

FACULTY OF PHARMACY

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Recommendation 1	The Review Team recommends that the Faculty pursue the establishment of a Pharmacy Education Unit to assist the Faculty to raise the quality and consistency of Faculty teaching and learning. (Section 3.4.3)
Action taken by the Faculty	<p>Associate Professor Greg Ryan has been appointed as founding Director of the Pharmacy Education Unit (PEU). The Unit will engage in a range of activities including:</p> <ul style="list-style-type: none"> • promoting the scholarship of teaching, and research in learning and teaching • providing practical one-on-one support to academic staff, especially Unit of Study coordinators, in improving the quality of teaching, and student assessment • providing encouragement to and support of innovative approaches to learning and teaching • more broadly, provide assistance to the Associate Dean (Undergraduate) in relation to the Faculty's quality assurance processes • in partnership with the Institute for Teaching and Learning, establish an ongoing professional development program for Faculty staff (including newly appointed staff and casual tutors) which includes workshops, seminars and individual support, to encourage and assist academic staff to further develop teaching performance • assisting the ongoing review and development of the Faculty Teaching and Learning Plan • the development of instructional instruments/processes/materials • providing leadership on the utilisation of information and communication technologies, multimedia and on-line and flexible learning approaches (in particular mixed-mode teaching through WebCT and other platforms) • providing assistance with the development and review of programs and Units of Study • the assembly and review of teaching performance information • providing learning skills assistance to all students <p>A review is currently underway, involving both Faculty and students, to prioritise the key issues related to learning and teaching that the Pharmacy Education Unit will need to address.</p>
Further action planned but not yet implemented (if appropriate)	Faculty is currently evaluating the optimal composition of the PEU, in order to achieve balance between its curriculum and research activities, with the latter focused on promoting the scholarship of pharmacy education.
Faculty's evaluation of the success of action taken	In a global sense, Faculty will be looking for improvement in, for example, students' perceptions of their educational experience and changes to assessment practices – including an appropriate mix between formative and summative assessment, which are clearly linked to learning goals.

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Recommendation 2	The Review Team recommends the Faculty monitor research performance in the light of new research directions in an environment of extensive growth in student numbers. (Section 3.4.7)
Action taken by the Faculty	The Faculty now has an increased commitment to U/G student numbers compared to previous years. This places a major strain on the effectiveness and quality of research by staff. Recent changes in the Faculty have prevented the further expansion of course offerings and some rationalisation of existing commitments. The Faculty's research committee (RC) is aware of these pressures and has been as active as is possible within constraints arising from the student commitment. Efficiencies in teaching will be sought at every opportunity, although these may have implications at the discipline level (that is, allocation of teaching schedules/loads and course coordination duties are decided within the disciplines). The recently established administrative support positions for the disciplines take some pressure off academic staff in relation to teaching duties and teaching administration, and record keeping for units of study.
Further action planned but not yet implemented (if appropriate)	The effect of the changes implemented after the Administrative Support Review will continue to be assessed and the RC will continue to endeavour to find ways to improve staff morale and to take pressure off academics that should translate into greater quantity and quality of research output.
Faculty's evaluation of the success of action taken	Success can only be judged over time in the future.

