

Faculty of Science: Report On Recommendations From Academic Board Phase One

<p>Recommendation 1</p>	<p>Faculty should explore ways to provide stronger professional links, for example in work-based learning, and, ways to ensure that applicants and students have realistic expectations of the balance the Faculty achieves between a discipline and professional orientation</p>
<p>Action taken by the Faculty</p>	<p>Faculty has taken action to ensure that students have awareness of the general attributes expected (and required) by employers of Science graduates. Faculty has funded, through the Teaching Improvement Fund (TIF), a program entitled ‘Enhancing the employability of Science graduates: Increasing the awareness of staff and students to the needs of the employers’. Details are given in Appendix 1.1 (and see web site: http://science.uniserve.edu.au/projects/skills/) and this will be discussed further under Recommendation 3 as it relates to graduate attributes. The program is expected to be in pilot form for semester 2 of 2003.</p> <p>Faculty has acknowledged that the establishment of professional links must, for the most part, be School-based as different disciplines have different opportunities for establishing professional links. Hence Faculty, through the Dean and the Teaching & Learning Committee, has emphasised to Schools the need to establish strong links with alumni, to pursue work experience/placement where this is appropriate and to ensure that discipline reviews involve representatives from the profession/industry. A variety of such programs (across all Schools) were in place prior to the Phase 1 Review (see evaluation section below) and Faculty continues to encourage such links. In 2003 there has been an expansion of the existing programs (e.g., the Biological Sciences ‘Pathways to a Profession’ program has established a web site).</p> <p>An ongoing influence upon professional links between Schools within the Faculty and Industry is the many ARC linkage grants and APA(I) scholarships held by members of the Faculty: Biological Sciences - 5 grants, 3 APAIs; Chemistry - 11 grants, 6 APAIs; Geosciences - 1 grant, 2 APAIs; Information Technologies - 5 grants, 3 APAIs; Molecular and Microbial Biosciences - 3 grants, 3 APAIs; Physics - 7 grants, 4 APAIs; Psychology - 1 grant. These facilitate research students working on projects involving industrial collaboration.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Faculty will continue to encourage Schools/disciplines to maintain and/or establish professional links and will monitor change in this area.</p>

Faculty's evaluation of the success of action taken	<p>The emphasis of Faculty on establishing strong industry links is reflected in the number of such links evident in the various Schools: Strong alumni associations in Psychology, Chemistry and HPS with alumni contributing to informing students (e.g., Psychology careers evenings); Biological Sciences' 'Pathways to a Profession' program designed to inform students (from junior level onwards) of career opportunities; Industry placements in MOBT, Microbiology, Chemistry, IT and Physics; Industry representatives on external advisory panels in Chemistry and IT; Professional accreditation of programs such as Chemistry majors which are accredited with the Royal Australian Chemical Institute, Human Nutrition majors which are accredited with the Dietitians Association of Australia and Psychology majors which are accredited by the Australian Psychological Society (APS) and by the NSW Psychologists Registration Board. APS reviews the Psychology programs every 5 years (most recently in June, 2003). There are also strong professional links in the School of IT, with units taught in collaboration with industry partners, encouragement of professional membership (ACS), liaison through student societies and research collaborations.</p>
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<p>Recommendation 2</p>	<p>The Review Team formed the view that the effectiveness of the management and assessment of group work was inconsistent across the Faculty. It worked well in some areas and not in others. The Faculty might benefit from undertaking a review of this issue and developing strategies for staff development and monitoring of standards to ensure that group work is appropriately designed and supported. A Faculty-wide policy and guidelines that would also be made available to students would be beneficial. This review should take account of student feedback, both through the Faculty's committee structure and student questionnaires. Care should be taken to ensure that there is a correct balance in terms of the amount of group work a student will participate in within their degree course, and that the assessment is aligned to objectives planned to develop the various transferable skills associated with team work</p>
<p>Action taken by the Faculty</p>	<p>The Faculty of science is addressing concerns regarding group work by funding a TIF grant to the value of \$25K between April 2003 and Feb 2004. Details of the project are given in Appendix 1.2.</p> <p>The working group is cross-disciplinary, consisting of members from the Schools of Psychology, Information Technologies and Physics and from the Department of Pharmacology;</p> <p>The group work project is a research study that includes students from Pharmacology and IT completing a Feelings Towards Group Work Questionnaire (see Appendix 1.2.a) and an Attitudes Towards Peer Evaluation Questionnaire (Appendix 1.2.b) in Week 1 of their group work project and again in Week 13 at the completion of their group work project. The pre-post-test design of this study, to be carried out in Semester 2, 2003, will assist in our understanding of student satisfaction of the different group work models used by these two Schools within the Faculty of Science.</p> <p>Moreover, this TIF funded group work project will be conducting an audit of the types of group work models used within the Faculty of Science. A questionnaire will be administered to each school within the Faculty of Science. A draft version of this questionnaire and group work map of the audit are attached (Appendix 1.2.c)</p> <p>Finally, the group work team has employed a Research Assistant who is currently conducting an extensive literature review on relevant conceptual and empirical findings relating to group work in the tertiary education sector. This review will assist in the writing up of a manuscript for publication.</p> <p>Regular meetings of the group work team are ensuring steady progress in this Faculty funded project.</p> <p>Deliverables</p> <p>Documentation for students and staff describing the nature of group work and the different assessment strategies (preliminary documentation in appendix 1.2.d)</p> <p>Guidelines for the design and management of group work</p> <p>Student questionnaires for evaluation of group work and the peer evaluation process</p>

