board Review Phase 2**

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# **SELF-EVALUATION REPORT**

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## INTRODUCTION AND FACULTY CONTEXT

The Faculty of Health Sciences (FHS) was formed in 1990 when as a result of the Dawkin's reforms the then Cumberland College of Health Sciences, a CAE, was amalgamated into the University of Sydney. The challenge has been to evolve from a College focused on teaching into a diverse academic unit encompassing all of the expectations of a fully integrated University Faculty. We believe that this has largely now been achieved with the most difficult area, that of research productivity, showing increasing progress against our benchmarks.

The Faculty has 10 schools:

- School of Applied Vision Sciences - AVS
- School of Behavioural and Community Health Sciences - BACHS
- School of Biomedical Sciences - BIOS
- School of Communication Sciences and Disorders - CSD
- School of Exercise and Sport Science - ESS
- School of Health Information Management - HIM
- School of Medical Radiation Sciences - MRS
- School of Occupation and Leisure Sciences - OLS
- School of Physiotherapy - PHY
- School of Indigenous Health Studies (Yooroang Garang) - IHS

BACHS and BIOS provide the majority of cross faculty teaching in the underpinning sciences for allied health professionals. Recently BACHS has introduced its own programs, notably the Bachelors of Behavioural Sciences, and BIOS have carriage of the Faculty based Bachelors of Health Sciences program.

Most schools are largely focused on graduating allied health professionals in disciplines that are typically suffering staff shortages both nationally and internationally. Right of practice for most graduates is achieved by the core programs having been accredited by the relevant professional body. The shortages have resulted in pressure from government and professional bodies to increase student intakes, increasing student / staff ratio in the presence of tight budgets. A further consequence has been the pressure on teaching venues in terms of timetabling, size and appropriate teaching resources. As the University implements the DEST requirement for a 10% cut in HECS enrolments, professional bodies and health employers are expressing disappointment and they are lobbying DEST in relation to the redistribution of the over-enrolled places.

In the mid to late 1990s, the Faculty established three research centres to foster development on special areas. The centres have been reviewed in recent years to ensure their fit with Faculty strategic directions, optimal productivity and research teaching nexus. Underlying these reviews is the principle that research excellence needs to be integrated into cognate academic and professional areas. As a result of the reviews, the National Voice Centre has been transferred to the Conservatorium of Music, the Australian Stuttering Research Centre is being integrated into CSD and the Rehabilitation Research Centre is now a part of ESS.

The Faculty's location on the separate Cumberland campus requires substantial action to ensure integration with other Faculties and central areas in the University. Critical to our academic performance is the basic infrastructure provided by the Campus Management Unit with central funding and a reporting line directly to the Pro Vice Chancellor (Health Sciences). Whilst working relationships have been good in the past, there are significant resource pressures and tensions particularly with Student Administration, teaching venues and facilities, IT, and buildings and grounds. Work underway to implement Flexis at the start of 2005 is critical. Following a review of the Campus, its functions are to be realigned with the Faculty and central functions. Success of this realignment will depend on consultation, comparable service provision, and adequacy of resources.

We understand that relocation of the Faculty to Sydney Olympic Park in Homebush remains under consideration. This proposal is widely supported across the Faculty particularly because co-location with other areas in the College would facilitate multidisciplinary collaboration.

The recently released report *Faculty Achievements 1991 – 2002*, which is included at the end of this report, provides an overview of the many highlights and milestones achieved over the Faculty's first

decade. This publication underscores the fact that the 'amalgamating' period for the Faculty has been completed.

Strategic directions for the Faculty are being developed as part of the planning process now underway in the College of Health Sciences. Graduate coursework, is a major strength of the Faculty and a priority for the Faculty and College. The high priority for research is being developed with close attention to alignment of objectives and efforts by our Schools, the Faculty, the College, and the University.

### **(i) Structure**

The Faculty of Health Sciences is the largest faculty in CHS with 53% of the College's total enrolments. It is the fourth largest Faculty of the University, with 11% of total University enrolments.

The 10 schools operate quite independently in a business sense with annual budgets allocated by the Dean after consultation and they also take full responsibility for the management of their academic programs. The Head of School (HOS) is responsible, in line management terms, to the Dean. The Faculty Office provides support in the areas of finance, academic, research and general administration, marketing and the running of short programs and activities. The operation of all the campus services including teaching venues, timetabling, student welfare, IT, buildings and grounds etc, is done by Campus Management, a separately funded unit, with no formal management link to the Faculty. The Faculty Library operates as part of the central library services.

The management coordination between the schools and Faculty is achieved through the Dean's Management Advisory Committee (DMAC) which meets monthly and Heads typically have their own HMAC within the school. DMAC consists of the HOSs, Assoc. Deans, Faculty Manager, ProDean and others as required.

Academic governance structure is shown in Appendix B.1. The structure was revised in 2000 after a major review and realignment with University structures. The committee operations are supported by the academic services officers in the Faculty Office. School governance varies a little between different academic units to meet their particular needs, but all conform to the University guidelines.

The peak decision making body is the Faculty Meeting which meets a minimum of 4 times per year. All academic staff are entitled to attend the meeting, vote on motions and raise issues for discussion. There are general staff and student representatives who also have full participation rights. The Dean and Faculty committees report to faculty through the mechanism on significant issues and events, and also raise items of policy and governance for discussion and resolution.

A faculty office organizational chart is provided in Appendix B.2. Further comments about faculty organisation and operation are contained in Section 6 where the University goal regarding Effective Management is considered.

### **(ii) Programs**

A total list of the 33 undergraduate and 178 postgraduate courses offered by the Faculty of Health Sciences is provided in Appendix C.1. The large number of PG courses will be considered as part of the Graduate Reform process mentioned elsewhere in this report.

Appendix C.7 provides Degree Performance Indicator Data for the years from 1998. This compilation draws data from a wide range of sources and provides a useful subset of contextual, equity and performance indices, as well as data from the CEQ and graduate destinations survey.

In 2004 the Faculty will introduce the Bachelor of Applied Science (Exercise and Sport)/Bachelor of Science (Nutrition) a 5 year combined degree in association with the Faculty of Science and a new four year degree- the Bachelor of Applied Science (Exercise, Sport Science and Nutrition).

Increasingly holders of a wide range of degree level qualifications wish to achieve professional qualifications in the allied health disciplines, without having to do another 3 or 4 year degree. Arguably such students have better learning skills and underpinning knowledge and so can achieve

their aims by undertaking an intensive 2 year Masters program. The faculty has been a leader in this area and further detail is provided in section 5. It is possible that this approach could develop to the point where it becomes the normal pathway to allied health practice and is consistent with DEST philosophy of all professional programs becoming postgraduate and fee-paying. The faculty BHS program has potential to become a flexible, generic underpinning program.

### (iii) Student Profile

As shown in Table 1 below, the UAI of students admitted into FHS programs has generally increased over the last 5 years, despite there having been increased intakes in many courses. The Faculty believes the rise is due to the greater community awareness of FHS courses and the attraction of professional programs that link directly to jobs that have good rates of pay and availability. An extract from the University of Sydney Graduate Destinations and Starting Salaries -2002 report, contained in appendix C.10, shows that starting salaries for FHS graduates are typically in the upper part of the range \$35,000 to \$40,000. A high proportion of respondents (81.3%) were in full time positions, the majority working in Health, with 11.5% working for private organizations. Around eight per cent of health science graduates were recorded as going on to further full-time studies.

The take up of UG fee-paying places is relatively small at this stage and the Faculty waits with interest to see what occurs in 2005 when the Nelson changes come into effect. It is generally felt that most of our competing institutions will not charge a HECS top-up which may have an effect on our ability to replace lost HECS places with fee-payers. In contrast there are now well established fee-paying PG coursework programs in FHS which are attracting many allied health professionals to further study for diverse reasons.

UAC course code	Course	1999	2000	2001	2002	2003
541000 551000 (ffp)	BAppSc Occupational Therapy	80.7 (77.6)	80.3 (74.45)	80.45 (75.9)	80.45 (75.45)	81.7 (76.7)
541001 551001 (ffp)	BAppSc Physiotherapy	95.2 (90.4)	95.5 (94.85)	94.6 (89.75)	94.4 (89.4)	94.4 (91.2)
541002 551002 (ffp)	BAppSc Speech Pathology	88.1 (85.5)	88.2 *	88.4 (86.75)	89.25 (84.25)	88.3 (83.3)
541004 551005 (ffp)	BAppSc Orthoptics	75.0 (72.2)	70.05 *	70.0 (65.25)	72.1 (67.1)	75.15 (70.15)
541005 551005 (ffp)	BAppSc MRS-Nuclear Medicine	71.75	70.2	72.3	76.1 N/A	81.8 (76.8)
541006 551006 (ffp)	BAppSc MRS- Diagnostic Radiography	80.45	80.15	80.35	82.1 N/A	86.1 (81.1)
541007 551077 (ffp)	BAppSc MRS- Radiation Therapy	73.15	65.35	70.0	74.4 N/A	81.0 (76.0)
541008 551008 (ffp)	BAppSc Health Information Management	70.35	70.05	71.6	78.05 N/A	75.1 (70.1)
541009 551009 (ffp)	BHlthSc Rehabilitation Counselling	70.1	65.0	65.05	70.0 N/A	76.6 (71.6)
541010 551010 (ffp)	BAppSc Leisure & Health	70.05	65.2	65.0	70.8 N/A	73.55 (68.55)
541013 551013 (ffp)	BAppSc Exercise & Sport Science	87.35 (82.35)	87.1 *	85.4 (83.1)	87.05 (82.05)	88.8 (83.8)
541014 551014 (ffp)	B Behavioural Health Science	71.8	65.4	65.5	71.55 N/A	74.55 (69.55)
541016 551016 (ffp)	BAppSc Hearing & Speech	76.4	77.1	76.45	77.05 N/A	77.75 (72.75)
541017 551017(ffp)	B Health Science	N/A	N/A	N/A	65.95 N/A	71.3 (66.3)

(ffp) = local fee-paying – the UAI cutoffs are shown in brackets. Until 2003, fee-paying offers were only made to 5 courses – OT, Physio, Speech Pathology, Exercise & Sport Science

\* indicates that there were no offers made to students with UAI's below the HECS cutoff

Table 2 shows the progressive growth in student load. The distribution of enrolments according to level, attendance type and gender is shown in Table 3 as at the 2003 DEST census date. Note that Table 2 is in terms of load whilst Table 3 is enrolments. The growth in PG CW to 71% of PG enrolments and 16% of all FHS enrolments, is largely due to the increasing development of sub-specialties in allied health disciplines and the advent of demonstrated Continuing Professional Development (CPD) as a requirement for continued practitioner accreditation in some disciplines. The consequent demand for relevant study options has been well met by the flexible structures and delivery modes provided by many schools. This growth of fee-paying PG coursework income has been critical for the Faculty and Schools. Further comments related to diversity are made in Section 2 where the relevant University goal is considered.

	1998	1999	2000	2001	2002	2003
Health Sciences	3,463.0	3,678.1	3,616.6	3,625.3	3,891.6	4,142.7*

\* Semester 1 actual, Semester 2 estimate

Level	Full-time			Part-time			Total		
	F	M	T	F	M	T	F	M	T
Doctor of Philosophy	61	30	91	88	44	132	149	74	223
Masters (Res)	10	13	23	58	20	78	68	33	101
Masters (Cwk)	108	50	158	289	76	365	397	126	523
PG (Prelim)	1	0	1	0	0	0	1	0	1
Diploma (PG)	11	5	16	153	44	197	164	49	213
Graduate Certificate	2	1	3	63	11	74	65	12	77
Cross-Inst (PG)	0	0	0	2	0	2	2	0	2
All Postgraduate Courses	193	99	292	653	195	848	846	294	1,140
Bachelor (Hons)	73	12	85	7	1	8	80	13	93
Bachelor (Pass)	2,282	843	3,125	617	119	736	2,899	962	3,861
Diploma (UG/Adv)	8	6	14	6	2	8	14	8	22
Non-Degree (UG)	3	0	3	51	11	62	54	11	65
Cross-Inst (UG)	0	0	0	2	2	4	2	2	4
Enabling Course	38	9	47	2	1	3	40	10	50
All Undergraduate Courses	2,404	870	3,274	685	136	821	3,089	1,006	4,095
<b>Total</b>	<b>2,597</b>	<b>969</b>	<b>3,566</b>	<b>1,338</b>	<b>331</b>	<b>1,669</b>	<b>3,935</b>	<b>1,300</b>	<b>5,235</b>

#### (iv) Staff Profile

The following tables present the most recent summary details of the staff of FHS:

	Female			Male			Total
	T&R	RO	Supp.	T&R	RO	Supp.	
Health Sciences	146.0	6.4	76.6	67.4	1.3	19.1	316.8
Cumberland Campus	0.0	0.0	57.7	0.0	0.0	44.3	102.0

	Academic			General			Total
	Cont.	Fixed	Casual	Cont.	Fixed	Casual	
Health Sciences	142.2	43.4	30.0	63.9	19.1	18.1	316.8
Cumberland Campus	0.0	0.0	0.9	64.4	26.2	10.5	102.0

The small number of research only staff reflects the situation in regards to major research grants. This is expected to increase gradually as grant success increases and a higher priority is given to research staff than equipment as faculty research infrastructure improves.

The high proportion of female academic staff broadly reflects the situation in the professions and workplace and is similarly seen in the student population. The following table, Table 6, shows the distribution of academic staff in the schools. Faculty is mindful the implications of the wide variation in school size and the potential for efficiency gains in regards to small academic units.

Department	Academic			General			Total
	Cont.	Fixed	Casual	Cont.	Fixed	Casual	
Applied Vision Sciences	1.6	3.0	1.2	1.0	0.0	0.3	7.1
Australian Stuttering Research Centre	2.0	0.0	0.0	0.0	1.9	0.9	4.8
Behavioural & Community Health Science	29.3	4.8	4.5	5.1	0.0	2.8	46.4
Biomedical Sciences	23.2	2.1	1.9	8.4	0.0	0.9	36.5
Communication Sciences & Disorders	7.8	4.0	0.9	1.8	10.1	1.5	26.2
Exercise & Sport Science	8.7	3.4	1.7	5.8	2.4	0.7	22.8
Health Information Management	5.9	1.6	3.0	2.0	0.8	1.1	14.4
Health Sciences Faculty Office	1.0	1.0	2.2	15.0	0.0	0.7	19.9
Indigenous Health Studies	8.4	4.0	3.2	4.0	0.0	0.8	20.3
Medical Radiation Sciences	14.1	5.0	7.2	4.0	0.0	1.7	31.9
Occupation & Leisure Studies	16.2	7.5	3.5	7.5	3.3	2.8	40.8
Physiotherapy	24.1	7.0	0.8	9.3	0.6	3.7	45.5
Rehabilitation Research Centre	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Total</b>	142.2	43.4	30.0	63.9	19.1	18.1	316.8

Table 7 shows a progressive reduction of staff numbers from 1998 with a slight increase in 2002/3. This change in staffing level is in marked contrast with the trends in student numbers shown in Table 2.

	1998	1999	2000	2001	2002	2003
Health Sciences	342.6	317.5	302.8	306.2	314.4	316.8
Cumberland Campus	120.1	114.0	99.2	100.6	97.9	102

Table 8 shows that in 1998 the student staff ratio in FHS was essentially the same as the University average. As a result of the relative reduction in staff numbers the SSR in FHS has increased well above the University figure. It is considered that this figure is not truly indicative of the situation on campus since much of the casual academic teaching takes place during clinical placement, which is typically outside the normal teaching periods. If the calculation is based on the total number of enrolments (5235) and total non-casual T&R staff (213.4) then the resulting SSR is 24.5 which is far more indicative of the load carried by staff on campus.

	1998	1999	2000	2001	2002	2003
Health Sciences	13.4	15.4	16.9	16.2	17.3	18.6
<b>Total University</b>	13.8	14.7	15.0	13.9	15.9	17.0

Most FHS UG programs have a large clinical component which is expensive in time and resources to provide. It is strongly felt that this is not appropriately recognised in the DEST funding and is a major contributing factor to the worsening student staff ratio. Equivalent programs such as Nursing and Medicine have clinical teaching recognised through the Health funding to the Teaching Hospitals, whilst there is no such funding for allied health disciplines. Interestingly the Victorian government has moved to provide funding for hospital based clinical placements for some allied disciplines. This issue has been raised repeatedly, and identified as a major concern at a recent NSW Health, Allied Health Forum. It has also been noted in discussion with the NSW Health Principal Advisor on Allied Health. Though it does appear that current health budgets are limiting, a recent NSW initiative to appoint 10 tutor radiation therapists does show tangible, albeit sectional, recognition of the problem.

