

FACULTY OF VETERINARY SCIENCE

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Last Report 27May, 2005
Current Update 27th February, 2006

<p>Recommendation 1</p>	<p>The Review Team recommends that the Faculty follows up on the sharing of materials with other Australian Veterinary faculties, and ensures that cross marking with other universities eventuates. (See Section 11.2.1)</p>
<p>Action taken by the Faculty</p>	<ul style="list-style-type: none"> • The Faculty of Veterinary Science (FVS) has continued to benchmark curriculum, assessment tasks and learning resources with Australian (University of Queensland, Charles Sturt, Murdoch University) and International (Washington State University, USA) veterinary faculties in the second half of 2005. A reciprocal adjunct appointment between UQld and USyd staff was made in July/Aug 2005 to continue benchmarking. • Benchmarking visits are funded through Scholarship Index income, with expectation that benchmarking will result in publication or presentation in educational forums. For example, joint conference presentation on “Effective Teaching and Learning Conference” (UQld, received favourable mention in HERDSA news Dec 2005). Also benchmarking student admissions to veterinary science with Charles Sturt University, manuscript submitted for review and continuing data collection in 2006. • FVS has taken leadership in the development of Australian Veterinary E-Learning Initiative with the goal of collaborating on curriculum and learning resources. Submitted project for University Innovations competition prize and was one of 38 finalists (but not a winner) out of 600 submitted. Obtained approval for project from all Australasian Veterinary Deans Nov 2005. Commenced investigation and consultation visits with partners. • Completed review of Intellectual Property issues for sharing of online learning resources (e.g. OLIVER, VEIN2 and ResourceBuilder). These resources currently available for use by other Australian Veterinary Faculties. • Participated in Problem Based Learning seminar at Charles Sturt University on the 17th February. • In collaboration with Australian Quarantine and Inspection Service and Export Meat Industry Advisory Council, the FVS has initiated the development of a training package for veterinary undergraduates in Public Health with emphasis on Food Safety. The training package is being developed as a national program for undergraduate training from all Universities in this specific field. • Delivered a paper and participated in a workshop for Australian Universities Quality Forum 2005 on engaging the professions and quality assurance in extramural placements. <p><i>Responsibility: LTC (Faculty and BVSc), UoS coordinators, AD, LT.</i></p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>The FVS has taken a leadership role in collaboration and benchmarking with other Veterinary Faculties in Australasia. This leadership will continue with emphasis on clinical training and development of discipline based learning resources.</p>