	<p>Intended Outcomes of the project</p> <ul style="list-style-type: none"> -Consistency in the assessment of group work -Continuous improvement in the quality of the design of group work -Utilization of "best practice" and greater consistency in the management and assessment of group work -Increased student understanding of and satisfaction with the role and use of group-based learning.
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Recommendations from the working group to Faculty will be considered for implementation.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>The project is proceeding on time and will be evaluated upon completion.</p>

<p>Recommendation 3</p>	<p>It is recommended that Faculty should endeavour to achieve greater consistency in the provision of full and timely feedback on assessed work, particularly for first and second year students. The Faculty may also wish to consider expanding its Strategic and Operational Plans for Teaching and Learning to include more focus on assessment, particularly in relation to the development and assessment of graduate attributes.</p>
<p>Action taken by the Faculty</p>	<p>The Faculty Teaching & Learning Committee has discussed the issue of full and timely feedback. As identified by the Phase 1 Review, this appears to be a problem for some (but not all) Schools. All Schools have been requested to examine this matter.</p> <p>One area identified by the Committee as a potential threat to full and timely feedback was the timing of assessments. In response to SCEQ comments about work-load and other student comments that assessments in some discipline areas are often crowded into the latter half of the semester (thus putting pressure on students to complete many assessments in a short time and on staff to get these marked and returned in good time) the Teaching & Learning Committee has recommended that within schools there be an attempt to spread the assessments of all units of study across the semester. This has begun within some Schools (e.g., Psychology) and will be acted upon by other Schools in semester 2, 2003.</p> <p>As outlined in the response to Recommendations 4 and 10, a number of Schools use early assessment (often of a formative nature) to identify students ‘at risk’.</p> <p>The provision of assessment guidelines by Schools for their staff (permanent and casual) has been recommended as a means of attaining even marking standards across markers (particularly in units with large enrolments and multiple markers). Such guidelines are now in use in all Schools in the Faculty.</p> <p>The TIF project (mentioned in 1 above) is aimed at putting in place ‘processes to encourage students to take responsibility for developing generic attributes required for future employment and the mechanisms to self-assess the development of these attributes during the duration of a degree program’. Details of this project are given in Appendix 1.1.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Faculty will act upon the findings of the generic attributes project.</p>
<p>Faculty’s evaluation of the success of action taken</p>	<p>The action by Psychology and action proposed for other Schools in semester 2, 2003 indicates that Faculty recommendations are being followed. Feedback from Psychology students indicates that the dispersion of assessments evens out the work load (although there is still criticism of overall load).</p>