A complete list of Faculty Staff is provided in Appendix B.3.

## **(v) Research & Research Training Activities**

The *Faculty of Health Sciences Research and Research Training Report* (June 2002), prepared by the Faculty Research Committee, provides a summary of the extensive research development underway in the Faculty (Appendix D.1). Further information is given in section 3 below where the University's goal regarding research excellence is considered.

Key Faculty research initiatives include:

- Strategic appointment of level D and E staff to lead research development
- Appointment of a Faculty Director of Research Development (FDRD), and support for external research funding applications
- Negotiation with the Research Office, of more appropriate benchmarks for FHS
- Distribution of a higher proportion of the Faculty's income based on research performance
- Review and relocation of Faculty research centres
- Identification of research in teaching and learning (RTL) as a fertile area in FHS and the provision of competitive Faculty grants to support its growth
- Encouragement of cross faculty and industry research collaborations
- Establishment of a statistics clinic by way of contract with the NHMRC Clinical Trials Centre
- Holding of Faculty seminars on statistics and ethics
- Submission in 2003 of a Research Network proposal in an area of identified strength
- Analysis of the Faculty's research status in preparation for a major review in October 2003

Whilst it is accepted that the Faculty has much still to do in increasing research productivity, FHS achieved the greatest improvement in absolute, benchmarked and combined research performance in CHS (see Appendix D.4.3) and of any University of Sydney faculty (appendix D4.10), on the basis of the 1999/2000 to 2000/2001 comparison of Combined Research Performance as released last year by the Research Office.

Key actions in terms of research student supervision include the following:

- Enhancement of the Faculty's methods for admitting, monitoring and supervising research students
- Review of the status of all existing research enrolments and implementation of a policy requiring annual interviews in association with the annual progress reports
- Review of the total load of each supervisor
- Establishment of a Faculty prize for excellence in research supervision
- Increased consistency in policy and procedures between those in the Faculty and those in the Post Graduate Studies Board for Medicine, Dentistry, and Pharmacy.

These actions are discussed further below in our response to the Academic Board Recommendation 7 from the previous Review.

## **(vi) Faculty's Quality Assurance Activities and Structures**

As shown in the diagram in Appendix B.1 the faculty has a governance structure that closely aligns with the University's policy directions. Standard quality assurance and approval processes proceed primarily through the Undergraduate and Graduate Studies Committees (UGSC & GSC). The T&L committee liaises with both the UGSC and GSC, and has a key role in promoting best practice in Teaching and Learning and is responsible for the implementation of Academic Board Policy in the Faculty. The sub-committees of T&L are project focused and currently working in the areas of stimulating developments in Flexible T&L and encouraging research in the scholarship of teaching and also recognition of good practice through the excellence in teaching awards. All initiatives have an evaluation process specified.

An annual Teaching Forum was instigated in October 2002 with the purpose of sharing knowledge and experiences of good practice in T&L with colleagues both within and external to the Faculty. The focus of the 2002 forum was *Feedback* whilst the focus of the recent 2003 forum was *Approaches to Deep Learning*. The evaluations for both these events were very positive.

An important sub-committee of GSC is Research Students Progress, chaired by the A/Dean (Graduate Research). This group has been working to improve the management and monitoring of HDR students

and associated supervisory issues. Faculty guidelines on the number of students supervised, annual reviews and interviews have been produced. A major problem identified is the poor standard of the information available in the database relating to HDR students and the reports that can be produced. Initiatives taken by the new University Dean of Graduate Studies (DOGS) and the impending introduction of Flexsis in 2005 have much promise, but it remains as a major problem that has been addressed so far by modifications to the existing reports, manual validation of existing data and cross report correlations. It has been judged that further modifications are too costly for Faculty and not viable.

The Faculty Standing Committee has a role in identifying issues that are not being adequately addressed or where there is major overlap between committees. This oversight role has been proven effective and there are now permanent agenda items concerning this. The appropriateness of the spread of research related responsibilities, across all faculty committees, will be considered as part of the forthcoming Faculty Research Review.

In 2000 the Faculty started a major review of undergraduate teaching across the faculty as part of a process known as *Undergraduate Reform*. As a result, the structure and operation of many Cross – Disciplinary Units (CDUs), primarily offered by BACHS and BIOS, were extensively changed to gain greater efficiencies and better meet the needs of students. The project placed emphasis on Inquiry-Based Teaching in the Faculty and this was facilitated by a TIF grant (appendix C.2) to produce a comprehensive compilation of existing best practice approaches. The reform changes have been progressively introduced and are now the subject of routine evaluation as a part of the USE and other QA processes. The curriculum and presentation changes have been judged to be successful based on student and staff feedback, and the considerations also provided a good opportunity to identify where issues to do with student study skills and generic attributes were being addressed. The *Undergraduate Reform* process is now completed and further change will occur as a result of normal review and incremental curriculum update.

A start was made in 2002 to identify opportunities for improvement in graduate coursework. The Faculty has a large number of programs, some with very small enrolments and evidence of significant overlap in some UoS. Initial work suggested that a smaller number of broader, more flexible programs could meet the Faculty's needs and achieve greater efficiency. This work has not continued in 2003 because of the many other reviews and QA activities going on. The process will recommence in 2004 as *Graduate Reform*.

Monthly Faculty seminars are run by the Research into T&L (RTL) sub-committee. The aims have been to raise the faculty profile of this area of research, and propagate awareness and best practice in relevant areas. Attendance has been good and the discussions indicate a high level of involvement by many staff.

On behalf of the College of Health Sciences the FHS manages and delivers a major off-shore program in Singapore in association with the Singapore Institute of Management (SIM) and in collaboration with the Faculty of Nursing. Graduates from this program are awarded University of Sydney degrees as approved by Academic Board and they are delivered entirely by academic staff from the University. Operational management is provided through the Faculty Office by Dr Kate O'Loughlin, the Academic Coordinator, who also teaches in the program and spends a significant proportion of her time in Singapore. The success of the program and the fact that the contract has just been renegotiated for another 5 years, indicate the effectiveness of the structures in place. SIM, Dr O'Loughlin and the teaching staff carry out student evaluations at the completion of every module. As per Academic Board requirements the courses were reviewed in 1999 and will be again in 2004 as discussed in Section 4 dealing with internationalisation.

The USE process carried out by ITL, provides useful data, but has been somewhat problematic in several regards. First, some staff feel that the EB agreement is such that the qualitative information, in the form of student comments, should only be released to the teaching staff concerned since they are potentially highly personal. In most cases staff agree to this to being seen by their own HOS, but are loath for it to be distributed further. Where a UoS is taught by one academic unit, to students of other schools, some Heads of the consuming schools feel that they need to see this feedback as well as the quantitative data, in order to best judge the level of student satisfaction. A faculty agreement is currently in place that allows some exchange of this data, but will need further discussion. Leadership

from the University on this matter would be helpful and has been raised with ITL, so far with little response.

FHS like other parts of the University is increasingly involved with off-campus and flexible mode coursework programs. We feel that ITL lacks appropriate evaluation instruments for these activities, and we have had to develop our own. Whilst this does give us feedback it does not facilitate comparisons and benchmarking across the University. A further issue is the level of analysis done by ITL at school level. In some cases this is not viable because the numbers are small, but in other cases FHS schools eg Physiotherapy, are larger than other Faculties, and the analysis would be quite valid and provide valuable extra information. We have raised this issue with ITL, but without result to date.

CEQ and SCEQ data are clearly major measures which the Faculty needs to consider carefully. FHS SCEQ data are reproduced in Appendix A.4. Each year the relevant committees consider the latest results and interpretation to inform their change processes. Schools also look at this data, but better ITL analysis is needed as mentioned above. The position of A/Dean (Students) was established to focus on issues arising like the first year experience and retention.

For research, the SREQ provides valuable information and it was primarily from this that the faculty split the duties of the former A/Dean (Graduate Studies) into A/Dean (Graduate Research) and A/Dean (Graduate Coursework) to be able to better address the issues raised. The FHS SREQ data are reproduced in Appendix A.5.

Achievement by Faculty, of several VC's Awards for Excellence in Teaching indicates that teaching in the Faculty is of a very high standard, and that staff are responsive to student feedback and strive to meet students' needs. This year Dr Laurette Batmanian was a recipient.

Some school specific initiatives in the area of QA are discussed in following Section (viii).

### **(vii) Benchmarking Activities**

Further comment, about research benchmarking is contained in Section 3.

Benchmarking in teaching is far more difficult than in research. Externally the CEQ provides an overall indication, but not down to UoS level. To obtain such data from other institutions is difficult and typically the curricula are quite different. The University USE and SCEQ provides data with a frequency and specificity that better allows evaluation of changes made to programs and comparison with similar disciplines. The SCEQ data collated by ITL includes comparisons with Go8 data. These comparisons are at Faculty level, and are discussed at the Evaluation and Quality Assurance Working Party conducted by ITL. A representative from the FHS T&L committee is a member of this working party and reports back.

Aside from the direct evaluation of teaching, the Student Progress Ratio (SPR) provides a valuable insight into our success at achieving our teaching aims. Table 9 shows that FHS UG students progress at a significantly better rate than is typical across the University.

Category	1999		2000		2001		2002	
	Faculty	Usyd	Faculty	Usyd	Faculty	Usyd	Faculty	Usyd
SPR for Total UG Load	0.96	0.88	0.96	0.88	0.93	0.89	0.96	0.89

The graduate destinations results in appendix C.10, demonstrates the high employment rate of FHS graduates, indicating further the effectiveness of FHS programs in producing graduates that are in demand in the workplace.

### **(viii) Analysis of the Outcome of Recent Reviews**

#### ***Faculty***

As well as requiring that schools meet the University requirements for pentennial course reviews, the Faculty has itself conducted reviews. One mentioned already was the *Undergraduate Reform* process which in 1999/2000 reviewed all cross discipline teaching arrangements and led to major changes in curricula, teaching modes and discipline groupings. Each professionally accredited program within the Faculty is also the subject of regular reviews by accrediting bodies- often on shorter review cycles than those mandated by the University.

During 2002/2003 reviews of three Faculty research centres, previously created to foster special areas were reviewed to examine their fit with Faculty strategic directions, optimal productivity and the research - teaching nexus. As a result the National Voice Centre has been transferred to the Conservatorium of Music, the Australian Stuttering Research Centre will be integrated into CSD and Disorders and the Rehabilitation Research Centre is now a part of ESS.

In October, 2003 a review of all research activities will take place chaired by Professor Carol Armour from Pharmacy. Further information is given in Section 3 and the terms of reference are contained in appendix D.2.

In 2004 the *Graduate Reform* process will be re-started as mention in Section (vi) above.

The following summarises recent reviews for each school and some accreditation reports are contained in Appendix C.8.

### ***Applied Vision Sciences***

- AVS has had its curriculum reviewed by the Australian Orthoptic Board at each stage of change from diploma to degree etc. There has not been a recent formal review.
- AVS conducted a review of the curriculum in 2000. Employers, graduates, students and staff were surveyed about the course. Major outcomes and actions of that review include:
  - material was presented at illogical times (the anatomy was taught after the relevant theory; disability studies was taught when students had no clinical experience and the concept was foreign)
  - there was inadequate coverage of some professional areas
  - some material was seen to be irrelevant (computer studies has become unnecessary for the more computer literate student population)
- The course was completely revised and is currently being presented as a major course review to Academic Board. The overall content has remained the same, but the above issues have been addressed in the following ways:
  - UOS have been aligned so that the presentation of material in the basic sciences complements the professional content
  - redundant material has been removed
  - the content in ophthalmology UOS has been reorganised to support the clinical demands and relevance
  - UOS names have been changed to better describe the content - enabling students to better identify the relevance of material
  - UOS of less than 3 Credit Points have been eliminated

### ***Behavioural and Community Health Sciences***

- The Bachelor of Health Science (Rehabilitation Counselling) was subject to an accreditation review by the Australian Society of Rehabilitation Counsellors in June 2003. The ASORC report is currently being finalised.
- The Bachelor of Behavioural Health Science underwent a full course review in 2002-2003, culminating in approval of the revised program by the University Undergraduate Studies Committee, at the August 2003 meeting. The documentation is currently listed for consideration by the Academic Board. Review input was sought from current students, staff, and an external advisory committee. Major recommendations for change included in the reports from these groups were:
  - removal of the concept of "majors" in psychology and sociology; rationalisation of the elective unit system; introducing larger and more integrated units of study; and

- providing more support for honours students.
- All these recommendations have been included in the structure of the new course.
- The Graduate Diploma in Rehabilitation Counselling, and the Master of Rehabilitation Counselling, are currently under review.
- The Master of Health Science (Gerontology) underwent a major review, starting in 2001, as part of the Study Age On Line program, and has been reviewed by the Study Age On Line team. The new program is now in full operation.

### ***Biomedical Sciences***

- External review of programs does not directly apply to Biomedical Sciences since they are service teaching providers. However, whenever other schools are reviewed the School contributes to the process from the UoS perspective.
- During the recent Undergraduate Reform process, the content of the school was extensively reviewed and the process involved close interaction with all professional schools.

### ***Communication Sciences and Disorders***

- The undergraduate program was accredited in 2000, to be re-accredited in 2004. No issues were raised in the accreditation report.
- The School recently agreed to be the pilot institution for the Professional Association for their new accreditation procedures.
- A course review is currently in progress for all programs and it is due for completion in Semester 1 of 2004.

### ***Exercise and Sports Science***

- Accreditation is not currently relevant to ESS, however, the school has recently submitted an application for registration with the Australian Association of Exercise and Sport Science.
- The existing programs have not yet reached the timeline for internal review.
- The planning and development of the new Combined Degree with the Faculty of Science, and the new Bachelor of Health Science (Exercise, Sport Science and Nutrition) involved the appointment and convening of an External Advisory Committee, and sought comment from past and current students. Both the combined degree and the new FHS degree were developed with a view to seeking accreditation with relevant bodies in Sport Science and Dietetics.

### ***Health Information Management***

- Bachelor of Applied Science (HIM) and Master of Health Information Management have undergone accreditation review by the national professional association - The Health Information Management Association of Australia (HIMAA). This accreditation took place in August 2003; currently awaiting final report.
- Verbal feedback received is that programs are highly commended.
- The UG program has previously received accreditation but the MHIM, which was first delivered in 2001, has not been accredited previously.
- Last major review of the School of HIM was in May 1996; report available.
- Currently undertaking a major review of the BAppSC (HIM) with the possibility of extending the program to 4 years. This review will be complete in June 2004 for implementation of changes in 2005. Documentation on this process and outcomes to date is available if needed.

### ***Medical Radiation Sciences***

- The Bachelor of Applied Science (Medical Radiation Sciences) Professional Streams – Diagnostic Radiography and Radiation Therapy was subject to a Stage 2 accreditation review by the Professional Accreditation and Education Board of the Australian Institute of Radiography (AIR) in July 2001. The review found that all recommendations of the previous report had been satisfactorily addressed, and that both streams were professionally and academically sound. The

review recommended that the degree be accredited (with recommendations) for a period of five years.

- The Professional Accreditation and Education Board of AIR reviewed a postgraduate coursework program in 1998, and provided some recommendations and commendation to the School, and found the “course to be relevant, accessible and designed to meet the needs of the profession”.
- The school is currently undertaking a major course review of the undergraduate programs and is also developing a proposal for the introduction of a graduate entry program as an alternate pathway to accreditation.

### ***Occupational and Leisure Sciences***

- The accreditation report to the Australian Association of Occupational Therapists was submitted on 26 April 2000, as a result the school was found to have met the standards as set by the World Federation of Occupational Therapists. Subsequently, the Bachelor of Applied Science (Occupational Therapy) was granted re-accreditation by the Australian Association of Occupational Therapists in May 2000, with a recommendation to address issues concerning fieldwork.

### ***Physiotherapy***

- The School was externally reviewed by Australian Council of Physiotherapy Regulating Authorities (ACOPRA) in October 2001. Unconditional accreditation was granted for 5 years with a further 2 years on satisfactory review of graduates and employers over the first 2 years of the program (1st cohort surveys already done and received by the accreditation body).
- The School submitted a comprehensive report to the Australian Council of Physiotherapy Regulating Authorities following the first full year of Full Accreditation awarded to the Bachelor of Applied Science (Physiotherapy) in August 2001. On the 4 September 2003 the Accreditation Committee deemed the report satisfactory and recommended its acceptance. A final report to the Accreditation Committee is to be submitted in March 2005 following the third full year of Full Accreditation.
- Interim report to ACOPRA concerning the accreditation of the Bachelor of Applied Science (Physiotherapy) degree was submitted in March 2003. As part of this process the School of Physiotherapy was required to:
  - review the terms and membership of the Undergraduate External Advisory Committee (EAC) and ensures that it meets at least once each year.
  - to undertake a structured evaluation of the restructured undergraduate degree by key stakeholders including employers and graduates.
  - to formalise the mechanisms which Clinical Educators use to derive their final assessment of a student on clinical placement, including the identification and standardisation of a number of components to be used in the final assessment.