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Recommendation 3	The Review Team recommends that Faculty Committees develop annual Operational Plans of fully costed and managed projects designed to contribute to the achievement of Faculty Goals and Actions. (Section 3.5.5)
Action taken by the Faculty	<p>Programs Committee response: To develop and implement Faculty, College, and University policies to ensure quality with respect to all pharmacy programs.</p> <p>Goals:</p> <ul style="list-style-type: none"> • excellence in undergraduate Pharmacy education • diversify and globalise the educational experience, internationalisation • improve student satisfaction • optimise relationships with stakeholders <p>Actions- in progress:</p> <ul style="list-style-type: none"> • active Staff student liaison program (scheduled meetings and follow up/feedback) • participation in Study Abroad/student exchange programs • involvement in College of Health Science initiatives re: Indigenous student issues <p>Staff development:</p> <ul style="list-style-type: none"> • faculty teaching awards • staff mentoring in teaching • staff development • demonstrator/P-T teaching staff training <p>The Research Committee (RC) is working with the Acting Dean and the Postgraduate Research Committee to optimise the quality of research undertaken in the Faculty. Examples include creation of a limited number of summer scholarships, top-up scholarships for outstanding students relocating to the Faculty of Pharmacy, creation of a safety-net scheme for short-term salary support of research-only research leaders (who may have temporarily lost their external grant funding support), running an external funding scheme information day at the end of semester 2 (to encourage more applications by staff), and others.</p> <p>The Learning & Teaching Committee (LTC) has recently reviewed several Faculty policies and procedures to ensure that they comply with University policies and are able to be implemented consistently across the Faculty. A draft program for Quality Assurance of UoS has been prepared (based on the Faculty of Veterinary Science program) which is ready for presentation to the Faculty for approval. This will be implemented in 2006.</p>
Further action planned but not yet implemented (if appropriate)	The LTC is working with the newly appointed director of the Pharmacy Education Unit (PEU) to identify projects to be carried out in the next 12-24 months. These will include stage 2 of the curriculum review, which will also incorporate increased emphasis and alignment of generic graduate attributes. The LTC is also investigating ways in which e-learning can be used to facilitate teaching programs especially the Master of Herbal Medicines and the BPharm (Rural) given that students in the 4 th year of the BPharm (Rural) will spend considerable time at rural locations in 2006.
Faculty's evaluation of the success of action taken	The progress of achieving the priorities in the major committees of the Faculty was discussed during a short Faculty Retreat in July, and will be fully evaluated at a more comprehensive retreat planned for early March 2006.

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<p>Recommendation 4</p>	<p>The Review Team recommends that the Faculty establish clear goals and responsibility for its Herbal Medicine postgraduate coursework program. Within the context of clear goals, it is recommended that the program be reviewed. The review should consider the amount of industry contact provided to students. It is also recommended that the Faculty ensure that recruitment and marketing of the course accurately reflect these goals. (Section 3.6.4)</p>
<p>Action taken by the Faculty</p>	<p>Consistent with the Recommendations of the Academic Board, The Master of Herbal Medicines (MHerbMed) underwent a formal review process in late 2004/early 2005. The outcome was a comprehensive evaluation of the MHerbMed course and submission of the Course Review Template to the Board of Postgraduate Studies in Dentistry, Medicine and Pharmacy and subsequent noting by the Postgraduate Coursework Subcommittee of the Graduate Studies Committee.</p> <p>The Review Committee had graduate representatives and received support from the Teaching Improvement Fund in 2005. The diversity of its student cohort are well recognised.</p> <p>A number of key recommendations emerged from the review. In particular structural changes were proposed to the course and these formed the basis of a revised course proposal which were subsequently approved by the Graduate Studies Committee.</p> <p>Seven staff have attended the 3 day teaching training course provided by the Teaching and Learning Centre and 3 staff are undertaking the Graduate Certificate in Higher Education. Staff have introduced significant changes to the teaching and learning aspects of the course.</p> <p>A copy of the Course review committee minutes (Appendix 1) and the completed Coursework Review template (Appendix 2) are attached</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>The faculty will continue to monitor the Herbal Medicines postgraduate courses in light of the changes made.</p> <p>After reviewing student feedback and university resources the following changes to the structure of the course are proposed:</p> <ol style="list-style-type: none"> 1. Combine or expand units of study to 6 Credit Points. This is encouraged by the University and will help alleviate the workload issue raised by students. 2. Redesign and enhance the unit of study Introduction to Traditional Medicine to the elective: Integrative herbal therapeutics. The unit will cover treatment of disease states with Western and Chinese herbal medicines. 3. Change existing or create new units of study as electives. This will allow greater flexibility and students may elect to specialise in clinical, industry or dispensing aspects of herbal medicines, enhancing their employment prospects as knowledgeable professionals in specific herbal areas. 4. Create a research stream, Master of Herbal Medicine (Honours) for students possessing high performance and motivation, which will lead to new career pathways in postgraduate research and academia. <p>A new proposal for the changes was approved by the Faculty, and Graduate Coursework Subcommittee in July 2005 and will be implemented in 2006.</p>