Recommendation 4	The Faculty is encouraged to consider ways to increase the variety of modes of assessment.
Action taken by the Faculty	<p>This issue has been discussed at the Teaching & Learning Committee of Faculty. The problem of the balance between class size and mode of assessment is seen as a limiting factor in Schools with large enrolments (particularly in the Junior and Intermediate years). A survey of the variety of assessment modes used by Schools at all levels has been undertaken. This indicates that there are a wide variety of assessments used within Faculty. These include formal examinations (multi-choice, short answer, essay), written practical reports (full and partial reports), oral presentations, practical skills tests, quizzes, essays, fieldwork reports, tutorial and research participation assessments, peer assessments, empirical and theoretical theses.</p> <p>In the larger introductory units there tends to be an emphasis on final assessments that do not require lengthy marking procedures (computer marked multi-choice). This has become necessary in order to meet tight examination deadlines. However, even in these large units there is continuous assessment requiring essay writing, report writing, laboratory participation and other assessments. Currently the directors of first year biology, chemistry, mathematics and physics are examining continuous assessment protocols in each subject and the correlation of performance in these assessments with overall performance (see also recommendation 10)</p> <p>Faculty has encouraged (through its Teaching & Learning Committee) use of continuous assessment and greater use of formative assessments. Faculty has encouraged Schools to include continuous assessment that accounts for 50% of the total assessment in any Unit of Study. In most Units this percentage has risen although few have reached this level (most include between 30 and 40% of continuous assessment). One problem with increased assessment by means other than formal examination is the increased potential for plagiarism. This has been identified as a potentially serious problem in the School of IT but is likely also to be problematic for many other disciplines with material readily available over the web. Greater use of formative assessments is seen as a way of ‘sidestepping’ this problem. Formative assessment is now used in a number of Schools (particularly in the early years). Many Schools (including Maths, Chemistry, Biology, MMB, and Physics) make use of web-based materials such as regular problem sets to provide students with self-assessment of their progress.</p> <p>In 2003 Faculty has supported (through TIF) a project submitted by the School of Physiology to pilot-test ways of improving the provision of formative feedback, to increase on-line learning and to reduce inconsistencies in web-based delivery of learning tools using WebCT. Details of this project are given in Appendix 1. 3. This is seen as having wider application to formative assessment across the whole Faculty.</p>
Further action planned but not yet implemented (if appropriate)	Evaluation and implementation of recommendations from the TIF project.

Faculty's evaluation of the success of action taken	The increase in the number of units of study that have incorporated formative assessments and the reduction in the percentage contribution of the final exam in most units of study (increased reliance on continuous assessment) indicate that the Teaching Committee recommendations have been taken up by Schools.
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Recommendation 5	<p>The Team recommended that the Faculty should consider ways to expand the good practice identified in some discipline areas in relation to research led teaching to benefit students in all areas, paying particular attention to first and second year students.</p>
Action taken by the Faculty	<p>Since the phase 1 review, the Faculty Teaching and Learning Committee has discussed this matter on a number of occasions. There has been considerable debate about what is meant by 'research led teaching'. Teaching in all disciplines in the Faculty of Science (at all levels) is research led in the sense that scientific research is the basis for advancement in science and in all disciplines this scientific evidence is presented and discussed from year 1.</p> <p>However, at a more local and obvious level, Faculty has focused on the ways in which researchers in the Faculty integrate their research (and that of colleagues) into their teaching material and hence encourage awareness by students that they are being taught within an active research environment. As noted in the Phase 1 review, this is quite commonly done as part of the syllabi in Senior and Honours years. At the more junior years, where the emphasis tends to be on basic principles, such material cannot so readily be introduced into the syllabus. Faculty has sought to encourage Schools to make students at this level aware of the research activities of the Schools (e.g., by referring students to School web pages which include information about the research activity of the School and its staff and by having lecturers at Junior level explicitly tell students about their research areas when introducing themselves).</p> <p>The Teaching and Learning committee has undertaken, as one of its goals for 2003, to raise the profile of research informed teaching. It will do this by encouraging staff to highlight its occurrence to students. It has linked the current round of Faculty Teaching Development grants to projects addressing these goals.</p> <p>The small (but growing) group of very able students in the Talented Students Program are exposed to the research activities of the Schools in their early years through involvement in research projects.</p> <p>Faculty is participating in the activities of the Working Party on Research Led Teaching being coordinated by ITL. Prof. Andrews, a member of that working party, has kept Faculty informed and has requested feedback from members of the Teaching and Learning Committee on the questionnaire being developed by the working party.</p>
Further action planned but not yet implemented (if appropriate)	<p>Given the activities of the Working Party, Faculty is waiting on its recommendations before taking further action in this area.</p>
Faculty's evaluation of the success of action taken	<p>Feedback from School representatives on the Faculty Teaching and Learning Committee indicates that all Schools are aware of the need to emphasise research led teaching and that they are attempting to ensure that students in the junior years become aware of the research being conducted in the Schools.</p>