Further, it was recommended that the FHS:

- give urgent consideration to the needs of the School of Physiotherapy for larger practical teaching areas.
- The Council required a staged response to these various points and, therefore, the March 2003 report represents an interim report with respect to the three issues specific to the School. Further evaluation and monitoring will occur and will be conveyed to the Council with the final report in 2004/2005. The Faculty Review of Teaching and Research Space has been concluded and additional space has been allocated.
- A workshop was recently conducted for the clinical educators in the Canberra region using the Faculty’s video conferencing facility. This activity was judged to be highly successful by participants and this approach will be used elsewhere.
- QA audit conducted as part of curriculum review, which has been approved by USyd UGSC and awaits final approval by Academic Board.

### ***School of Indigenous Health Studies***

- The school is currently conducting a review of all the courses and programs.
- The acting HOS is conducting a review of administrative and organizational structures and processes.

- No professional accreditation processes are currently relevant to existing programs.

### **(ix) Committee Structure**

The FHS has the following committees and (standing) sub-committees, organised into two groups:-

#### A) *Governance*

1. Faculty Meeting
2. Faculty Standing Committee
3. Graduate Studies Committee
  - New or Revised Course Review Sub-Committee
  - Research Students' Progress Sub-Committee
  - PG Scholarships Sub-Committee
4. Research Committee
  - Grants Sub-Committee
  - Research Development Sub-Committee
5. Undergraduate Studies Committee
  - Undergraduate Scholarships Sub-Committee
6. Teaching and Learning Committee
  - Flexible Teaching and Learning Sub-Committee
  - Executive Sub-Committee
  - Research into Teaching and Learning Sub-Committee
  - Excellence in Teaching and Learning Sub-Committee
7. Clinical Education Committee
8. Show Cause Committee
9. Dean's Appeals Committee

#### B) *Management*

1. Dean's Management Advisory Committee – DMAC
2. Faculty / Campus IT Committee
3. Faculty Library Committee
4. Marketing Reference Group

Governance Committees are broadly representative, normally meet monthly and are chaired by an Associate Dean, the ProDean or Dean. More information on committee structure and operation is available in Appendix B.1.

## SECTION 1: FOLLOW-UP TO PHASE 1 REVIEW

Prior to the compiling of this section of the report, comments were sought from Associate Deans and HOS, so that the range of actions triggered by the ABR1 recommendations can be appreciated. It was felt this was important as the diversity of disciplines leads to varied responses.

<b>Recommendation 1</b>	<p>The Review Team recommends that the Faculty investigate ways to promote stronger staff and student integration into the broader University community.</p>
<b>Action taken by the Faculty</b>	<p>Whilst the spirit of this recommendation is accepted it is not seen by students as a significant academic issue as evidenced by established feedback mechanisms. There are comments about access to sports and club facilities and activities which are largely absent on the Cumberland campus, and the level of Guild fees that students are still required to pay. Institutional and distance factors prevail here. The item below re Flexsis is relevant.</p> <p>The adoption centrally of a ‘<i>Whole of University</i>’ culture would greatly assist. We are often forgotten and have to ask to be included in University initiatives that are planned without due consideration of the multi-campus nature of the University of Sydney.</p> <ul style="list-style-type: none"> <li>• Students and staff are jointly involved in career days to promote the faculty and courses across the university</li> <li>• Multi-disciplinary Interest in Rural and General Health Education (MIRAGE) is a group that runs across the university and has students from all faculties in it. Efforts are being made to inform students.</li> <li>• Joint degree between ESS and Science to commence in 2004</li> <li>• Involvement in a clinical education project, the “Inter-professional Learning Initiative”, in conjunction with Northern Clinical School. The aim is to promote learning activities in a multidisciplinary student team and to increase exposure to broader university learning environments.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Implementation of Flexsis has started and FHS will go live in 2005. This will allow greater flexibility of enrolments. Currently joint degrees or UoS sharing requires parallel enrolment</li> <li>• Flexsis implementation will allow the issue of a standard student ID card. The FHS card is not accepted on Camperdown without special arrangement, inhibiting students accessing many University facilities.</li> <li>• At the 2003 CHS retreat, the prospect of students from many disciplines sharing a joint UoS was discussed. An example of Indigenous Health Issues which could involve medicine, dentistry, nursing, pharmacy and the FHS disciplines was considered. This action is still being considered and could be an enhancement of the “Inter-professional Learning Initiative” mentioned above.</li> </ul>
<b>Faculty’s evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Initiatives in this area will take some time to be reflected in feedback.</li> <li>• Two pilot placements undertaken in the “Inter-professional Learning Initiative”, and evaluation carried out for the project advisory team. Positive responses from students and staff involved. Planning for continuation of placements is still to be determined. Such initiatives are high in resources and student time and there are equity of opportunity issues.</li> </ul>
<b>Review Team’s comments (to be completed after the Review)</b>	
<b>Review Team’s conclusion (to be completed after the Review)</b>	

<b>Recommendation 2</b>	<p>The Review Team recommends that the Faculty consider ways of improving communication of the Teaching and Learning Plan to all students</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• T&amp;L Plan was distributed to all members of the TLC including the student representative in March 2003. All members were advised to communicate the plan to representative groups.</li> <li>• Advice was sought from the Student Representative on the TLC in December 2002, as to best way to communicate T&amp;L Plan to students. He suggested the use of focus groups.</li> <li>• The initial phase of the TIF Project 2003-2004 (appendix C.3) involves focus groups of students. These students have been invited by the Student Guild and the first group will meet mid September. The Project Team will communicate the T&amp;L Plan to these students and demonstrate how the project they are contributing to forms an important part of the Plan.</li> <li>• The TLC suggested asking the Student Guild to include the T&amp;L plan in their student publication <i>Corpus Callosum</i>. The relevant Guild person considered that the material had little intrinsic interest to students.</li> <li>• The T&amp;L plan is on the Faculty web site.</li> <li>• Student representatives on School Boards and committees will hear specific reference to T&amp;L plans and will be asked to pass on relevant information.</li> <li>• Individual academics identify issues in lectures that apply to the T&amp;L plan and the wider university. Generic attributes are regularly raised and built into the UoS guide. Anecdotally there is little student interest as they see it as housekeeping not core content.</li> <li>• All schools have an UG Policy Handbook which is distributed to all students. This contains all relevant information regarding the Faculty, school and AB policies and guidelines. In future a reference will be made to the faculty T&amp;L plan being on the web.</li> <li>• Policies are discussed in the Year 1 orientation which is scheduled in week 0 and in the first 6 weeks of semester 1.</li> <li>• Increasingly UoS outlines use a template that includes references to where issues of generic attributes and T&amp;L aims are addressed</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Schools are moving to the provision of Policy documents etc on the Web rather than in hard copy as students often cannot find their hardcopy soon after it has been provided. Students are increasingly web oriented and equity of access issues are less with improved on-campus IT facilities. This will make on-line links to other policy sources and plans more relevant.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• The student representative on the TLC will be asked at the November meeting if the action taken by the Faculty has been successful.</li> <li>• At later TIF focus groups students will be asked about their T&amp;L awareness</li> </ul>
<b>Review Team's comments (to be completed after the Review)</b>	
<b>Review Team's conclusion (to be completed after the Review)</b>	

<b>Recommendation 3</b>	The Review Team recommends that the Faculty consider oversighting each School's completion of a mapping exercise of assignment submission dates with the aim of ensuring that students are not overloaded
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Faculty was somewhat surprised at part of this recommendation as there has been a long standing process for the consideration of assessment spread at assessment program meetings (APM) as per faculty policy (Faculty of Health Sciences Course Assessment Manual, Pages 2 and 3). It is felt that students are probably largely ignorant of this process.</li> <li>• Each school holds APMs each semester at which the appropriateness of assessments and their timing are considered. A liaison lecturer from BIOS and BACHS is appointed for each school where relevant, so that timings for non-home school assessments are included.</li> <li>• Cross disciplinary units (CDU) assessments are scheduled in a Faculty-wide meeting and are sent to all Faculty staff for consideration in school APMs.</li> <li>• Students are given an outline of assessments and due dates (as per faculty policy).</li> <li>• The TLC with advice from DMAC, constructed a form to be used to ensure that the process described in the Course Assessment Manual has been carried out. A question specifically asking whether input from students had been considered in the APM, was included. This form is to be completed following the School's Assessment program meeting and sent to the TLC for over sighting.</li> <li>• Workload has consistently been the subject of comment in student feedback and the faculty has previously produced guidelines in terms of the quantum of assessment per credit point that all schools should use as part of APM considerations.</li> <li>• Student comments in CEQ and SCEQ about workload, can also be taken to relate to the total curriculum content to be covered by students, not just the amount of assessment. This is difficult in the context of an exploding knowledge base in all disciplines. Schools carrying out course reviews are looking at curricula in terms of 'total student effort' not just contact hours, especially as the use of independent learning components increases.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Monitoring by UGSC of all curriculum revisions for UG programs to ensure that workload and assessment is optimised for the efficient achievement of course objectives.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Feedback from AVS, BACHS and OLS states that students appear informed and happy with the process. They use the APM meetings to raise issues about assessment dates and workload.</li> <li>• Appears the issue is more one of student awareness and may occur more in schools where the students rarely attend APMs.</li> <li>• Response to changes will take time to feed through to SCEQ and CEQ.</li> </ul>
<b>Review Team's comments (to be completed after the Review)</b>	
<b>Review Team's conclusion (to be completed after the Review)</b>	

<b>Recommendation 4</b>	The Review Team recommends that the Faculty consider developing a more consistent policy on feedback and communicate to students what is meant by feedback
<b>Action taken by the Faculty</b>	<p>Feedback from schools and the known use of feedback in the Faculty was considered by the TLC. It was decided that the major problems appeared to be a lack of awareness amongst students of what constituted feedback and the wide range of mechanisms used across the faculty. Some staff comment was made about how little use many students made of the feedback provided.</p> <p>The faculty does not wish to stifle the innovative provision of feedback given by many staff, but does wish to establish a baseline minimum standard, plus educate students in the meaning of feedback and their responsibility to use it.</p> <p>A successful application was made for a Teaching Improvement Fund (TIF) Grant (\$80K) for 2003-2004 to research, consider and implement best practice use of grade descriptors in the Faculty of Health Sciences. This will facilitate the development of a more consistent policy on feedback. The grant application, budget and timeline are contained in Appendix C.3. The project officer has been employed, the literature search and initial student focus groups carried out.</p> <p>The following selected responses are indicative of school initiatives:</p> <ul style="list-style-type: none"> <li>• AVS has responded to this issue by identifying feed back when it occurs (students are now identifying that feedback is happening and is good). The level of feedback has not actually changed – the definition of feedback has. Students identify feedback to be written and individual. Other forms of staff provided feedback are often not recognised.</li> <li>• CSD students are advised in their Clinic Handbooks about the developmental model of supervision and feedback that CEs are trained to use. CEs are encouraged to describe this model explicitly to students so they understand the process.</li> <li>• OLS students receive feedback in several forms: <ul style="list-style-type: none"> <li>• directly written on assignments</li> <li>• summary feedback page to year via assignment insert</li> <li>• verbal/individual feedback as requested.</li> </ul> </li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<p>Some schools have indicated that they will progressively modify their standard unit of study guides to include sections related to the ways feedback is delivered in each unit of study.</p> <p>The TIF Project is on-going until June 2004 and will require staged action as described.</p>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• AVS indicates that USE reports are now rating feedback to be good.</li> <li>• It is too early to comment on the TIF outcomes. They will be evaluated at the end of 2004.</li> </ul>
<b>Review Team's comments (to be completed after the Review)</b>	
<b>Review Team's conclusion (to be completed after the Review)</b>	

<b>Recommendation 5</b>	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
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• WebCT use is in widespread across the Faculty and increasing as staff skills are increased</li> <li>• Feedback via WebCT is being used more frequently by members of staff.</li> <li>• Development and trial in several schools of WebCT as a support to clinical education, especially during fieldwork when students are off campus.</li> <li>• WebCT training programs and development workshops have been held regularly on campus as coordinated by the Faculty Education Connections director, Dr Mahony.</li> <li>• Incorporated into the TIF Project 2003-2004, is a focus on the use of computer-supported strategies ie WebCT as an on-line learning support in terms of providing feedback. This focus will include both implementation in teaching programs and a grade descriptors development feedback loop.</li> </ul> <p>The following selected comments are indicative of those received from schools:</p> <ul style="list-style-type: none"> <li>• CSD has proposed 2 new PG coursework programs which will be WebCT based</li> <li>• Most BIOS units use WebCT</li> <li>• OLS runs several graduate and undergraduate units of study via WebCT eg. <i>Politics and power in the workplace</i>.</li> <li>• OLS is trialing the use of WebCT within the Master of Occupational Therapy (MOT) problem based cases this semester. This will be evaluated. It is also being used in the undergraduate subject, Professional Practice 2.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Most schools have staged plans to convert existing UoS to utilise WebCT as staff time and resources permit.</li> <li>• CSD reported that Scholarship Index money would to be used to support lecturers to move their UOS on-line.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• The progressive implementation of WebCT is occurring across the faculty with academic units such as BIOS in the lead.</li> <li>• USE data will be monitored for student comment concerning WebCT</li> <li>• Presentations to teaching seminars and discussion within Clinical Education Committee.</li> </ul> <p>Overall, positive response to use of WebCT for clinical education, evaluation ongoing.</p>
<b>Review Team's comments (to be completed after the Review)</b>	
<b>Review Team's conclusion (to be completed after the Review)</b>	

<b>Recommendation 6</b>	The Review Team recommends that the Faculty consider ways in which student nominations for excellence in teaching awards can be introduced
<b>Action taken by the Faculty</b>	<p>A/Dean T&amp;L:</p> <ul style="list-style-type: none"> <li>• Faculty TLC fully supports this recommendation, but was concerned to establish a nomination process that would be simple and easy, thus encouraging students to participate. It was felt for instance that requiring any extensive written submission would get little response. The TLC decided to consult across the University to see what is being done elsewhere.</li> <li>• Consultation with Professor Michael Jackson and Dr Michael Paton from the Faculty of Economics and Business identified what they had found to be a successful process for a Student nominated Excellence in Teaching Award.</li> <li>• A proposal was put before the August 2003 Meeting of the FHS TLC.</li> <li>• Dean approved funding for a student nominated prize – August 2003</li> <li>• Following further discussion by TLC, the proposal was referred to the Excellence in Teaching sub-committee. A subsequent report back has suggested that the process of student nominations needed careful planning and effective promotion to the student body, so the first award will occur in 2004.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Implementation to be further discussed by the Excellence in Teaching Sub-Committee and a report tabled at the September TLC Meeting.</li> <li>• Expect to make the first award in 2004</li> <li>• Publicity of this award mechanism will be given in 2004 with the view to get widespread participation.</li> <li>• Comments from HOSs indicate some schools are considering internal awards</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Schools are supportive of the idea</li> <li>• Student Guild are supportive and we can use the student newspaper for publicity</li> <li>• Evaluation will be made in 2004 of the response gained.</li> </ul>
<b>Review Team's comments (to be completed after the Review)</b>	
<b>Review Team's conclusion (to be completed after the Review)</b>	