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Faculty's evaluation of the success of action taken	This has been a very systematic review and implementation process that has significantly improved the <i>Master of Herbal Medicines</i> course and has been widely recognized and applauded by colleagues in other Faculties.
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Recommendation 5	The Review Team recommends that the Faculty use the planned curriculum review to address assessment issues such as: variety of assessment methods; timing of assessment; student feedback on performance; and assessing graduate attributes. (Section 4.3.3)
Action taken by the Faculty	<p>The first stage of the review (6 credit point standardisation, 6CP) is now complete and was passed by the Undergraduate Studies subcommittee of the Academic Board on June 28th 2005.</p> <p>As part of the 6CP standardisation the Learning and Teaching Committee in consultation with the Faculty has developed guidelines for assessment practices in the new 6CP units of study. These guidelines have been developed to be consistent with the Academic Board Policies: <i>Creation, Variation and Deletion of Award Courses and Units of Study</i> and <i>Academic Board Resolutions: Assessment and Examination of Coursework</i>.</p> <p>The Faculty of Pharmacy Assessment Guidelines address the variety of assessments by requiring each UoS to have both summative and formative forms of assessment, with the final exam to be worth 70% or less of the total assessment. A maximum of 4 assessments per 6CP unit of study has been agreed, which in conjunction with the 6CP standardization will reduce the number of assessments per semester. Measures for ensuring that these assessments are evenly spread over the semester are being implemented.</p>
Further action planned but not yet implemented (if appropriate)	<p>The second stage of the curriculum review will commence in 2006 and will involve a full review of the format, content, delivery and assessment of all UoS in the Pharmacy degree. This stage of the review will be conducted in collaboration with the Pharmacy Education Unit (PEU) and will address issues such as learning outcomes and objectives, course content and the alignment of assessment tasks with the learning objectives.</p> <p>While all UoS currently include graduate attributes in the curriculum more emphasis needs to be directed towards making students aware of the graduate attributes and ensuring that assessments are appropriate for specifically assessing graduate attributes. As part of the stage 2 curriculum review, the graduate attributes will be reviewed for all UoS in collaboration with the PEU and a program implemented to ensure that a range of graduate attributes are included in each UoS and are appropriately assessed.</p>
Faculty's evaluation of the success of action taken	The Faculty will continue its timed program of assessing UoS by SCEQ once the 6CP UoS commence in 2006.

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Recommendation 6	The Review Team recommends that the Faculty use the planned curriculum review to review the heavy use of pre requisites and co requisites by the Faculty; these were felt by the Review Team to affect detrimentally student progression and choice. (Section 4.3.5)
Action taken by the Faculty	<p>As part of the stage 1 curriculum review, the pre requisites and co requisites for each UoS have been reviewed and some of the pre requisites and co requisites have been dropped for some UoS. However, the multi-disciplinary nature of the Pharmacy degree relies heavily on the integration of knowledge from many fields therefore it is not possible to reduce the pre-requisites and co-requisites any further without jeopardising the chances of success of the students and the integrity of the UoS.</p> <p>Pre and co-requesites for each unit of study was again reviewed during the recent 6 credit point standardisation of units of study in the Faculty.</p> <p>In a professional degree program such as the BPharm which has strict registration requirements by an external body (Pharmacy Board) it is extremely difficult to offer electives and still ensure that all graduates will be able meet the requirements of the Pharmacy Board registration. Additionally, all Pharmacy Schools in Australia are required to undergo an external accreditation by the New Zealand and Australian Pharmacy Schools Accreditation Committee (NAPSAC) to ensure the consistency of BPharm degrees across different universities. The University of Sydney BPharm was accredited by NAPSAC in 2004 and changing the degree program to offer electives could in fact jeopardise the current accreditation.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