Recommendation 6	It is recommended that the Faculty urgently consider ways to provide training for sessional and part-time tutors and to monitor consistency of compliance. The Faculty should aim to achieve greater consistency and monitoring of the standards of tutor performance
Action taken by the Faculty	<p>In 2003 Faculty funded, through the TIF, a project to address this issue. The Teaching & Learning Committee, with assistance from ITL developed a training program aimed at providing all tutors in the Faculty with the opportunity to gain a clear orientation to the skills involved in undergraduate teaching, coupled with a framework that will encourage reflection on their own teaching practice. The program is organised as an initial half-day training session followed by supportive exercises throughout the semester. Completion of the full program will result in the award of an ITL/Faculty of Science Certificate in Tutoring and Laboratory Demonstrating. An outline of this project is given in Appendix 1.4. The program is structured to mesh with School-specific tutor training. All schools provide such training.</p> <p>The program commenced in semester 1, 2003 with participation by 400 tutors in the initial half-day program. A second program is scheduled for semester 2 and, contingent upon the success of the program, will continue to be offered each semester for new tutors.</p>
Further action planned but not yet implemented (if appropriate)	Refinement and repetition of the program each semester.
Faculty's evaluation of the success of action taken	<p>The impact on student evaluations is yet to be seen. . The evaluation of the program by the participants is currently underway and will be complete by the end of July.</p> <p>An indication of the impact on tutors who participated in the first session (and the demand for such training) is the high proportion of tutors who have elected to continue to complete the Certificate (280/400). Feedback from tutors has been very positive.</p>

Recommendation 7	More formalised mechanisms for collating, analysing, disseminating and responding to student feedback (from CEQs, SCEQs, Faculty questionnaires and staff/student consultative committees) should be developed. This should include mechanisms for advising students of changes resulting from their feedback.
Action taken by the Faculty	<p>The current procedure is for the Faculty representative on EQA to present CEQ and SCEQ summaries to the Teaching & Learning Committee. The Committee considers the data and makes recommendations in response. The School representatives on this committee (all Schools represented) take this back to their School Teaching Committees for noting and action where appropriate.</p> <p>Upon the advice of the Faculty Teaching & Learning Committee, the Dean has approached ITL to obtain a more detailed analysis of the CEQ and SCEQ data. This information will be disseminated to Heads of School. This procedure has commenced in 2003.</p> <p>The Teaching and Learning committee has undertaken, as one of its goals for 2003, to increase the awareness of students about modification to a unit resulting from student feedback. The committee has linked the current round of Faculty Teaching Development grants to projects addressing these goals.</p> <p>Following the phase 1 Review, through the Teaching & Learning Committee, Schools have been informed that students are to be advised of changes to Units of Study that have resulted from feedback from Unit of Study Evaluations. Such procedures are now in place in HPS, MMB, Psychology, Chemistry, Physics and Geosciences.</p> <p>The outcomes from staff/student consultative meetings (as per 8 below) are generally conveyed to students through the student representatives who attend the meetings and via minutes of meetings posted on School web sites. Faculty has not changed any of these procedures since the Phase 1 review.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	General compliance with the Faculty request that all Schools ensure that changes to units of study resulting from Unit of Study Evaluations is conveyed to students indicates that the action taken was successful.

Recommendation 8	The Review Team commended the Faculty on its operation of staff/student consultative committees, but recommended that meetings should be held at least twice per year and that meetings should be strategically timed to facilitate student attendance and the possibility of timely change in response to feedback
Action taken by the Faculty	In 2003 Faculty has surveyed Schools to obtain information about the frequency of staff/student consultative committee meetings. This has indicated that all Schools hold regular consultative meetings between students and staff. These are held at least twice per year, and in many cases, considerably more often (up to six times a semester for IT). Faculty has taken no further action with regards to this recommendation.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Survey has confirmed that there is regular student consultation within all Schools.