<p><b>Recommendation 7</b></p>	<p>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</p>
<p><b>Action taken by the Faculty</b></p>	<ul style="list-style-type: none"> <li>• The Faculty now has an ‘all postgraduate student email list’ operating. This provides an efficient method to alert students to relevant information (e.g. scholarships, lectures by Visiting Professors etc.). This email list will help FHS address one of the problems identified in the 2002 SREQ data, by providing a mechanism to invite students to be part of the normal scholarly activities of the campus.</li> <li>• The Faculty has been running an Induction Evening for PG students for several years and a high proportion of commencing HDR and coursework students attend. The 2003 program included a welcome from the Dean and presentations from the University DoGS, SPURA, FHS library and FHS staff PG students with advice and experiences.</li> <li>• Small schools have identified HDR critical mass as an issue and there are now good initiatives being taken to group together and share events with larger units. Students do tend to want to identify with their discipline group however.</li> <li>• CSD is being most proactive in this area and is working with AVS who have small numbers of PG students, to share resources</li> <li>• Most Schools now run mid-year mini conferences or presentation sessions for their HDR students and invite staff and students from other disciplines to attend. The attendance in 2003 has been good.</li> <li>• HScD students have a mandatory progress presentation seminar.</li> <li>• CSD PG students obtained Supra support to run a ‘get-together’ session prior to one of the School’s Twilight Seminars. Students met with HOS and PG coordinator to raise issues and concerns: <ul style="list-style-type: none"> <li>• Priorities included more student contact across the Faculty and research space on campus</li> <li>• organise regular student study days on-campus and invited all research students</li> <li>• organised Hypotheticals as a cross-Faculty seminar to encourage interaction between students from all Schools</li> <li>• Moved research seminars to the evenings to encourage students to attend more regularly</li> <li>• Encourage staff to do group supervision meetings so students can interact with each other as well as the supervisor</li> </ul> </li> </ul> <p><b>Comments of the A/Dean Grad. Research.</b></p> <p><i>Improving experience:</i></p> <ul style="list-style-type: none"> <li>• We have commenced working with Ms Tai Paseta of the ITL on strategies to improve student experience. This will be driven by information from the original Academic Board Review, 2002 SREQ data and two focus groups with FHS HDR students. We have completed the first focus group and produced a report and are in the middle of data collection for the final focus group. The plan is that the ITL will then produce a series of recommendations for the Faculty, based upon all this information. We expect that this will occur within the next month or so.</li> <li>• I have contacted Paul Binns from the ITL to obtain SREQ data for each School. This arrived last month and at the last GSC meeting we agreed that each School would inspect their SREQ data and prepare a list of areas that are clearly different to the University result. Schools would then need to develop a plan for how they would investigate/address the issues and this plan would be submitted to the September GSC meeting. A report of the actions taken and outcomes needs to be submitted to the GSC at the March 2004 GSC meeting.</li> <li>• We have formed policy to assist to improve student experience:</li> </ul> <p><i>FHS award for excellence in HDR supervision</i></p> <ul style="list-style-type: none"> <li>• First award this year to A/Prof Kenny</li> </ul> <p><i>FHS guidelines for off-campus students</i></p> <ul style="list-style-type: none"> <li>• Requires schools to provide evidence that appropriate arrangements have been made for</li> </ul>

	<p>supervision, infrastructure, skill development and intellectual climate prior to enrolment</p> <p><i>FHS guidelines on supervisor qualifications</i></p> <ul style="list-style-type: none"> <li>• Provides minimum academic qualifications for supervisors</li> </ul> <p><i>FHS resource statement</i></p> <ul style="list-style-type: none"> <li>• Provides a mechanism for schools to fully inform students of the facilities that will be provided to them prior to commencing candidature.</li> </ul> <p><i>FHS 500 word report</i></p> <ul style="list-style-type: none"> <li>• The purpose of the proposal is to encourage pre-enrolment planning/preparation by the student, supervisor and school that will assist prompt commencement of research work and timely completion of the candidature.</li> </ul> <p><i>Induction programs:</i></p> <ul style="list-style-type: none"> <li>• DOGS has developed a University-based induction program, this is supplemented by the induction day run by the Faculty and those run by Schools and HScD. The induction programs run by Schools and HScD run over the semester and are more akin to coursework. As well the FHS library runs workshops in both semesters on topics such as general database searching, use of Endnote, use of specialist databases.</li> </ul> <p><i>Research seminars:</i></p> <ul style="list-style-type: none"> <li>• These are now timetabled regularly by Schools. The most recent two were the HScD colloquium 8/08/03 and the BACHS PG research symposium (20/06/03), ESS and PT will hold days later this semester. These are open to all FHS staff and students.</li> </ul> <p><i>Cross-school connections:</i></p> <ul style="list-style-type: none"> <li>• In June Natalie Munro, a CSD HDR student, organised an FHS HDR student social, which will be repeated in November. The Faculty is supporting this initiative by providing a room free of charge whereas the Student Guild wanted to charge the students \$400.</li> </ul> <p><i>Involvement in the business of the FHS:</i></p> <ul style="list-style-type: none"> <li>• We now have an HDR student rep on GSC and FRC.</li> </ul>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<p><b>A/Dean Graduate Research.</b></p> <p><i>College level:</i></p> <ul style="list-style-type: none"> <li>• The Faculty is part of College efforts to improve research supervision. The Associate Dean (GR) chairs the College Planning Committee for research students, participates in the Board of Post graduate Studies in Medicine, Dentistry, and Pharmacy, and aims to migrate ‘best practice’ from the Board to the Faculty. We are supporting College-led policies, procedures and oversight of postgraduate research students and supervisors, with the operational management devolved to faculties and school. We are keen for all faculties in the College to have appropriate information technologies to support research training, eg, easy access to accurate postgraduate research student data, high-quality web site for prospective students.</li> </ul> <p><i>Induction programs:</i></p> <ul style="list-style-type: none"> <li>• Collating a list of formal and non-formal units offered in FHS for dissemination to HDR students. The plan is to allow the students flexibility to select units that suit their needs. Again this is more like coursework than an induction program.</li> </ul> <p><b>Schools:</b></p> <ul style="list-style-type: none"> <li>• Feedback after the first BIOS conference from students and staff was very positive.</li> <li>• The idea of introducing a Faculty-wide seminar/workshop series has been taken by BIOS to the FRC.</li> <li>• CSD are currently developing a School PG student manual.</li> <li>• Most schools plan to ask more specific questions about these issues in their HDR progress interviews.</li> <li>• OLS will be implementing compulsory student presentations of their research from</li> </ul>

	<p>semester 1, 2004. This will involve students, clinicians and research supervisors. Students will be required to present at the beginning and then towards the end of their candidature (as a minimum)</p>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<p><b>A/Dean Grad. Research.</b></p> <ul style="list-style-type: none"> <li>• The Faculty Induction evening was highly praised by students, DOGS and the SUPRA president.</li> <li>• The HDR research seminars that have been run this year have been well attended and received by students and staff</li> <li>• The feedback we have received from the HDR student representative is that the first FHS student social was an enormous success.</li> <li>• It is too early to establish if things have improved in students perceptions of the research experience because there is a long lag time on these sorts of things. If things moved quickly it would just be noise. You change policy, then hopefully attitudes and then practices of HOD, PG coordinators and supervisors and then things should improve for the students. We hopefully will see this reflected in the students' perceptions in the SREQ. I think that if these initiatives are to have an effect it will be first seen in the 2003 SREQ data, but more likely the 2004 data.</li> <li>• Staff have informally stated that they have find some of the policy initiatives helpful with their students. Eg one staff member stated that she found the resource statement helpful with a new applicant because they could see all the facilities the School provides and was appreciative of this. Both parties also valued the opportunity to clarify what resources the student was expected to supply and what resources the School would supply.</li> </ul>
<p><b>Review Team's comments (to be completed after the Review)</b></p>	
<p><b>Review Team's conclusion (to be completed after the Review)</b></p>	

<p><b>Recommendation 8</b></p>	<p>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</p>
<p><b>Action taken by the Faculty</b></p>	<p>Some years ago the faculty erected a purpose designed research building for cross faculty use. This was not well utilized as staff and students expressed a preference to work in the same general location as their peers and supervisor(s). The Faculty established a space review with the primary aim of co-locating teachers, researchers, students and research facilities.</p> <p>As a result, ESS who had major research infrastructure in the research building, moved in as a whole. CSD was relocated to better relate to their clinic and HIM and the NCCH also moved to new areas. Residual free space was allocated to best meet the needs of on campus HDR students. It should be noted that many FHS HDR students are part time, working and by preference use infrastructure in their workplace.</p> <p><b>Schools:</b></p> <ul style="list-style-type: none"> <li>• BACHS has acquired office space for PG students and now have two major spaces available. All research students now have access to a computer and a place to sit. Full-time students have a desk and their own allocated computer.</li> <li>• Most BIOS research students have been relocated to a new room with better privacy and facilities. This area accommodates 15 students, each student has a computer, some are in private cubicles, others share rooms with 2-3 other students.</li> <li>• CSD has purchased filing cabinets and lockers for PG students.</li> <li>• CSD gives priority to employment of PG students as CEs- this gives them an office and computer.</li> <li>• Most schools are moving to the use of a resource statement as described in the previous recommendation discussion.</li> </ul> <p><b>A/Dean Graduate Research.</b></p> <ul style="list-style-type: none"> <li>• The GSC has no budget with which to dispense funds and has no control over Faculty or School infrastructure. Nevertheless the GSC has raised this issue with the Dean and Heads of School at a DMAC forum. As well the GSC has developed policy to require Schools to explicitly describe the facilities that will be provided to a HDR student:</li> </ul> <p><i>FHS guidelines for off-campus students</i></p> <ul style="list-style-type: none"> <li>• Requires schools to provide evidence that appropriate arrangements have been made for supervision, infrastructure, skill development and intellectual climate prior to enrolment</li> </ul> <p><i>FHS resource statement</i></p> <ul style="list-style-type: none"> <li>• Provides a mechanism for schools to fully inform students of the facilities that will be provided to them prior to commencing candidature.</li> </ul>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<p><b>A/Dean Grad. Research.</b></p> <ul style="list-style-type: none"> <li>• The DOGS has signaled that he has obtained funding from the VC for HDR student infrastructure. Faculties will be expected to match central funds. When this scheme is announced we will work closely with Schools to ensure that maximum benefits accrue to the Faculty.</li> <li>• Schools have identified their limited ability to fund the required the infrastructure needs of their HDR students. Proposals have been put to Faculty for consideration of a shared approach.</li> </ul>

<p><b>Faculty's evaluation of the success of action taken</b></p>	<ul style="list-style-type: none"> <li>• Schools that have relocated students cite very positive feedback.</li> <li>• More results will be available after the next round of student progress interviews and the next SREQ.</li> </ul> <p><b>A/Dean Grad. Research.</b></p> <ul style="list-style-type: none"> <li>• One staff member stated that she found the resource statement helpful with a new applicant because they could see all the facilities the School provides and was appreciative of this. Both parties also valued the opportunity to clarify what resources the student was expected to supply and what resources the School would supply.</li> </ul>
<p><b>Review Team's comments (to be completed after the Review)</b></p>	
<p><b>Review Team's conclusion (to be completed after the Review)</b></p>	

## **SECTION 2: GOAL 2 - DIVERSITY, ACCESS AND EQUITY**

*Goal 2 of the University's Strategic Plan is for the University to continue to provide access to tertiary study and appropriate support for students from a diversity of backgrounds.*

*In pursuing its goal of ensuring Access and Equity the University will seek to:*

- improve the gender balance in disciplines where an imbalance exists, particularly in postgraduate research degrees;*
- encourage and support the participation and success of Indigenous Australian students by increasing opportunities for them to participate in the University as students, educators, administrators and researchers and by providing support mechanisms to ensure successful outcomes;*
- ensure successful participation within the University of people from non-English speaking backgrounds, people with disabilities and people from socioeconomically disadvantaged backgrounds;*
- provide cost-effective quality educational programs for general interest and professional development, and provide access to higher education for a range of communities;*
- increase opportunities for local students to experience relevant cross-cultural activities, including education experiences obtained overseas, as part of their undergraduate education.*

### **2.1. Objectives**

The Faculty shares the broad goal and objectives and believes the evidence is clear that we are performing well. The nature of the programs in FHS naturally attracts a diverse staff and student population. As seen in section 2.5 the proportion of FHS students falling into the diversity categories is far higher than in University as a whole. On this basis the Faculty does not consider it necessary to make special efforts to attract such students, but rather focuses on providing the necessary services to appropriately support them and provide a high quality educational experience and environment.

### **2.2. Policies, processes and practices**

The Faculty cooperates with all University initiatives and processes, to facilitate student entry. The Faculty has a Student Welfare Unit on campus which, as well as providing general student support services, specifically addresses the needs of international, disabled and NESB students. Additionally the unit provides remedial academic support for students seeking help on their own initiative or having been referred by a school.

FHS differs from other faculties in that it has a School of Indigenous Health Studies (Yooroang Garang) which by its nature and programs attracts a high proportion of indigenous staff and students. All qualifying students may enter the programs. Because of the disadvantages suffered, many potential indigenous students of all ages require special preparation before being able to enter a tertiary program and then on-going support during their studies. The school offers two types of enabling programs: the Aboriginal Health Science Preparatory Program (AHSP) is undertaken prior to enrolment in an award course; and the Cadigal Program (AHSP) provides concurrent support for students already enrolled at the Faculty.

The Faculty is also aware of issues facing students from rural areas and attempts to attract such students, given the shortage of allied health professionals in rural areas. The School of Physiotherapy has an explicit Rural Entry Scheme.

A review of the campus from the perspective of a disabled person was carried out several years ago by the Property Services Division and a program of needed improvements resulted. These needs focused on access, pathway quality and disabled toilet facilities. The program is now largely completed and the Faculty complies with the relevant guidelines.

In keeping with University policy a number of discrimination and harassment advisors have been identified within faculty and their photographs and contact details are displayed on a Faculty notice board.

### ***Students***

The Faculty's Student Welfare unit conducts a mandatory Study Preparation Program (SPP) at the start of each year, for international students. If required these students will be met at the airport, transported to the campus and provided with temporary accommodation whilst they make their own arrangements. Help is given these students to find suitable accommodation by providing contact with reputable agents and facilitating sharing arrangements. The 2 week program introduces students to the Faculty and University, leads them through the many cultural issues they will have to deal with, and identifies any special study or communication difficulties that need to be addressed. This program is provided as a service to international students and no extra charge is made. The flyer sent to prospective students, the SPP program and timetable are provided in Appendix C.4.9.

The Faculty is supported by a Disability Officer (Ms Fiona Darcy), but the primary responsibility for oversight of this area is assumed by Student Welfare. Each School has a nominated contact person to facilitate liaison and also as a contact for students if required. At the start of each semester Student Welfare advises all HOS of the students enrolled in their programs who are registered as being disabled. The broad character of the disability (visual, hearing, physical etc) and the extent is listed, but no further information is given. This allows the Head to anticipate if any potential problems exist because of access or the nature of the program. There are constraints in some areas because of the potential risks to the student and others, and limitations on clinical placements which are beyond our control. Normally staff are not explicitly informed which students have disabilities, but there are cases where it is necessary for safety reasons and to ensure that if a student is not going to be able to participate in an aspect of their program, they are informed of this at the earliest opportunity.

Student welfare takes a role in determining if any special study aids (tape recorders, transcription etc) are needed and also the issues associated with extra time for assessments or modified formats. Resources are available within the faculty to support these needs.

Students in need of support may be identified in a number of ways. Self recognition, academic staff advice following discussion or progress assessment, HOS following assessment meetings, student administration as part of the Show Cause process and occasionally as a result of comments from other students. Support for the typical wide range of student problems is available on campus. One special facility is the Learning Assistance Centre where students can access help with writing and other study skills. Having provided opportunities for students to identify and resolve problems, the Faculty considers the student is primarily responsible for dealing with these issues.

The sources of assistance for students are well publicised at orientation, in school policy documents which students receive at the start of their course, by student administration and all other areas who give advice.

Bridging courses in Physics, Chemistry and Biology are available on campus at the start of each year. Students with needs in mathematics are advised about courses available on the Camperdown campus. Advice about these courses is provided in Faculty promotional material, at Courses and Careers day and in enrolment information.

The Student Welfare Service (SWS) provided the following information about their services:

- All students are encouraged to seek individual consultations in which to address issues they have identified. Consultations may be face-to-face or mediated (phone or email), synchronous or asynchronous.
- We aim to respond to all enquiries within 36 hours at the latest; optimally, within 24 hours.
- Academic Skills for Undergraduates, a one-day 'refresher' program for entrants to the FHS, was introduced in 2002.
- In response to a student request, the usual Exam Preparation sessions were replaced in 2002 by an offer to send handouts as email attachments. 81 students requested these
- For NESB students:
  - Individual sessions – either self- or lecturer-referred – to resolve language difficulty, remedy a language deficit, clarify or confirm elements of language acquired.
  - Until 2003, weekly lunchtime language workshops. In semester 1 2003, these were replaced with small-group and individual consultations by appointment, for learners' convenience.
  - Inter-semester Academic and Career Skills workshops; including one session on clinical communication designed specifically for non-native speakers of English

- One of these workshops has been developed into an online package of exercises: *Academic Grammar* (refer further to <http://www3.fhs.usyd.edu.au/cmu//sws/howto/Grammar.pdf>).
- For students with disabilities:
  - Language and Learning handouts are available in electronic format accessible to screen readers
  - Dedicated facilities in the Health Sciences Library
  - Self-instruction/user support manual, and one training session in the use of assistive technology, following upgrade of campus facilities
  - Support/advocacy within schools is provided by an Academic Liaison Officer. These are members of academic staff who liaise with Disability Services regarding individual students and advocate or negotiate on behalf of individual students (eg in assessment meetings or with course coordinators)
  - Equipment available for loan
  - Extended library loan arrangements

### ***Staff***

The Faculty monitors all processes and activities to ensure that all guidelines and requirements in regards to equity and discrimination, are observed. Unlike many parts of the University, FHS has a high proportion of female staff as shown in Table 4. This is consistent with the typical gender balance in the FHS professional disciplines. Faculty staff include academic and non-academic members whose cultural backgrounds include China, Korea, Vietnam, Malaysia, Singapore, Hong Kong, India, Sri Lanka, Cambodia, Thailand, Philippines, the Middle East, North America, Canada, Britain, Scotland, Ireland, Greece, Italy, France as well as Australia and New Zealand.