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Recommendation 7	<p>The Review Team recommends that in addition to existing training, mentoring schemes and feedback mechanisms aimed to raise teaching quality, the Faculty encourage staff to undertake graduate studies in higher education through the ITL. (Section 4.4.5)</p>
Action taken by the Faculty	<p>The Faculty of Pharmacy actively encourages staff to undertake further studies in Higher Education through ITL. Currently 9 members of staff have completed the University of Sydney Graduate Certificate in Higher Education and 2 members of staff are undertaking PhD studies in education. In 2005 a further 5 members of staff from the Faculty of Pharmacy are undertaking the Graduate Certificate in Higher Education.</p> <p>The Learning and Teaching Committee is currently setting up a Quality Assurance program which will run in conjunction with the Pharmacy Education Unit (PEU). This program, modeled on the Faculty of Veterinary Science program, will aim to raise teaching quality through a variety means including mentoring and staff development. Currently UoS are being identified for inclusion in the program in 2006.</p> <p>Pre mentoring : Programs Committee oversees mentoring for staff- re teaching (5 staff participating in 2005)</p> <p>The Research Committee (RC) has a scheme of research mentoring for new staff, which is ongoing.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	<p>Increased awareness of such educational activities offered by the ITL and increased number of staff undertaking such courses and being involved in mentoring.</p>

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Recommendation 8	The Review Team recommends that the Faculty undertake a pilot study to implement WebCT for active knowledge construction and flexible learning. It is further recommended that this pilot be fully evaluated, including the collection of student feedback. (Section 4.5.5)
Action taken by the Faculty	The Faculty recognises that the cohort of students in the Herbal Medicines degree programs are part time students with full time jobs and as such would benefit from flexible delivery modes. All UoS in the Herbal Medicines programs currently have WebCT sites on which lecture notes and other study material is made available prior to delivery of lectures. One UoS is currently being identified as a trial for a more active approach to e-learning in 2006. This will be carried out in conjunction with the Pharmacy Education Unit (PEU) and will involve placing video-taped lectures on the WebCT site and an hour chat forum with a tutor once per week. This trial will be evaluated by student surveys.
Further action planned but not yet implemented (if appropriate)	One UoS from Herbal Medicines is currently being identified as a trial for a more active approach to e-learning in 2006. This will be carried out in conjunction with the PEU and will involve placing video-taped lectures on the WebCT site and an hour chat forum with a tutor once per week.
Faculty's evaluation of the success of action taken	This trial will be evaluated by student surveys and informal and formal feedback using focus groups.

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Recommendation 9	The Review Team recommends that the Faculty liaise with the Faculty of Nursing to explore common issues and the potential for common approaches, including the development of pathways, in order to encourage the recruitment of indigenous students. (Section 5.1.7)
Action taken by the Faculty	<p>Several members of the Pharmacy academic staff deliver several lectures in Nursing so there is already a healthy relationship between the Faculty of Pharmacy and Nursing. In addition, via the College of Health Sciences Indigenous Support Allocation Group, the Faculty of Pharmacy is involved in targeted programs for recruitment of Indigenous students to the College, and each of its constituent faculties.</p> <p>The Faculty also has a representative on the Faculty of Nursing committee dealing with a Health Management course to be introduced in the Faculty of Nursing in 2006. All of these strategies collectively have the potential for recruitment of indigenous students to Pharmacy.</p>
Further action planned but not yet implemented (if appropriate)	When the Chair of Pharmacy Management is recruited then other health professionals including nurses may undertake P/G management courses.
Faculty's evaluation of the success of action taken	Success will be gauged with the enrolment of indigenous students into Pharmacy.