Recommendation 9	The Panel did not manage to form a comprehensive view of the level of student input to Faculty committees, but, noting some indications of lack of student involvement, suggested that the Faculty might wish to review this issue.
Action taken by the Faculty	<p>Faculty has examined this issue and determined that student input into most Faculty committees should come via the student participation at School level. As indicated in 8 above, there is extensive consultation with students at School level and the outcomes of this consultation, where appropriate, should be conveyed to Faculty through the School representatives. Schools have student representatives on their School Board.</p> <p>The Faculty Teaching & Learning Committee has had occasion to consult particular groups of students on issues and when review bodies, such as the current one, request to interview students.</p> <p>It may be noted that students take a very active role in some Faculty organised activities including, the Transition Workshop, High Schools Activities, Information and Enrolment Days. Student groups are consulted as a regular part of all reviews of Schools and degree programs.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

Recommendation 10	Notwithstanding the Faculty's good performance in raising its UAI and forming links with high schools, the Review Team encouraged the Faculty to review its admission policy, and its practices for identifying and rectifying weaknesses of entrants, such as requiring students to take mandatory bridging courses.
Action taken by the Faculty	<p>Currently a number of Schools run voluntary bridging courses for students who enter first year with a weak background in the discipline. These courses are advertised at Courses and Careers Day, Information Day and at enrolment sessions. The Teaching and Learning Committee has discussed the pros and cons of making these compulsory for students perceived 'at risk'. Given the resource implications, there is very little support for such a move. Moreover it was felt there was an equity issue with making bridging courses compulsory for adults that have not yet commenced their University degree. Many Schools now focus on early identification of those perceived at risk by use of formative assessments (as outlined in 4) and early tutorial quizzes. Identification of such students is now a focus of Faculty.</p> <p>Faculty has provided a Teaching Development Grant to fund a project seeking ways to identify students at risk during their first year and to devise strategies of special assistance for such students. The grant has allowed a research assistant to model data from 2002 to determine the indicators that allow students at risk to be identified, with the idea that remedial action can then be taken. The project extends across Maths, Biology, Chemistry and Physics, all of which have different assessment procedures during the semester. Marks from one or more of the assessments within a subject area have been correlated with both final mark and exam mark for that subject but show considerable scatter. So far, and rather surprisingly, we have not highlighted any obvious indicators that we may use to detect students at risk but work is still progressing. While alignment of assessments is obviously an issue, so too is the study pattern of students - some perform adequately during semester but find the pressure of an exam brings them down, while others obviously do not put in much effort during semester, 'cram' for the exam and end up with passing. This is also being examined. The project is continuing</p>
Further action planned but not yet implemented (if appropriate)	More Schools are introducing streaming to allow students of similar academic backgrounds to study together. For example chemistry is revising its curriculum to allow Faculty of Engineering students to enrol in Fundamentals of Chemistry and Biology is introducing a unit for students with no HSC biology in 2004.
Faculty's evaluation of the success of action taken	Thus far, the project has produced interesting results but not ones that can be acted upon. It has proved to be a very difficult topic to research.