### **2.3. Stakeholder feedback**

No feedback processes are in place to specifically elicit information about diversity, access and equity. Staff and students have opportunities to raise any concerns through School Boards and other school and faculty meetings. Issues identifying problems are rare and this is most likely due to the high level of awareness that all practitioners in the allied health disciplines have and which forms an explicit component of a student's professional development.

Normal academic QA processes and evaluations provide another opportunity for comment and feedback, but again they rarely refer directly to any diversity, access and equity issues.

External Advisory Committees (EAC) and meetings with professional bodies, especially during an accreditation process, are opportunities for external input. We are not aware of any significant issues having been reported as requiring action in this context.

One area where there are student issues related to cultural or ethnic matters is in practical classes or group work. Certain groups tend to aggregate and it takes positive effort on the part of academic staff to break this down and get a more even mix. There are very positive aspects to students having to work in diverse groups because this is exactly what they will face in the workplace, but there are concerns expressed by students from time to time because of the differing cultural attitudes to sharing work and information.

The Student Preparation Program (SPP) for international students, always achieves very high praise from the participants and is seen as a flagship activity that should be propagated across the University. It does take effort and resources, but the judgment is that the goodwill it creates and the potential problems it defuses, makes it well worth the effort. Many of the relationships that these students establish in their first 2 weeks are lasting and greatly help to avoid or reduce cultural and social isolation.

The SWS report an increasing number of NESB students seeking assistance in preparation for a clinical placement, rather than remediation after a failure. This is seen as evidence of good student awareness of services and recognition of their responsibility to use them.

## 2.4. Quality assurance processes

There are no QA processes in place that specifically address diversity, access and equity issues, however Faculty monitors all service provision and feedback to identify any relevant trends or concerns.

Most schools in the faculty have some method of identifying students 'at risk' as evidenced by a lack of satisfactory progress. At the very least this will occur at the end of each semester when results are considered, but usually chronic or atypical poor performance will attract the attention of staff during progress assessments. Because the professional programs rely strongly on the achievement of competencies as well as good examination results, there is significant interaction between staff and students and increased identification of individual students and problems. Whilst most cases of poor performance have causes totally unrelated to diversity, access and equity issues, there are some that do. In the main such cases relate to cultural issues associated with family responsibilities, traditional roles and gender expectations. All students are entitled to access the range of available support services, but it is considered their responsibility to initiate this.

## 2.5. Outcomes and Evaluation

Appendix A.1 shows the FHS Diversity, Access and Equity data provided by the Planning Office. The following tables allow for easier comparison and consideration. Table 10 expresses the numbers as a percentage of total UG load, whilst Table 11 expresses the FHS equity group load as a proportion of the University's. Table 12 lists the SPR data.

Category	1999		2000		2001		2002	
	Faculty	Usyd	Faculty	Usyd	Faculty	Usyd	Faculty	Usyd
Load for UG Students with a Disability	2.9	1.4	2.9	1.3	3.0	1.3	2.5	2.0
Load for UG ATSI students	1.9	0.5	1.8	0.6	1.6	0.5	1.3	0.4
Load for UG NESB students	5.1	6.9	4.9	5.7	3.8	5.8	3.2	5.3
Load for UG Low Socio-Economic	8.0	5.4	7.8	5.4	7.7	5.4	7.3	5.1

Category	1999	2000	2001	2002
	Faculty	Faculty	Faculty	Faculty
Load for UG Students with a Disability	25.3	27.5	26.8	14.5
Load for UG ATSI students	43.6	39.2	37.9	34.7
Load for UG NESB students	8.8	10.3	7.5	7.0
Load for UG Low Socio-Economic	17.5	17.6	16.8	16.7

Category	1999		2000		2001		2002	
	Faculty	Usyd	Faculty	Usyd	Faculty	Usyd	Faculty	Usyd
SPR for Total UG Load	0.96	0.88	0.96	0.88	0.93	0.89	0.96	0.89
SPR for UG Students with a Disability	0.96	0.83	0.97	0.88	0.93	0.86	0.95	0.83
SPR for ATSI students	0.89	0.76	0.86	0.79	0.80	0.79	0.86	0.82
SPR for NESB students	0.90	0.82	0.92	0.82	0.88	0.82	0.92	0.84
SPR for Low	0.94	0.86	0.94	0.86	0.89	0.86	0.94	0.89

Socio/Economic								
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***Students with disabilities***

As shown in Table 10 the proportion of FHS students with a disability, has remained fairly constant from 2.9% in 1999 to 3.0% in 2001. This compares to a much lower mean value for the University over the same period of 1.3%. Interestingly in 2002 there is a significant increase in the University and a reported drop for FHS. A browse of the University statistics data identified a significant increase in this category for the Faculty of Science, but we have not pursued this matter further. Data in the other equity categories does not show the same perturbation.

Table 11 shows that over the period from 1999 to 2001 FHS had more than 25% of the students with disabilities in the University, with a drop to 14.5% in 2002 as noted in the previous paragraph.

The faculty believes that the intrinsic appreciation in allied health disciplines of the issues and needs of people with disabilities is why these students do well in FHS and why we attract a large number in the first place. The student progress ratio (SPR) for all UG students in FHS is consistently higher than for the University as a whole, a mean of 0.95 vs 0.88. The FHS SPR for students with a disability is the same as for all FHS students, whereas across the University there is a drop to a mean of 0.85.

***ATSI students***

Table 10 shows a trend of a slowly decreasing proportion of FHS ATSI student load from 1.9% in 1999 to 1.3% in 2002. The change in absolute ATSI numbers is small, but over the period there has been a significant increase in total UG load. Table 11 shows that FHS has had a consistently high proportion (mean = 39.9%) of the University's ATSI load. This is to be expected because of the presence of the School of Indigenous Health Studies (IHS). The mean SPR for FHS ATSI students is 0.85 which is significantly below that of 0.95 for all FHS UG students. This is to be expected given the known disadvantage this group has prior to coming to the University and is the reason why IHS runs the preparatory program. The FHS ATSI SPR compares well with that of the University of 0.79 largely we believe due to the focus of the IHS programs and teaching methods.

***NESB students***

Appendix A.1 and Table 10 show a falling trend in FHS NESB load from 5.1% in 1999 to 3.2% in 2002. The same trend is present in the University data but less marked, with FHS having 8.8% of the University NESB load in 1999 and only 7.0% in 2002. We have no explanation for this but wonder if it is because of the nature of the identification mechanism in the data gathering. The problems typically associated with this group, English comprehension and communication, and writing skills are still a major workload for the Learning and Language Centre. We do not believe there is a need to investigate these factors because the faculty provides support to all students regardless of background.

The mean SPR for FHS NESB students is 0.91 compared to 0.95 for all FHS UG students and 0.83 for all University NESB students. We believe this is evidence that FHS provides good support for NESB students. The continuing efforts to lift the communication and writing skills of all FHS students will benefit this group.

***Low Socio-Economic (LSE) students***

FHS has a mean of 17.2% of the University's LSE load. This is above our proportion of total student load (11%), suggesting that the FHS is attracting more LSE students than the university average. The proportion of LSE student load within the Faculty has fallen progressively from 8.0% in 1999 to 7.3% in 2002, however the absolute numbers are essentially constant. This means that the overall increase in FHS total students numbers has not contained the same proportion of LSE students. We have no explanation, but make the observation that broadly UAIs have risen progressively over the period as the FHS programs have been seen to be more attractive given the high employability of graduates and the relatively high starting pay rates. This may have made LSE students marginally less competitive.

The mean SPR for FHS LSE students is 0.93 compared to 0.95 for all FHS UG students and 0.87 all University LSE students.

Overall the SPR for all FHS students in any category is higher than that for the University as a whole. We see this as evidence that good support mechanisms are in place for all FHS students and they are being appropriately utilized.

### ***Gender balance***

Appendix A.1 shows the well known trend across the University for an increased proportion of female UG students. The same trend is present in the FHS data however it starts from a base where the female proportion is far higher and this is related to the professional programs in FHS. Many of the professions have traditionally not been attractive to males and few were seen in the workplace. This has changed where now more males are entering these professions, but as seen in the data the representation is still overwhelmingly female. We see no reason for the faculty to take positive action in this area. Community, social and other attitudes may change over time, but we get no significant feedback from the workplace or professional bodies that there is a need for proactivity.

### ***Special Entry Schemes***

There is Faculty-wide monitoring of Cadigal Scheme students and Schools generally track students who are part of special entry schemes.

### ***Student Support***

The SWS maintains a database of services provided and analyses these progressively to identify trends and the need for change. The following is a selection of items of interest. Full annual reports are available from the SWS.

- In 2002, email contacts rose to 225 (excluding the 81 requests for exam handouts). This is 10% of total student contacts with the Division in 2002.
- Numbers of NESB students attending seminars and workshops have remained fairly constant from 1999 to 2003 (1999: 15 attending clinical communication session, 36 in academic skills seminars; 2002: 31 attending clinical communication session or tutorial, 27 in academic skills seminars; 2003: 32 attending Clinical communication session or tutorial; 36 in academic skills seminars). For 2003: 88 NESBA students have so far attended consultations
- The number of students electing to register with Disability Services increased by 20% between 1999 and 2002 (1998: 70; 1999: 94; 2002: 107). The number registered so far in 2003 is 112 – which is 14.3% of the University's total registrations
- Traditional paper-based evaluation surveys, run annually between 1999 and 2002, produced too few responses to be useful or representative. An electronic survey is now accessible via the division's webpage. Students are invited/encouraged to post responses anonymously and these will be forwarded promptly to the staff concerned so improvements can be promptly effected. Creating quarterly aggregate statistics from the responses, should enable monitoring and comparison of outcomes.
- Service delivery has also been assessed using the Faculty's new Indicators of Flexibility. All restrictions on flexibility were found to arise from legal/professional requirements (eg confidentiality).

### ***Academic Skills Day***

The Faculty ran two 1 day sessions, immediately prior to the commencement of semester 1, 2003, which were aimed at commencing students, to introduce them to the skills they would need to successfully move into tertiary education. These sessions were extensively promoted and quite well attended. Evaluation results are presented in appendix C.6.

## **SECTION 3: GOAL 3 - EXCELLENCE IN RESEARCH**

*The University of Sydney will develop its reputation as an institution where pure and applied research and research training are conducted at nationally and internationally recognised standards, including research relevant to the economic, social and cultural well-being of Australia and the region.*

*In pursuing its goal of Excellence in Research the University will seek to:*

- encourage research of national and international standing in both existing and emerging areas;*
- identify and enhance areas of excellence in basic, strategic and applied research, and establish Centres that promote interdisciplinary research;*
- facilitate strategic and applied research carried out in collaboration with industry, government and community organisations;*
- increase the use by industry and other external organisations of its technology, research and expertise to create social and economic benefits, while generating income to support research and education;*
- develop collaborative links with key off-shore institutions to facilitate strategic and applied research;*
- attract, encourage and reward staff with a demonstrated commitment to excellence in research;*
- create opportunities for all staff to maximise their research output, including opportunities for intellectual renewal through the provision of special studies programs and special duties overseas;*
- attract more students with research potential;*
- provide more support for research training and recognition for outstanding research students and assist the transition of students into research-based programs through opportunities provided within undergraduate programs;*
- foster and reward skills and achievement in postgraduate supervision among University staff; and*
- support the conduct of outstanding research by both students and staff by fostering an academic and physical environment which incorporates access to information technology and necessary Library resources.*

### **3.1. Objectives**

As stated in the introduction, FHS has seen the development of a Faculty research culture and high level of productivity as a continuing challenge and major objective since amalgamation in 1990. The faculty has progressively put in place strategies that have been appropriate to its stage of research development. The current faculty research action plan is provided in Appendix B.4.

Whilst it is accepted that the Faculty has much still to do in increasing research productivity, FHS achieved the greatest improvement of any University of Sydney faculty on the basis of the 1999/2000 to 2000/2001 comparison of Combined Research Performance as released last year by the Research Office. These data are shown in Appendix D.14.

In order to best plan the next phase of its research development the Faculty has initiated a research review to be carried out in early October, 2003 and chaired by Professor Carol Armour from Pharmacy. The faculty has been collecting and analyzing all relevant data in preparation for this review. The outcome will form the basis of the Faculty's new Research Action Plan and underpinning strategies.

Notwithstanding the specific outcomes of the research review the Faculty fully supports the University objectives stated above and evidence is provided below to show that we are making good progress.

### **3.2. Status of FHS Research**

The *Faculty of Health Sciences Research and Research Training Report* (June 2002), prepared by the Faculty Research Committee is provided in Appendix D.1. This document should be read before continuing as it documents the status of FHS research and achievements to mid 2002. Particular notice should be taken of the strategies, goals and directions identified in the final pages of the report.

#### **3.2.1. Recent Initiatives in Research Development**

The faculty has continued with the strategic appointment of level D and E staff to lead research development across the faculty. Three professorial appointments have been made in 2002 and 2003. A chair has been advertised for BACHS with the selection process expected to be completed in early 2004.

When the first benchmarked research data was released, FHS lost \$780,000 compared to the research funding received in 2002. After analysis a process of negotiation was undertaken with the Research Office to establish more appropriate benchmarks. These were put in place in time for the most recent results, but no retrospective adjustment to funding was forthcoming. The benchmark changes are discussed further in the outcomes section below.

During 2002/2003 3 Faculty research centres, previously created to foster special areas, were reviewed to examine their fit with Faculty strategic directions, optimal productivity and the research - teaching nexus. As a result the National Voice Centre has been transferred to the Conservatorium of Music, the Australian Stuttering Research Centre will be integrated into the School of Communication Sciences and Disorders and the Rehabilitation Research Centre is now a part of the School of Exercise and Sport Science.

The Dean, Professor Kendig has led a submission in 2003 of a Research Network proposal in the area of identified strength Health, Aging and Disability.

### **3.3. Outcomes**

Appendix D.4 contains a wide range of data provided by the Research Office showing the research performance of FHS. The table in Appendix D.4.2 shows that for the period 1999/2000 to 2000/2001, the Faculty achieved increases of 24.2% in absolute, 61.4% for benchmarked and 42.8% for combined research performance. Appendix D.4.3 shows this in chart form for CHS showing FHS a clear leader in improvement. The chart in Appendix D.4.10 displays the absolute increase across the University, showing FHS as the leading faculty. It is accepted that FHS is growing from a low base, but these results demonstrate the effectiveness of the strategies put in place.

The indices of publications (D.4.4), research income (D.4.5), completions (D.4.6) and research load (D.4.7) all show an increase 2000 to 2001.

Appendix D.4.1 lists the latest RPI data submitted by FHS for 2002. Whilst this is encouraging, little comment can be made until we see the University wide picture and know if we have made an overall gain.

Appendix D.5 lists recent grants achieved by FHS, demonstrating that FHS is now increasingly able to be successful in competitive grants.

The following applications have been made in 2003 for funding in 2004 and beyond:

- NHMRC Project Grants: 25
- NHMRC Research Fellowships: 1
- ARC Discovery Projects: 7
- ARC Linkage Projects Round 1 (APDI): 1
  
- Sesqui New Staff Support Scheme: 3
- Sesqui R&D Scheme: 17
- Sesqui Major Equipment: 3
- Sesqui Postdoctoral fellowships: 3 to date

Quite a number of applications have been made to other schemes, including National Heart Foundation (1), NSW Cancer Council (3) et al, but the numbers are small in each category. Advice has just been received that an application from the University's Brain & Mind Research Institute to the Ramasciotti Foundation, involving Prof Richard Banati, the foundation Professor in MRS who is due to take up duties in January 2004, has been approved to the extent of \$1M, for a small animal PET camera.

### **3.4. Stakeholder feedback**

The SREQ provides feedback from research students in addition to that obtained as part of the annual progress review process, and the 2002 open response results are provided in appendix A5. Many of the negative issues raised are addressed by the actions taken in response to the ABR1 recommendations 7 & 8.