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Faculty's evaluation of the success of action taken	<ul style="list-style-type: none">• Reports on benchmarking visits to Australian and International Veterinary Faculty's were submitted to Faculty Learning and Teaching Committee (LTC) in 2005. This requirement will continue in 2006.• Recognition of the FVS as one of the leading providers of veterinary education via:<ul style="list-style-type: none">○ Accreditation with the American Veterinary Medical Association confirmed in October, 2005 (see <i>Rec 5</i>).○ Invitation to Chair the session on Veterinary Education at the Australian Veterinary Association national meeting in May, 2006. At least 3 presentations currently planned for this meeting.○ Members of FVS invited to participate on the Veterinary Schools Accreditation Advisory Committee (VSAAC) visits to the Faculties of Veterinary Science at Murdoch University (Nov 2005) and James Cook University (Dec 2005). Also invited by Australasian Veterinary Boards Council to participate in review day of accreditation procedures for Australasian Veterinary Schools (Feb 2006).
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Recommendation 2	<p>The Review Team recommends that the Faculty consider introducing flexibility into the Professional Practice program whereby mature age students can be provided with experiences which will add to their existing repertoire of skills. (See Section 4.4.2)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • Reviews of the Units of Study Professional Practice (PP) 1A, 1B, 2 and 3 and Preparation for Veterinary Practice (PVP) are ongoing with significant change in 2005 and further changes proposed for 2006. • Students with existing qualifications and advanced skills receive credit for all or part of PP UoS based on Faculty guidelines (in place since Semester 1, 2005) and are invited to negotiate advanced assessment tasks. • A trial of an integrated assessment task with another Unit of Study was implemented in Semester 1, 2005 for PP1A. This eliminated assessment components that rewarded quantity of written work. In addition, portfolio-based assessment was removed in 2005 and replaced with tasks that focus on demonstration of oral and written communications skills in all PP units of study. • In response to poor spread of marks in PP Units of Study, revised grade descriptors were developed to better define required standards and reward quality of work, leading to a substantial change in the distribution of marks and students perceptions of the academic rigour of these units. • Assessment workload is now aligned with University Policy. • Reported outcomes of PP reviews and USEs to students at orientation days. • UoS evaluations undertaken in all PP units in 2004 and 2005 reported to LTC (results discussed below). • Commenced comparison of PP units with other Australasian veterinary schools, to enhance and improve these units. • Appointed a new staff member to assist part time with Preparation for Veterinary Practice unit, leading to substantial improvements in USE for 2005. • Continued systematic review and collection of feedback from students and staff on PP units. <p><i>Responsibility: PP and PVP UoS co-ordinators, Faculty LTC and ADL&T</i></p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Major review of veterinary curriculum in Years 1 and 2 in 2006 with emphasis on Professional Practice and Veterinary Anatomy. • Commenced review with Teaching and Learning Development Day in November 2005 which produced a range of recommendations for improvement that will be implemented through the BVSc subcommittee in 2006 • Appointment of a new member of Faculty planned in 2006, dedicated to PP teaching and will focus on PP in earlier years.

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Faculty's evaluation of the success of action taken	<ul style="list-style-type: none">• Improved spread of marks and grades within PP1A, PP1B and PVP in response to better grade descriptors.• USE results for 2003-2005 have been mixed:<ul style="list-style-type: none">○ PP1A, PP1B and PP2 improved in 2004, but have declined significantly in 2005. This can be partly attributed to retirement of a key UoS co-ordinator in 2004. <i>Faculty will address this issue in major review of Years 1 and 2 to be undertaken in 2006 and appointment of new staff member in 2006.</i>○ PP3 has improved significantly in 2005 compared to 2003 and is now > 3.5 for overall satisfaction, clear goals and standards, generic attributes, relevance to degree etc.○ PVP greatly improved from 2004 to 2005 and is now 3.84 for good teaching and 4.00 for overall satisfaction.
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Recommendation 3	Due to concern that the Faculty shows little evidence of improvement in the area of postgraduate research supervision since the Phase One Review, the Review Team recommends that the Faculty give this area priority for future planning. (Section 4.5)
Action taken by the Faculty	<p>A strategic plan to improve postgraduate research training has been developed and implemented since 2003. Principles of this plan include:</p> <ul style="list-style-type: none"> • Improving information for research postgraduates on the Faculty website. This includes information on financial aid e.g travel scholarships and timing of grants-in-aid and links to services that may benefit research postgraduates. • All research postgraduates now undergo a review process of their candidature (similar to the annual review process) with their postgraduate coordinator six months into their candidature for the purpose of assisting postgraduates and identifying and resolving problems early in their candidature. • Implementation of a formal induction program for all new students. • Announcement of student successes across the faculty and rewarding excellence. In 2005 the Veterinary Science Foundation PhD Excellence Award was instigated. • Weekly faculty seminars at both Sydney and Camden campuses where students are encouraged to present their work prior to attending a discipline conference. • Two day annual Faculty postgraduate conference where all enrolled postgraduate students are required to present a seminar. • Encouragement of all supervisors to complete the ITL's Postgraduate Supervisors Development Program training. <p>Ensuring that students are aware of the progress of their thesis during the examination process.</p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • An exit interview with all departing students will be undertaken to seek their perspective of the postgraduate experience. • Development of an intranet page for supervisors to provide policy on research postgraduate supervision and services available (e.g thesis by publications policy). • Continue to encourage supervisors to undertake the Higher Research Degree Supervision program.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • In the 2005 we achieved outstanding SREQ results which provide evidence of the success of our actions in the area of postgraduate research supervision since 2002. • Student agreement for Quality of Supervision was 78% (55% in 2002); Quality of Infrastructure 78 % (55%); Research Climate 68% (34%); Generic Skills 85% (79%) and Overall Satisfaction 84% (64%). These were all above University average (as compared to below University average in 2002) and the Overall Satisfaction was the second highest for any Faculty in the University. • In 2005 we had the following completions 12 PhD, 6 MScVetSc, 1 MVetClinStud.