<p>Recommendation 11</p>	<p>It is recommended that Faculty should consider ways to achieve greater consistency in terms of the quality of support for postgraduate students (coursework and research) and also its fitness for purpose. Faculty is asked to note and address the view expressed to the Review Team by some students that there is not equity in the distribution of funds for conferences</p>
<p>Action taken by the Faculty</p>	<p>The Faculty carried out formal reviews of postgraduate research training in all Schools in the Faculty in 2002 to monitor compliance with the CST Protocols for Higher Degree Supervision. Key recommendations for action by the University/newly appointed Dean of Graduate Studies (DoGS), Faculty and Schools have been considered by the Faculty Postgraduate Studies Committee (PGSC). The DoGS has been invited to PGSC to discuss central issues and all Schools have all responded in writing to the recommendations.</p> <p>The University PRSS Scheme provides up to \$1200 (national) or \$2000 (international) funds for conference travel to all FT postgraduates. Additional funds may be available from Grants-in-Aid, prizes or supplementary funds provided by individual supervisors. Improved communication regarding the PRSS Scheme in 2003, to ensure student awareness of eligibility and application procedures, has been implemented via:</p> <ul style="list-style-type: none"> (i) formal induction sessions held in all Schools attended by the Associate Dean and/or the DoGS at which this scheme, as well as IP, and general postgraduate issues, were explained; (ii) action item from the School reviews was establishment of web-sites for postgraduate students, which include conference travel information; these sites are now available in all Schools in the Faculty. <p>Faculty Policy on Postgraduate Student Facilities (including access to desk, workspace, locker, fax, phone, photocopier, stationery, computer with email, internet and printing facilities, maintenance for project)</p> <ul style="list-style-type: none"> (i) all Schools explained resources available to students in compulsory formal induction sessions held in March; (ii) Specific resource issues raised by students during Faculty Reviews of Schools in 2002 have been addressed where possible <p>IP has been addressed at formal induction sessions and by introduction of new postgraduate commencement forms in which supervisory arrangements and IP are agreed in writing</p> <ul style="list-style-type: none"> • Diverse research in Faculty necessitates a broad range of facilities and resources for postgraduate students. All students are given the opportunity to raise concerns re support on Annual Progress Forms and action by Schools is monitored by Associate Dean. Students have been advised of mechanisms to address such issues at formal induction sessions (see PRSS comments above) <p>Associate Dean is CST representative on University Committee developing new Flexis postgraduate data-base (due for release Oct 2003), which will facilitate timely and effective feedback to postgraduates by the Faculty</p>

	<p>Postgraduate Coursework evaluation to cover all programmes, reporting to the Associate Dean (Coursework) implemented; surveys will be tabled at PGSC.</p> <p>Flexibility in coursework majors, and a new unit of study, introduced into the MIT/MAIT coursework Masters in response to student concerns re course requirements; new labs constructed specifically for the MIT/MAIT programme due to significant expansion and increase in enrolments in last 2 years.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>PGSC liaising with office of DoGs re a new central University web-site for postgraduates to enhance communication of information to all postgraduates and supervisors, in order to</p> <ul style="list-style-type: none"> (i) remove duplication at University, Faculty and School levels (ii) in response to feedback from Schools and postgraduate coordinators regarding the difficulty in locating information on the web <p>Space : remains an ongoing issue in some Schools as Campus 2010 plan evolves</p> <p>Recommended to the DoGS that IP be included in Annual Progress Forms; DoGS will introduce a University form, to replace Faculty specific forms in Semester 2</p> <p>Delays with Ethics approval is outside Faculty control but has been flagged with the DoGS</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>2000 Research students surveys identify 83% overall satisfaction in Faculty of Science</p> <p>SUPRA President (member of PGSC) has identified Faculty's reviews of Schools, and Policy on Minimum Resources, as initiatives that SUPRA would welcome in all Faculties in the University</p> <p>The appointment of the DoGS in January 2003 has had a major positive impact on postgraduate research training and issues identified at School reviews, and discussed with the DoGS at the PGSC, have generated positive outcomes including: introduction of mid-year scholarships, Flexis data-base, University postgraduate induction days.</p> <p>The lack of access to a single, central postgraduate data base has hampered optimal management of candidatures by the Faculty; the release of the new Flexis data-base in late 2003 is expected to have a significant, positive impact on research training in the Faculty.</p> <p>One of two 2002 Vice-Chancellor's Awards for Excellence in Higher Degree Supervision awarded to Faculty of Science staff member.</p>

Recommendation 12	The Faculty should investigate how it can improve management of Combined degrees, including how to improve communications with students enrolled on these degrees, and, communications with the collaborating faculties.
Action taken by the Faculty	<p>Faculty has a number of Associate Deans who are responsible for providing course advice and academic counselling for students in the various Faculty degree programs. In response to the Phase 1 Review recommendations, an Associate Dean has now been assigned responsibility for each of the combined degree programs. The Associate Dean responsible for each program has established contact with the appropriate advisor from the other Faculty involved in the combined degree.</p> <p>A list of names and contact details of those responsible for each combined degree has been distributed among all staff involved in student advising.</p>
Further action planned but not yet implemented (if appropriate)	The Associate Dean responsible for each program will be identified in the Faculty handbook and on the Faculty web site.
Faculty's evaluation of the success of action taken	Students from combined degree programs who seek advice are now dealt with more quickly as the responsible Associate Dean is familiar with the particular issues associated with the program and knows who to contact in the 'partner Faculty' if this is necessary.