The comments about poor funding supporting HDR student activities, links to staff concerns about the current Postgraduate Research Support Scheme (PRSS) mechanisms. Funds are provided based on the previous year's student numbers. In situations where the number of HDR students is stable this may work quite well, but in situations where the number is growing this causes difficulties in the presence of very tight school budgets. The faculty sees little reason why PRSS funds cannot be distributed in the same year soon after the semester census dates.

Staff feedback and comment concerning their research broadly relate to 3 areas:

- The increasing amount of time that has to be spent on administration and QA activities.  
This is a real phenomena felt at all levels, which is exacerbated by the inability to employ more administrative support staff due to funding constraints. Schools and Faculty are looking hard at their processes to improve efficiency, but the demands are largely external and beyond our control.
- High UG teaching workloads and degrading student staff ratios.  
Most schools have workload formulae in place to strive for equity and in the main the tension in FHS schools is the relative value attributed to teaching activity vs research activity and productivity. Whilst gains have been made as a result of new teaching methods and curriculum review, it is not seen as likely that this situation will improve significantly in the short term. Comments made in the section (iv) of the introduction, about the cost of clinical teaching, are relevant here as an inhibiting factor to academic staff time for research.
- Poor research infrastructure and support staff  
The lack of research infrastructure has been largely a legacy issue arising from a lack of research activity at the time of amalgamation. Through RIBG funding, increasing grant success and other initiatives, the productive research areas have built up their equipment and special facilities and the hope is that they can now put more emphasis on research only staff in grant applications. This aspect of building up the capabilities of disadvantaged or new interest areas, is a strong justification to oppose the DEST suggestion of moving RIBG funds into the NCG pool.

### **3.5. Quality assurance processes**

FHS QA processes relating to HDR students primarily involve the GSC and the A/Dean (Graduate Research) as indicated by the actions reported in the previous section. The A/Dean takes responsibility for assessing each years SREQ results, alerting schools and the GSC to trends, and making appropriate recommendations. Whilst numbers are small, the distribution of school level SREQ data to HOS allows for more local attention.

The FRC has primary responsibility for monitoring the Faculty's research performance as measured by the DEST indices. The Dean, FRC, FDRD and the A/Dean (Research) are all involved in their various roles in the development of strategies to build research capacity and output. Schools also play a major role in stimulating researchers and providing an appropriate environment. This is especially true in regards to the appointment and nurturing of new junior staff to ensure they give sufficient emphasis to the research component of their duties.

### **3.6. Evaluation**

Research performance data has been referred to in the outcomes section above and whilst the gains made are very pleasing there is much growth that has yet to be achieved. This is particularly true if continuing gains are to be made against our benchmarks.

The benchmark research data provided by the AB for this review is shown in Appendix A.3 and it is based on the first set of comparators established by the RO. Comments have been made earlier that the initial comparators caused a major drop in FHS research income when they were introduced. A process of negotiation was undertaken with the RO to get agreement on what the faculty considered more appropriate comparators and this was achieved in 2002 for application in 2003.

Broadly Appendix A.3 is not comparing like with like in terms of many disciplines and are also different in terms of the structure of the academic groups. All the comparators have a much higher proportion of research only staff. GO6-2 has over half their staff as research only (we have 1.5%) and

cannot in any sense be considered a comparator. They are consequently much better on research measures than us on or any of the other GO6 comparators that they distort the data which leads to the second problem: the analysis for 'average'.

Income per FTE the data is skewed by GO6-2 and so the mean is not a very good representation of average. As well the analysis has taken the mean of quotients (income per FTE) that have very different denominators (FTE).

It is possible to further criticize the table but since a different set of comparators is now in place there seems little point. The benefit of the application of more appropriate comparators has been presented in the outcomes section and the results are presented in various charts and tables in Appendix D.4.

In mid-2003 the University Dean of Graduate Studies advertised some 40 scholarships for HDR students. These were co-funded by a winning student's school/faculty and the DoGS. If this exercise is to be repeated the guidelines need to be changed as the majority of successful applicants were already Sydney HDR students. FHS does not consider this to be good strategic use of limited research training funds.

## **SECTION 4: GOAL 4 - INTERNATIONALISATION**

*The University of Sydney will enhance its position as a university of high standing in the international community of scholars.*

*In pursuing its goal of Internationalisation the University will:*

- ensure local, national and international community recognition of the contributions made by the research, development and scholarly activities of students and staff;*
- identify, encourage and reward contributions to international activities by students and staff;*
- establish a system of international benchmarks within selected disciplines and activities designed to demonstrate and test the quality of performance in all areas of the University;*
- foster the expansion of strategic international alliances providing enriched learning, research and cultural opportunities for students and staff;*
- identify and develop focussed international programs which enhance the function and international image of the University;*
- ensure optimal collaboration within the University in international ventures; and • position itself as a key provider of educational programs, applied research and consultancies in partnership developments within the Asian region.*

### **4.1. Objectives**

The Faculty's current objectives are consistent with the University's aims but focused to take advantage of available opportunities.

- To increase the number of international students at all levels
- To expand the range of off-campus programs that can be offered to international students
- To ensure that international research students are of high quality
- To continue existing off shore programs and gain maximum leverage from them
- To build on the many existing international relationships and collaborations
- To continue to provide appropriate and high level support to on-campus international students

While the Faculty has to date been guided by the objectives above, we are actively contributing to College and University developments in clarifying and expanding the focus on Internationalisation (the Dean services on relevant Committees recommending directions). We support University directions being developed in 'mainstreaming' international aspects of curriculum, student support, research, and related administration.

### **4.2. Policies, processes and practices**

The faculty has a marketing officer who liaises with FHS academic units through a representative Marketing Reference Group (MRG). Currently the main activity of the officer is local recruitment and coordination of advertising but a review of this Faculty office role is planned for late 2003. The marketing officer does little directly in the area of international marketing which is largely done in association with the International and Development Manager in the College of Health Sciences (CHS) and directly by the Schools. Comments relating to the University's International Office are made in the evaluation section. Many academic units expect and fund academics travelling overseas for conferences etc. to spend 1 or 2 extra days on promoting their programs and other activities by meeting with relevant people and professional groups. This may also involve attending education fairs and IDP events.

The International Student Advisory Service (ISAS) is part of the Faculty's Student Welfare unit. A flyer listing the services available is sent to all FHS International students prior to arrival and a copy is provided in Appendix C.4.9. If required students will be met at the airport, transported to the campus and provided with temporary accommodation whilst they make their own arrangements. Help is given these students to find suitable accommodation by providing contact with reputable agents and facilitating sharing arrangements. Importantly ISAS conducts a mandatory Study Preparation Program (SPP) at the start of each year for international students, with a shorter one run at the start of semester 2. The SPP introduces students to the Faculty and University, leads them through the many cultural issues they will have to deal with, and identifies any special study or communication difficulties that need to be addressed. This program is provided as a service to international students and no extra charge is made. A copy of the SPP program and timetable is presented in Appendix C.4

The ISAS welfare adviser provides thesis support to postgraduates funded by AusAid (as per legal requirements).

### **4.3. Outcomes**

FHS has a long history of involvement in Singapore starting when it was a CAE long before it became a faculty of the University of Sydney. The faculty entered into a commercial agreement with Nanyang Polytechnic (NYP) in 1992 to provide a Director and other academic staff to establish a School of Health Science. The NYP project started with a high level of involvement of FHS staff leading the teaching and curriculum development. Progressively over about a 10 year period NYP staff took over teaching and administration as their expertise grew and FHS now has no formal involvement. This has provided a strong legacy and contact base in Singapore.

Many NYP diplomates aspire to a degree level qualification and in 1994, FHS established a Singapore based degree conversion program in a number of disciplines which is run in association with the Singapore Institute of Management (SIM). SIM provides the facilities and administration, with FHS sending academics to teach in blocks. Graduates receive a University of Sydney degree and each year a graduation ceremony is run in Singapore with FHS staff and other senior University members attending. Some Singaporean students choose to come to FHS to do their undergraduate degree or conversion and recently an agreement has been made with the Singapore Departments of Education and Health for selected students to be given scholarships enabling them to come to FHS in Sydney.

The activities in Singapore provide FHS with a strong profile in the region and a growing alumnus. We plan to use this base to grow existing links in Malaysia and potentially in Indonesia. As well as off-shore activities, we are seeing an increase in the number of Singapore graduates entering our postgraduate coursework programs.

Operation India is one of the Faculty's most innovative and sustained international initiatives. First conceived as an overseas fieldwork opportunity in 1994, the program has become a popular ongoing six-week fieldwork placement for the Faculty's final-year students. Since the first 26-strong field trip in 1995 almost 200 students from occupational therapy, physiotherapy, nursing and leisure and health have participated in the program. An extremely valuable training placement, Operation India gives students unique community-based research and therapy experience in remote communities while working in a supervised, multidisciplinary team.

Supported by a 1996 International Development Grant fund and operated in conjunction with established aid organisations, Operation India provides valuable and rare resources to Indian communities and their health workers. The 2001 team of 15 physiotherapy and 11 occupational therapy students treated 562 Indian clients, whose disabilities were most commonly polio, cerebral palsy and mental retardation.

Operation Pacific started in 1999 to translate the Operation India model to the Pacific region centred on Fiji.

There is interest from Mahidol University in Thailand to formalize their existing links with the FHS School of Physiotherapy and enhance their Bangkok based program. We have also commenced discussions with Sharjah University in the United Arab Emirates, to enter an NYP like agreement to develop their Health Science Faculty.

Recently FHS has had funding approved from iTEV to develop the Sexual Health program for offer in off-campus mode to local and international students. This is a collaborative venture involving several professional bodies and other CHS academic units. A similar proposal is being developed which will see an existing FHS gerontology program becoming a major University wide Study Age On-Line program available world wide, possibly with international collaborators such as University of British Columbia.

Further information about FHS international activities is available in the *Going Global* section (p45) of the Faculty Achievements publication provided at the end of this report.

### **4.4. Stakeholder feedback**

International students who participate in the FHS SPP rate it very highly and our dropout rate of participating students is very low. We believe the cost is well justified by the response of these students and the apparent success they have in their studies.

Feedback from the overseas initiatives like Operation India, are highly positive. Students, staff, collaborators and recipients all indicate their support by being prepared each year to contribute the necessary effort in organisation, fund raising and participation.

There are embedded comments in other sections relating to the outcome from feedback and other data, however the lack of clear identification of international students in the normal student databases and evaluation processes makes rigorous analysis impossible. Identification of international students is not generally possible because of discrimination concerns.

Comments from staff about the standard of English of known international students, has lead to the suggestion that the IELTS entry requirement should be raised. This has occurred in a few cases, but the decision is being made on a course by course basis.

#### **4.5. Quality assurance processes**

There are embedded comments in other sections relating to the outcome from feedback and the lack of clear identification of international students. All programs consider implications of international students when conducting reviews and developments of their programs. Due to the large number of FHS staff directly involved in international activities, there is a high level of awareness of relevant issues.

SIM routinely conducts an evaluation at the end of each unit of study and over time the students, who are all qualified practitioners and most working, have suggested changes in the emphasis of the programs. At the inception of the program the Department of Health in Singapore wished there to be a strong management theme as they envisaged the graduates taking up line management positions. Increasingly the students have expressed a desire for more discipline specific content and less management emphasis, and as a result the program has been incrementally changed. We now have more competition from UK and other Australian Universities and so this adaptation has been essential.

FHS relies strongly on information from staff of the Faculty SWS who have direct dealings with international students.

#### **4.6. Evaluation**

Recruitment of international students has not generally grown to the extent we would like. Most growth has come from FHS efforts and our established overseas referral base. We have benefited little from the University's International Office (IO) and find their methods and processes slow, often unhelpful and unreliable. We have recently identified that a number of applications submitted by students with whom FHS staff have had contact and then approved by FHS for admission, have failed to be processed. In some cases the IO have denied receiving these applications, even though we have copies. We are aware that the IO has recently been reviewed and hope their operations will improve in the future.

In the past we have asked that the IO distribute FHS promotional material for our off-campus coursework programs. They have refused, stating they only have a mandate in regards to students who potentially come to study in Sydney. We believe this is incredibly shortsighted and a waste of resources and opportunity.

The faculty plans to make more use of the resources in CHS to further international development. We see this as essential until the University's IO is more responsive and able to provide good support to our non-Camperdown campus faculty. This and other marketing issues will be considered when the marketing function of the Faculty Office is reviewed in late 2003.

The Faculty has a growing international alumnus, but we are not sufficiently effective in staying in contact with them. We had anticipated that University effort in this area would by now have provided good communication mechanisms. In the absence of this the Faculty is using its limited marketing

capacity to do some mailouts. Some schools have particular identification with certain alumni, such as the various discipline groups in Singapore. When FHS staff travel to Singapore to teach or attend the graduations, they will often meet with individuals or organize functions for alumni to attend. We believe that this maintenance of contact is essential and is one of the reasons why we are seeing these graduates entering our PG programs.

The data supplied in Appendix A.2 shows that FHS has consistently had a higher proportion of international undergraduate students than the University average, 11.1% vs 6.8% in 1998 and 13.1% vs 12.6% in 2002. We believe this success is due to the reputation of FHS professional programs, but could have been better if the comments made about IO in previous paragraphs had not applied.

The FHS figures in Table 13 for international PGCW are generally disappointing, having been stagnant for the last three years, compared with an increase in the University overall. Again the comments re. IO are relevant, but we consider this is probably a result of a greater FHS focus on undergraduate programs and local PGCW students. Our results for local PGCW have been very good and provided much needed income for many schools. The lack of growth may represent a lack of suitable programs as well as the lack of an appropriate marketing campaign. The Graduate Program in Sexual Health and Study Age On-line may help to address this.

Ensuring that international HDR students are of high quality and are matched to appropriate supervisors and projects is time consuming and does not fit easily with the IO's attempt to hurry application processing. This issue will be considered as a part of the Faculty's Research Review to be held in October 2003.

As shown in Table 13, the number of international research students has grown above the University average from a very low base of 2.6% (9.9%) in 1998 to 11.6% (9.8%) in 2002. The broad impression is that this is primarily due to the research reputation of particular schools and individuals, rather than as a result of marketing. We expect these factors and established overseas links to continue to expand, but recognise the need for improved marketing.

<b>Category</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
UG International students	361	438	386	490	497
(% of total FHS UG students)	11.08%	12.19%	11.10%	13.34%	13.06%
PG CW International students	35	50	81	84	80
(% of total FHS PG CW students)	6.96%	10.57%	15.28%	16.12%	12.18%
Research International students	7	15	24	34	38
(% of total FHS Research students)	2.62%	5.38%	7.69%	11.22%	11.59%

In the off-shore program delivered in association with the Singapore Institute of Management, there currently are 465 undergraduate students and 62 Masters students.

The downturn of the Asian economies, particularly in Singapore and Malaysia where FHS had seen strong growth, had a major dampening effect. There has been some restoration, but we are now seeing increasing competition from universities in the UK and elsewhere in Australia.

#### **4.6.1. Marketing Considerations**

Ms Diane Ranck is the International and Development Manager in CHS. The Faculty has a good working relationship with her and she keeps the Faculty and HOS advised of national and international visits she has planned. FHS will work with Diane to better market our offerings and identify the regions of best potential yield, so we can focus our efforts and resources.

Although the Faculty compares well with the rest of the University for the number of international UG students enrolled, the gap between the Faculty and University as a whole is narrowing. At present we have no way of knowing why this is occurring. It may reflect the fact that there appears to have been poor international marketing of programs, and that we do not know what guides the selection of Universities by overseas students. The A/Dean (Students) has made enquires with international students in the BHS program, but got little useful information. More vigorous activity to elicit information needs to be tempered by privacy concerns.

If we are to market ourselves successfully we need to know:

1. Why overseas students select FHS?
2. Why overseas students who are looking to study in an Australian University do not select FHS?

Question 1 could be addressed by asking all international students to complete a marketing questionnaire at enrolment, and providing a confidential list of overseas students to the A/Dean (Students) to allow monitoring during their candidature.

Question 2 could be addressed by generating a databank of all enquires made to the Faculty, University International Office and our agents overseas. We should aim to contact students who have made serious enquires but did not enroll in order to ascertain the reasons behind their decision.

The issue of marketing our programs to international students in Australian schools also needs to be addressed. It is possible that it revolves around the prestige of various professions in the student's own country, and that there is little we can easily do on that account. However, we may benefit from contacting health departments and the like in Asian countries and ascertaining demand for professions. In addition, we may benefit from specifically targeting overseas students using a campaign involving currently enrolled international students. Such a campaign may use international students at courses and careers days, or use their access to community groups. The benefit for the students would be recognition of their contribution to the University, and the fact that the value of their own degree will be increased by a greater number of graduates from FHS in their home country.

These 2 broad sets of initiatives will be progressively considered by relevant faculty committees and the MRG.