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Recommendation 10	The Review Team recommends that the Faculty include an investigation of offering the BPharm (Rural) in block mode in its options for continuing to meet the needs for rural and indigenous students wishing to study Pharmacy. (Section 5.2.3)
Action taken by the Faculty	The Bachelor of Pharmacy (Rural) is run in parallel with the Bachelor of Pharmacy and students enrolled in the B Pharm (Rural) attend approximately 80% of the B Pharm classes. The latter degree is not offered in block mode because the large number of students and relatively small amount of appropriate space available in the Faculty make it necessary for classes to be spread over the whole semester. While the Faculty acknowledges that block mode teaching may meet the needs of rural and indigenous students better, the reality is that if the B Pharm (Rural) were to be run completely separately, in block mode, double teaching of the same material would be required and the rural degree would therefore not be economical to run.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

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Recommendation 11	The Review Team recommends that given the youthful nature of staff in the Faculty that existing mentoring processes be broadened to include greater opportunities for career mentoring. (Section 5.3.4)
Action taken by the Faculty	Programs Committee oversees mentoring for staff- re teaching (5 staff participating in 2005). The Research Committee (RC) has a scheme of research mentoring for new staff, which is ongoing. Staff mentoring is also brought up as part of the PMDR process.
Further action planned but not yet implemented (if appropriate)	Mentoring of junior/new staff is also being encouraged by Discipline Heads.
Faculty's evaluation of the success of action taken	

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Recommendation 12	The Review Team recommends that the Faculty develop mechanisms to increase communication between staff and RHD students. (Section 6.1.7)
Action taken by the Faculty	<p>The Faculty has two mechanisms by which it communicates and monitors progress with their Research Higher Degree (RHD) students: (1) Formally through the Annual Progress Reports and Interviews, with RHD student representatives on the Postgraduate Research Student Subcommittee and (2) Informally through additional interviews of students and supervisors, workshops, student conferences, seminar programs, email, social events and Faculty morning teas.</p> <p>The process of formal interviews is as follows: students are encouraged to bring along a support person and be interviewed for 15 min or longer by two academic staff members who are not associated with the discipline for that student e.g. Pharmaceutical Chemistry and Pharmaceutics academic staff interview Pharmacy Practice students. The academics monitor experience, progress, environment and supervisor concerns. Comments from the students are summarised, de-identified and a report is made to the Dean. The Dean makes the final decision as to which issues can or cannot be sorted out academically by the Faculty. The outcomes of the decisions are then communicated back to the students and academic staff. If necessary, further interviews are scheduled with supervisor and/or RHD student where major issues are raised - either at interview or throughout the year.</p> <p>The RHD student representatives on the Postgraduate research student subcommittee organise workshops and functions for the postgraduate students and report issues raised at meetings. The Chair of the Postgraduate Research Student Subcommittee/PG Coordinator also meets with the students when necessary to clarify issues relating to their degree and candidature.</p> <p>Workshops, student conferences and seminar programs have also been organised to improve generic skills, research awareness and career prospects.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Focus groups with RHD candidates to monitor if there is appropriate level of communication between RHD students, supervisors, associate supervisors, and the Faculty.

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Recommendation 13	The Review Team recommends that the Dean and senior Faculty staff maintain clear communication with all Faculty staff about the impending extensive growth period. (Section 9.2.3)
Action taken by the Faculty	The Acting Dean has slowed the extensive rapid growth as a result of comments made by staff at the mid-year Faculty Retreat. Thus the Faculty will not introduce the B Pharm (International) in 2006. The staff have expressed a strong desire to pause and manage the current growth in numbers and not to continuously expand.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	There is clear feedback from all staff (academic, technical, and administrative) that the period of consolidation (rather than rapid extensive growth) under the Acting Dean has improved staff morale.