The BHS program appears to be a significant source of international students, perhaps as a feeder into graduate entry programs. It is being marketed along those lines for 2004 entry.

#### ***4.6.2. Study Abroad***

Study Abroad schemes are not well established in FHS. There are students going overseas on clinical and fieldwork placements, but the number going to other institutions to undertake formal study as a part of their FHS study is small and usually at their own initiative. Students from overseas coming here as a part of their home program, is again typically at their own initiative. FHS cooperates with these students as best as it can, but we have no established facilitating links or processes. Our professional programs are typically tightly designed because of the need to meet Australian accreditation requirements, which makes it hard to build in study abroad opportunities. The more generalist BHS program is in the process of introducing the opportunity for overseas study. Although this will not result in an immediate improvement in figures, it should act as a starting point for overseas study abroad in the Faculty.

The University of British Columbia is a potential collaborating institution for the Study Age On-Line project and this might also provide a focus for study abroad and student exchange opportunities.

#### ***4.6.3. Student Progress***

From data supplied in Appendix A.2, the University mean SPR for international undergraduate students for the period 1998 to 2002 is 0.84 in comparison to the non international equivalent of 0.89. In comparison FHS has achieved a mean SPR of 0.95 for international undergraduates and non international students alike. The faculty takes pride in this result as it is not only much higher than for the whole University, but there is no significant difference between the 2 groups. We believe this not

only reflects the attraction of high quality students but also the level of support provided to these students to help them overcome potential disadvantage.

## **SECTION 5: GOAL 5 - ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS**

*The University of Sydney will continue to make a significant contribution to the well-being and enhancement of the wide range of professions with which it engages.*

*In pursuing its goal of Engaging with Industry and the Professions the University will seek to:*

- ensure high-quality, relevant curricula which prepare accomplished graduates to take a leading role in their occupations;*
- provide graduates with expectations of, and opportunities for, ongoing graduate education, including refresher and extension courses and research training;*
- work with professional associations to develop their professional goals and enhance their competencies;*
- improve the quality of graduate training and skills, while emphasising high standards of community service and ethics, to enhance the quality of professional service;*
- maximise the University's contribution to the community through the involvement of its staff in professional associations, government agencies and professional regulatory bodies;*
- work closely with other educational providers in the post-secondary school sector to ensure the provision of course offerings relevant to industry and the professions;*
- contribute, in partnership with other countries, to the ongoing development and upgrading of vocational skills through provision of relevant training programs and other support.*

### **5.1. Objectives**

By its nature the faculty has a very high level of involvement with the health industry and the associated allied health professions. It fully supports the University's objectives and believes the evidence presented below indicates a high level of success.

### **5.2. Outcomes**

Many FHS academics are leaders in all aspects of their professional bodies from local branch membership, to national committees, editorial boards and conference organization. Many are also members of state and national advisory panels and regulatory bodies.

The majority of Faculty programs are professional in nature and related to the provision of healthcare. As a result schools consult widely with clinical professionals and accrediting bodies throughout all stages of undergraduate and postgraduate curriculum design. Most of the programs have clinical placements in both the public and private sector which requires a high level of mutual cooperation to achieve the required number of placements. A high proportion of the clinical tutors/educators are the professionals in the workplace. Appendix C.9 contains a list by school of the centres that collaborate with FHS academic units.

In 2002 NSW Health appointed Ms Brenda McLeod (Occupational Therapy background) as Principal Advisor on Allied Health. This appointment was in recognition of the important role allied health professionals play in health service provision and the need to improve the level of dialog with stakeholders in the presence of critical workforce shortages. We have met with Ms McLeod and discussed the many issues facing State Health, the workplace and Universities. Many senior FHS staff recently attended a State Health forum for Universities teaching in the relevant areas, to build a consensus on what each sector sees as the key issues and potential solutions. The critical issue of funding for clinical education was raised a high priority.

The development of a continuing learning ethic in all FHS graduates is stressed as a part of the programs and is further underpinned by the establishment of Continuing Professional Development (CPD) as an expectation for continuing accreditation by most allied health professional bodies. Most professional bodies work with the Universities to provide such opportunities and this has resulted in the creation of many short courses and formal PG CW programs. Increasingly FHS disciplines are identifying sub-specialties and this provides further study needs and opportunities.

The Faculty's professional-entry Master's degrees have become a highly effective way for graduates from other fields to enter allied health professions and for health professionals to upgrade their qualifications. The first such professional-entry Master's degree of its kind in the Southern

Hemisphere was the two-year Master of Occupational Therapy introduced in 1998 by the School of Occupation and Leisure Sciences. Instead of entering the profession via a four-year bachelor degree, graduates who meet specified criteria may complete the requirements in two years. Used as a test case in the development of Australian accreditation guidelines for professional entry, the degree has been approved by the Australian Association of Occupational Therapists (AAOT), the national accrediting body. Other schools in FHS have introduced similar programs or are developing proposals for them.

Comments have been made in the internationalization section of the range of contributions FHS has made in an organizational way, as well as by individual academics.

As stated above FHS has a strong involvement with industry as part of the delivery of its educational programs. As well as this are the involvements in research, contractual and commercial development.

The FHS was involved in the tender for establishment of an International Centre of Excellence in Sport Science and Administration (ICESSA). ICESSA aims to harness expertise within Australia and to build delivery capability to global markets. ICESSA will be a focal point for education products and knowledge services in SS&A. The Centre will manage information, gather and broker intelligence, and build new products for the international market drawing on each partner's existing education, research and administrative capacities. The three foundation partners of ICESSA bring complementary expertise and experience in SS&A. The synergy of the three partners' capabilities and capacities is unique in Australia.

**University of Sydney (USyd)** – Sports Science

**University of Technology Sydney (UTS)** – Sports Administration and Management

**Sydney Olympic Park Authority (SOPA)**– World class facilities and an international podium for Australian sports science and administration

Examples of joint research projects from the School of Exercise and Sport Science:

- CSRIO and Woolmark - thermoregulatory research
- NeoPraxis, Northern Area Health Service - developing control systems for enhancing the mobility of spinal cord injured individuals
- Digital Effects - developing telemetry systems for monitoring human performance
- ASICs - assessing effects of shoes on human body mechanics & developing new walking shoe
- Croker Oars, NSWIS - matching oars to rowers
- Care Rowperfect - specificity of ergometer rowing to on-water rowing & lumbar loads during rowing
- CRC Microtechnology -: Australian Rowing System

Further examples of research linking FHS with industry and the professions can be seen in the list of recent research grants provided in Appendix D.5.

### **5.3. Stakeholder feedback**

Feedback from professional and industry partners is extensive. Informally it happens because of the regular interactions between FHS staff and the workplace as part of research activities and also the clinical placement process. Formally it comes from EAC meetings, review discussions and the accreditation processes.

### **5.4. Evaluation**

The success of the Faculty's links with industry and the professions is provided by its very existence and the large number of graduates it produces. If the links were not robust and effective it would be impossible to operate the educational programs.

All academic programs requiring accreditation have been successful in doing so. Extracts from recent reports were provided in the introductory section and full copies are contained in Appendix C.8.

The ARC linkage grants have provided a new opportunity for collaborative research with industry partners. During 2000 Associate Professor Richard Smith was awarded the University of Sydney's largest Strategic Partnerships with Industry—Research and Training (SPIRT) grant for research into

recovery from spinal cord injuries. More large research grants were awarded in 2001 for research into a new concept walking shoe and post-operative hip fracture research.

## **SECTION 6: GOAL 6 - EFFECTIVE MANAGEMENT**

*The University of Sydney will improve its position as an efficient, effective and responsible institution, striving to meet the needs of students and staff, and committed to quality in all aspects of its operations.*

*In pursuing its goal of Effective Quality Management the University will seek to:*

- develop improved capacities for strategic planning in all academic and administrative activities that make effective use of management information as part of goal-setting;*
- incorporate measures to ensure fiscally responsible budget processes based on strategic academic goals and emerging priorities;*
- provide management systems, procedures and practices that support the University's academic and administrative activities, allow effective devolution of management and promote quality assurance;*
- ensure that the quality of service provision meets the agreed needs of students and staff;*
- diversify and strengthen its funding bases and develop the capacity to accommodate changes in the funding environment;*
- develop and implement a Capital Development Program that balances the needs for maintenance and renewal with the pressures of changed needs and new technologies;*
- develop an Employee Relations Strategy which includes a framework, encompassing the principles of equity and diversity, to ensure staff and students are aware of their responsibilities to one another and show high levels of ethical behaviour in their personal and professional lives;*
- develop better communication and ensure effective consultative processes involving all its constituencies;*
- ensure the functions of the University are supported by record-keeping programs which comply with legislative and best-practice requirements;*
- ensure a congenial, equitable, safe and harmonious working and social environment that acknowledges cultural differences and applies the principles of equity and diversity; and*
- encourage an awareness of environmental issues and address these through integrated teaching, research and responsible institutional behaviour.*

### **6.1. Objectives**

The Faculty aims are to:

- Provide a central management and support unit to facilitate the activities of the academic units
- Appropriately manage resources and report as required to the Faculty, College and University
- Ensure that all relevant guidelines and policies are observed
- Initiate strategies to achieve faculty goals
- Work with schools to maximize faculty income

### **6.2. Policies, processes and practices**

#### **6.2.1. Faculty Governance System**

The faculty consists of 10 schools, a central Deans Unit and Faculty Office. The campus services and facilities, including student administration are separately funded and managed by the Campus Manager's Unit.

In 2000 the Faculty carried out a major review of its governance structures with the aim of optimally aligning our structures with those of the University. The resulting FHS Academic Governance Model was agreed to at a special Faculty meeting and the relevant documents are provided in appendix B.1. Following the changes to the governance structures, the Faculty Office was reviewed to provide the most appropriate support, and the resulting structure is shown in appendix B.2. A key change was the establishment of Academic Services Officers, with explicit links to each faculty committee and process, so that administrative support and responsibilities are clearly identified.

The Dean oversees policy, budget and research areas whilst the Pro-Dean largely takes responsibility for the academic and student related matters in Faculty.

The FHS Academic Governance System is responsible to the Chair of the Faculty (Dean) and articulates with relevant academic governance committees at University level. The Faculty Management System is responsible to the Dean through the Faculty Manager, and links with the

relevant University management structures. A number of strategies are in place to facilitate communication and effective interaction between and within these two Faculty systems:

- The Dean heads both systems.
- The Faculty Office provides support for and liaison between both systems
- Academic and general staff members have positions in both systems including the Dean, the Pro-Dean, the Faculty Manager, and the Faculty Office staff such as Faculty's Academic Appointee (Distance and Flexible Education).
- Heads of School and program coordinators within schools are frequently called upon to represent their schools in both academic governance and management matters.
- The Associate Dean (Teaching and Learning) is an ex-officio member of the Undergraduate and Graduate Studies Committees.
- The Associate Dean (Undergraduate Studies) and the Associate Dean (Graduate Coursework) are ex-officio members of the Teaching and Learning Committee

Each of the major academic committees is chaired as indicated, typically being the Dean, ProDean or A/Dean. The major committees are closely aligned with the main University committees whereas the sub-committees are established to address particular roles and initiatives. Chairs of sub-committees and working parties are chosen as needed.

The number of Associate Deans was increased in 2001 to best address identified needs.

The area managed by the GSC was divided in two, with an A/Dean (Graduate Coursework) who chairs GSC, and an A/Dean (Graduate Research) who is deputy chair. This provided a focus on the issues relating to HDR students; their satisfaction as indicated by the SREG, the need to improve completion times and the selection of high quality research students. The A/Dean (GR) has delegated authority to approve HDR applications and reports these decisions to each GSC meeting. This process has greatly shortened application processing times and only controversial applications are discussed at the meetings.

An A/Dean (Students) was appointed in response to concerns raised about overall student satisfaction and the desire to address issues related to the first year experience and student attrition. A report on withdrawing students is provided in Appendix C.5.

The A/Dean (Clinical Education) was appointed to coordinate many common clinical issues, including:

- Student criminal record checks
- Child protection issues
- Privacy matters
- Workplace agreements with Area health Services, Hospitals and private practices
- Vaccinations
- Workplace indemnity
- Liaison with State Health

The remaining A/Deans of Research, T&L and UG Studies chair the relevant committees and have traditional roles in their portfolio areas.

The operational aspects of the Faculty are coordinated through the Dean's Management Advisory Committee (DMAC) whose members are:

- Dean – Chair
- Pro-Dean
- Heads of School
- A/Deans
- Faculty Manager
- Others as needed

Over recent years the Faculty has progressively strengthened its planning processes and their relationship to operational management. The annual DMAC Retreat provides an opportunity for Heads of Schools and Associate Deans to establish academic priorities which are then discussed by Faculty and taken further by Faculty governance committees. At the end of each year Heads of Schools provide annual action plans that are revised and reviewed with their colleagues and discussed with the

Dean. These action plans have to date followed our Faculty Strategic Plan (1999-2002) and in future will be articulated with the College planning process currently underway.

Schools have varying structures but all conform to the University guidelines. The HOS is responsible for all aspects of the schools operations and academic programs, and answers to the Dean in line management terms and to the School Board for local matters and academic decision making. School committees typically align with Faculty committees but there are usually others to meet special and discipline specific needs.

Financial services within the faculty office are managed by the Faculty accountant and his staff. This group supports the schools in the management of their budgets, but there is considerable disappointment amongst HOS of the continuing poor management information tools. The current PeopleSoft system is designed for accountants and does not provide the types of reports and tools that academic managers require. These issues have been discussed with the University's Chief Financial Officer, Mr Bob Kotic, and we have agreed to be a pilot site for the trialing of *satellite financial systems*. There are a range of established commercial systems which whilst still accessing the central PeopleSoft data, can provide more appropriate user interfaces and tools. It is hoped this pilot will occur in 2004.

All schools conform to the requirements for EEO, OH&S, EAC and the University's program QA. Some schools have special student liaison arrangements, but at a minimum they have appropriate student representatives on School committees.

Because FHS resides on its own campus, the arrangements in regards to the provision of many services are different to that of most Faculties on the Camperdown campus. An independent Campus Management Unit exists which is separately funded by the College of Health Sciences (CHS). Whilst overall there have been good working relationships, in the presence of tightening budgets, there is tension in regards to priorities for Student Administration, teaching venues and facilities, IT, and buildings and grounds. This situation will be progressively resolved as the College implements a program of restructuring which we hope will involve a high level of consultation and set academic needs as the key driver. The Faculty sees the following two key areas of high risk which must be appropriately addressed in the change management process.

Flexis implementation in FHS is commencing in late 2003 for live operation at the start of 2005. There will also need to be a restructure of Student Administration. The Faculty anticipates that these changes will overcome many shortcomings in the existing student system and related administration problems. In particular it will facilitate cross University enrolments which currently require dual entries and makes joint degrees very cumbersome. Additionally students will perceive themselves being truly part of the University as a whole, because they will have a University wide SID and their student card will be recognised at Camperdown. Currently the Cumberland ID card is not recognised on Camperdown for access to student facilities, leading to a sense of alienation.

In recent times there has been considerable student and staff angst over the IT/AV facilities in teaching venues and their support. Academics are being encouraged to use modern teaching methods and are frustrated when allocated venues do not have the appropriate facilities or they do not work properly. Staff generally have high teaching loads and such frustrations unnecessarily lead to increased stress levels. This issue has been cited in the Faculty's submission for inclusion in the CHS Strategic Planning Process as a need for the College to advocate centrally for the establishment of a University standard for teaching venue facilities, resources and support, and that it be funded centrally.

### **6.3. Outcomes**

The separation of responsibility for service provision from faculty does create issues which are to be addressed during a planned review involving the Faculty, College and University administration. Currently there are no formal links with Faculty and the generally good working relationships between faculty and campus staff rely on personal contacts.

The Faculty is a leader in flexible delivery of its curriculum, and has been very deliberate in driving these developments both for the undergraduate programs and to meet the further education needs of busy and often remote allied health professionals. Understandably, flexible learning demands new and

different resources. In keeping with its goal in the 1999–2002 Strategic Plan to ‘maximise opportunities for flexibility in the Faculty’s delivery of units of study’ the Faculty acknowledged that coordinated leadership and support was mandatory if flexible learning was to flourish. This led to the appointment to the Faculty of a Senior Lecturer in Distance and Flexible Education in 1999. In 2001 the Education Connections unit was established within the Faculty Office to consolidate this expertise and link it with Faculty activity in educational development activities and outreach programs.

Staff turnover has not been an issue in the faculty. Retention of corporate knowledge and expertise has been adequately managed by appropriate succession planning as older staff retire.

The following table shows the faculty’s good success in achieving promotions for academic staff. There has been a concerted effort in recent years to provide a high level of support to applicants in terms of awareness seminars, application discussion and mock interviews. We believe the success rate and the generally higher quality of applications, as commented on this year by the chair of the Level C CPC, is a consequence of this.

Year	1998		1999		2000		2001		2002	
	Applied	Success	Applied	Success	Applied	Success	Applied	Success	Applied	Success
A to B	4	4	1	1	2	2	1	1	2	2
B to C	3	1	4	2	3	3	3	2	8	8
C to D	2	0	1	0	1	1	2	2	1	1
D to E	0	0	0	0	0	0	1	0	1	1

Note that in 2002 the Faculty had the largest number of applications and was 100% successful. The process is not complete for 2003 and the status is shown in the following:

Year	2003	
Level	Applied	Success
A to B	2	2
B to C	5	?
C to D	1	?
D to E	1	?

It is encouraging to see the increased number of applications for promotion to higher levels in recent years.

In 2002 a total of \$170,434 was spent within the Faculty on developmental activities for academic and general staff. This represents 1.1% of the total core Faculty budget.

#### 6.4. Stakeholder feedback

Feedback concerning the management of faculty is achieved through the many opportunities staff have in committees, faculties meetings and dealings with Faculty staff. There is free interchange and many changes in practices have resulted from staff suggestions.

#### 6.5. Evaluation

We are unaware of any University standards or comparative data concerning the management indices suggested in the SER guidelines. We think it would be useful for management and administrative data to be made available through the planning office, just as there is a large pool of data relating to academic activities.

Most staff development activities are initiated within the schools and not recorded centrally in the Faculty. It is recognized that it would be desirable to establish some form of collective register. Currently this information would only be contained in individual staff files.

The faculty is reflective in its processes and is well prepared to change if a better way of doing things is identified. This will most certainly occur as a part of the College initiated change process relating to the restructuring of campus services at the same time as the implementation of Flexsis. The Faculty

will approach the change process constructively, but is mindful that there are potential serious threats to the Faculty's operations and quality of teaching and research, unless the final line management and funding arrangements are appropriate.

The Dean's Appeals Committee is an entity that has seen no use in recent time and the need for its retention will be considered.

The ABR2 process and associated development of this Self Evaluation Report, has identified again the difficulties of gathering information about the diverse aspects of the Faculty's operations. University information systems are improving, but there is still a long way to go before FHS is fully integrated into the central systems. The need for Faculty to access information about school operations is increasing and it is felt that we can improve data collection and reporting and possibly reduce school workload. We will take a proposal to DMAC that Faculty creates a template for information that is to be submitted by schools periodically or progressively, and then maintained by Faculty. This would provide a central resource and hopefully largely remove the need for the many ad hoc requests to schools for information.

## **SECTION 7: GOAL 7 - SERVICE TO THE COMMUNITY**

*By providing knowledge, opportunity and encouragement, the University of Sydney will maintain and enhance its position as a leading contributor to the opinions and ideas, cultures and lifestyles of the many communities it serves locally, nationally and internationally.*

*In pursuing Service to the Community the University will seek to:*

- *become a cultural focus for the community and contribute intellectual capital to relevant community events of local, national and international significance;*
- *play an important role as an influential contributor to local, national and international debate;*
- *support the community through the provision of expert services and resources and through engagement with alumni and University Foundations;*
- *ensure that their learning experience prepares graduates to assume leadership roles in their communities;*
- *build partnerships with alumni and alumni groups, both locally and internationally;*
- *share its cultural heritage with national and international communities, through such means as touring art exhibitions and sharing of museum resources;*
- *act responsibly and ethically as a community member;*
- *provide access to the information resources it preserves, creates and maintains in libraries, museums, teaching collections and databases; and*
- *ensure that members of staff and students are encouraged, supported, recognised and rewarded for the assumption of leadership roles in the community.*

### **ONGOING STRATEGIES**

*The University will continue to:*

- *open its various campuses to the public by developing enhanced sporting facilities, using venues for public functions and promoting the museums and art collections;*
- *develop strategic partnerships with prestigious external groups such as the Australian Ballet, the Australian Brandenburg Orchestra, the Australian Olympic Committee and the New South Wales Institute of Sport;*
- *serve the community through such specialist services as the Veterinary Teaching Hospital and the Dental Clinic;*

### **7.1. Objectives**

Health—not merely the absence of disease or infirmity but a state of complete physical, mental and social well-being—is a fundamental human right.

World Health Organization Alma-Ata Declaration, 1978

The Faculty of Health Sciences seeks the highest possible level of health for people, in both its immediate community and the wider population, by providing the highest standard of education and research and applying that knowledge to the improvement of people's health.

### **7.2. Policies, processes and practices**

The Cumberland Graduates Association has been led for more than 20 years by Mrs Helga Pettitt. The faculty cooperates as far as possible to facilitate information reaching the growing alumnus. FHS schools regularly contribute to the newsletter with stories about their graduates and recent developments. The Faculty is proud that many of its alumni are accomplished health professionals who reflect a capacity for critical reflection, who function in teams, who are wise in professional practice, who treat patients as partners in care and who add to their professional core-competencies a deep understanding of the integral role of health care in the community.

The faculty runs community forums to discuss important issues. Recent examples are:

- 'Issues in Allied Health' compered by the ABC broadcaster Ms Julie McCrossin.
- 'Employment prospects for exercise and sports scientists' led by media personality Adam Spencer

### **7.3. Outcomes**

Because of the nature of FHS, many of the things said in section 5 on the faculty's engagement with industry and the professions also relate to this section. The following describes some selected activities that are examples of the nature and level of faculty involvement with the community and are proof of

real achievement. Further information is available in the Faculty Achievements Report, in the School and Professional Links section starting on page 51.

### **7.3.1. Indigenous Health**

The School of Indigenous Health Studies was created due to the growing awareness of poor health among Indigenous people in Australia throughout the 1990s. The school provides professional education and training for Indigenous health workers at undergraduate and postgraduate levels and conducts a wide range of research, much in collaboration with Indigenous communities.

A highlight has been the development of a host of flexible learning options for Indigenous students. Flexible entry requirements, scholarships and preparation courses have made tertiary study a more achievable goal. The School's undergraduate degree, the Bachelor of Health Sciences (Aboriginal Health and Community Development), is strongly workplace oriented. Graduates work with specific client groups such as in drug and alcohol, women's health services, Aboriginal medical services and other health and community fields. On completion students are prepared for a career in Aboriginal health work and related areas.

### **7.3.2. Aging, Health and Disability**

Associate Professor Russell has had a long career in the field of gerontology and has focused her interest in the use of qualitative research methodology in studies of ageing. Her research has been funded by the National Health and Medical Research Council (NHMRC) and published in major international journals and edited collections. She is one of the key workers in a Faculty identified area of strength, Health, Aging and Disability.

Dr Weerakoon is an acknowledged expert in the field of human sexuality. As a member of the International Academy of Sex Research and a well-published sex researcher, Dr Weerakoon has made numerous appearances on ABC Television's FAQ program.

The Communication Disorders Treatment and Research Clinic provides on-campus clinical education for speech pathology students. The clinic offers speech pathology services to the community and remains the Southern Hemisphere's largest university-based teaching and research clinic. Some 200 clients attend each week during semester.

The Driver Rehabilitation Clinic is one of the Faculty's many multidisciplinary clinics. It not only provides education opportunities for occupational therapists but also offers a very valuable public service. In a program that has been running for more than 10 years, the Driver Rehabilitation and Fleet Safety Services Clinic provides assessment and rehabilitation programs for corporate fleet drivers and people with physical, psychological or cognitive problems resulting from car accidents, work injuries or diseases. For clients with whiplash, head injuries, phobias and spinal and other injuries, getting back behind the wheel is an important step toward recovery and quality of life.

Among Australia's increasingly ageing population there exists a vulnerable and neglected group—the 50,000 or so parents of adult sons and daughters with intellectual disabilities. For such parents, caregiving has virtually been a life-long 'career'. The caregivers face distressing new dilemmas as they age. Where will their sons and daughters live if they can no longer be cared for at home? How will they occupy their days if 'retired' out of day programs? In an important two-year research project funded by an NHMRC grant, a team of Faculty researchers led by Professor Gwynnyth Llewellyn has identified factors that have prevented ageing parent caregivers from accessing health and community services and identified that services must focus on supporting family caring rather than on life-stage or life-condition criteria.

### **7.3.3. Stuttering**

Around the world, parents of children who stutter are more than happy to voice their thanks to Faculty of Health Sciences researchers who have helped create the acclaimed *Lidcombe Program*, a behavioural treatment that has brought relief to thousands of young children, both in Australia and internationally. Named for the suburb in which the campus is located, the world-renowned stuttering treatment program was developed during the 1990s by a team led by Professor Mark Onslow and an on-campus clinic continues to provide this service.

#### **7.3.4. Anxiety**

Groundbreaking research into the cause of fear and how best to treat it has propelled the Faculty of Health Sciences' clinical anxiety research group to the forefront of world research into phobias. Led by Associate Professor Ross Menzies, the team has challenged accepted views that fears are acquired through unpleasant experiences. With substantial funding from the NHMRC, the Faculty Research Group (created in 1995) has developed an international reputation for its findings in a range of anxiety disorder projects and associated treatments.

#### **7.3.5. Back Pain**

New research by School of Physiotherapy researchers Associate Professors Chris Maher and Kathryn Refshauge may one day be crucial in reducing the personal distress and crippling \$220 million annual cost of back pain to the New South Wales WorkCover Authority. Ninety per cent of payouts for back injuries are for chronic pain in the lower back for which treatment is expensive and spontaneous recovery is unlikely. In the 2003 NHMRC funding round, Associate Professors Maher and Refshauge were awarded \$429 000 to study primary care management of acute low back pain. This new project will examine the long term outcome of acute low back pain and the accuracy of the clinical examination in screening for serious disease.

#### **7.3.6. Hip Fractures**

Hip fractures resulting from falls will become a significant healthcare problem as Australia's population ages during the next two decades. In recognition of hip fracture as a national health problem, Professor Maria Fiatarone Singh from the School of Exercise and Sport Science was awarded a five-year, \$815,000 NHMRC grant in 2001 to develop HIPFIT, a post-fracture treatment package to aid the recovery of elderly patients. HIPFIT is expected to bring significant economic savings for the healthcare system and, importantly, to reduce personal suffering and dependency for many elderly Australians who fracture their hips.

#### **7.3.7. Juvenile Crime**

In 2002, Associate Professor Dianna Kenny and her colleagues were awarded a \$479,000 grant from the ARC for the project *Breaking the juvenile crime cycle: Rehabilitating high-risk young offenders* which will be conducted over 2003–05.

## **SECTION 8: EVALUATIVE SUMMARY OF THE FACULTY'S EFFECTIVENESS IN CONTRIBUTING TO THE UNIVERSITY'S SEVEN GOALS**

The Faculty of Health Sciences produces more graduates in our allied health disciplines than do all the other competing Universities in Australia. It has established a high international reputation for the quality of its graduates and is recognized as a leader in many areas of research. It has shown itself to be innovative in the development of flexible and evidence based teaching and is a leader in the provision of off-campus post graduate coursework programs. We believe we are well placed to provide the necessary focus and leadership to harness cross College expertise and resources, and offer significant flexible delivery coursework programs globally. FHS development will proceed in alignment with the overarching CHS strategic planning directions.

Teaching staff are demonstrably achieving high quality and student success as evidenced by the above University average student progression rates and other performance indices. The desire to innovate and improve teaching is shown by the regular winning of Teaching Excellence awards and TIF grants aimed at responding to student and graduate feedback. Through the Undergraduate Reform process the Faculty has achieved major improvements in regards to cross disciplinary teaching and will next focus on achieving increased efficiencies and flexibility in the provision of graduate coursework across the faculty and college.

Diversity groups are over represented in FHS, and the progression rates of these students is little different to the Faculty as a whole and exceeds that of the University. This reflects the highly supportive culture present in the Faculty and the effective utilisation of services offered.

Research performance has been a key focus of Faculty development. Though starting from a low base, the Faculty is now demonstrating the highest level of improvement in the University, both in absolute and benchmarked terms. Existing strategies to attract high level researchers and funding will continue, and other initiatives will be identified as a part of the impending Faculty initiated research review.

International initiatives have been a consistent theme throughout the Faculty's existence. We plan to further develop existing off-shore programs and gain maximum leverage from our Singapore presence. It is acknowledged that we need to improve our marketing to international students and will do so through the CHS International and Development manager.

Involvement with the professions and industry is strong, with many staff being leaders in their professional organisations. Most FHS students spend considerable time in the workplace as part of their programs and are therefore well equipped to make the transition into the workforce upon graduation. The graduate destinations survey demonstrates a high success rate in achieving employment. In the research area there is a strong record of collaboration with practitioners in the carrying out of projects and also the identification of high priority issues and needs. The Faculty needs to better exploit these strong links to increase Linkage and other collaborative funding success.

Governance and management structures in the Faculty have been optimized in terms of their link to the University structures and processes. The impending restructure of campus service provision and implementation of Flexsis provide both threats and opportunities. The Faculty is being proactive in its approach and is seeking a high level of consultation with the College and University as a part of the change management process.

Community involvement by the Faculty is explicit in terms of the many on-campus services provided, the research projects undertaken which relate directly to community benefit and the many external activities undertaken by FHS staff. By providing a large number of high quality allied health professionals we are directly contributing to improved community well being.

## GLOSSARY

AAOT	Australian Association of Occupational Therapists
AB	Academic Board
ABR1	Academic Board review Phase 1
ACOPRA	Australian Council of Physiotherapy Regulating Authorities
AHSPP	Aboriginal Health Science Preparatory Program
AHSSP	Aboriginal Health Science Support Program
AIR	Australian Institute of Radiography
APM	Assessment Program Meetings
ATSI	Aboriginal and Torres Strait Islander
ASORC	Australian Society of Rehabilitation Counsellors
AVS	School of Applied Vision Sciences
BACHS	School of Behavioural and Community Health Sciences
BIOS	School of Biomedical Sciences
CE	Clinical Educators
CEQ	Course Experience Questionnaire
CDU	Cross Disciplinary Units
CSD	School of Communication Sciences and Disorders
CHS	College of Health Sciences
CMU	Campus Management Unit
CPD	Continuing Professional Development
DOGS	University Dean of Graduate Studies
DMAC	Dean's Management Advisory Committee
EAC	External Advisory Committee
EB	Enterprise Bargaining
ESS	School of Exercise and Sport Science
FRC	Faculty Research Committee
FDRD	Faculty Director of Research Development
FHS	Faculty of Health Sciences
Flexis	Name of the new University student administration system
FTE	Full-time Equivalent
GR	Graduate Research
GSC	Graduate Studies Committee
HDR	Higher Degree by Research (student)
HIM	School of Health Information Management
HIMAA	Health Information Management Association of Australia
HMAC	HOS Management Advisory Committee
HOS	Head of School
HIPFIT	Post-fracture treatment package to aid recovery of elderly patients
HScD	Health Sciences Doctoral program
ICE	International Centre of Excellence
ICESSA	International Centre of Excellence in Sport Science and Administration
IDP	International Development Program
IHS	School of Indigenous Health Studies (Yooroang Garang)
IELTS	International English Language Testing Scheme
IO	International Office
ITEV	Innovation and Technology in Education Ventures
ITL	Institute for Teaching and Learning
ISAS	International Student Advisory Service
LSE	Lower Socio-Economic background
MIRAGE	Multi-disciplinary Interest in Rural and General Health Education
MOT	Master of Occupational Therapy
MRG	Marketing reference group
MRS	School of Medical Radiation Sciences
NCCH	National Centre for Classification in Health
NESB	Non-English Speaking Background
NHMRC	National Health and Medical Research Council
NYP	Nanyang Polytechnic
OLS	School of Occupation and Leisure Sciences

PET	Positron Emission Tomography
PGCW	Postgraduate Coursework Program
PHY	School of Physiotherapy
PRSS	Postgraduate Research Support Scheme
RPI	Research performance indicators
RTL	Research into Teaching and Learning
SCEQ	Student Course Experience Questionnaire
SREG	Student Research Experience Questionnaire
SIM	Singapore Institute of Management
SOPA	Sydney Olympic Park Authority
SPR	Student Progress Ratio
SPIRT	Strategic Partnerships with Industry—Research and Training
SSA	Sports Science and Administration
SSP	Study Preparation Program
SSR	Student Staff Ratio
SUPRA	Sydney University Postgraduate Students' Representative Association
SWS	Student Welfare Services
T&R	Teaching and Research
TIF	Teaching Improvement Fund
TLC	Teaching Learning Committee
UGSC	Undergraduate Studies Committee
UOS	Unit of Study