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Recommendation 4	<p>The Review Team recommends that the Faculty take steps to resolve issues relating to the marketing and curriculum of the Bachelor of Animal Science degree with the Faculty of Agriculture, Food and Natural Resources. (Section 4.6)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • An agreement was reached with FAFNR to disband Board of Management at the end of 2005. Further curriculum and management of the BAnVetBioSc degree is to be overseen by the BAnVetBioSci Subcommittee of the Learning and Teaching Committee of the FVS. FAFNR will be represented on this SubCommittee. • Confirmation by CST that HECS intake into BANVetBioSc will be 80 per year. • Decision to make Animal Structure and Function (ASF) 3A and 3B available in Year 2 of BAnVetBioSc in response to strong student demand for greater "animal" content in earlier years of the degree (for implementation in 2006). • Revision of Agricultural Science 1A in Year 1 including provision of a substantial block of wildlife-related lectures in 2006. These lectures will be provided by FVS. • New Animal Behaviour and Welfare Science UoS for Year 3 of BAnVetBioSci approved in 2006 for implementation in 2007. • Comprehensive revision of Year 4 curriculum into 18 new, 6 credit point UoS which have been submitted to Faculty and USC for approval, with implementation in 2007. This revision includes restructuring of the final year research program into 2 x 6 cp or 4 x 6cp alternative projects, dependent on Year 2/3 WAM. • Recruitment of 6 new academic staff position underway with positions advertised. First 2 positions are expected to be appointed in July '06, and the final 2 in Jan '07. • Procedures implemented for identifying and assisting "at risk" students in early years of BAnVetBioSci. • Surveyed incoming students to new course with reports and action in response to feedback from students (contributed to changes for 2006 in units on offer). • Continued sharing of FAFNR marketing staff for promotion of the degree. <p><i>Responsibility: SubDean and Subcommittee for BAnVetBioSci, UoS co-ordinators.</i></p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Review of honours success rate and policies to ensure appropriate level of competitiveness of BAnVetBioSc students in competition for PG scholarships. • Continuing review and revision of UoS provided by FVS and FAFNR in early years of the degree.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • The new management system for the BAnVetBioSci degree has eliminated duplication and clarified the lines of communication between FVS and FAFNR. • Confirmation of the increased intake to this degree to 80 students per year has provided a strong basis for future financial planning within FVS. • The decision to offer ASF3A and 3B in year 2 as well as year 3 has been vindicated with the majority of students electing to take these animal-focused UoS instead of Soil Science 2 and Plant Form and Function 2. • The advertisement for new lectureships attracted a very strong field (27 applications) of whom 18 are considered appointable. • The UAI cut-off for entry into BAnVetBioSc remained at 85.5 in 2006. • Faculty will continue to closely monitor all aspects of student experience of teaching, learning and administrative support for the new degree and encourage full integration of the new students in all Faculty activities.

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Recommendation 5	<p>The Review Team recommends that the Faculty consider ways in which the variation of the quality of teaching across the Faculty can be improved. (Section 4.7)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • Process of international benchmarking has encouraged high quality teaching across the entire curriculum within the veterinary degree. The FVS was notified of its successful application for accreditation by the American Veterinary Medical Association (AVMA) in Oct 2005 after 2 rigorous review processes. Only 6 veterinary science faculties outside North America are accredited with the AVMA, and places the University of Sydney in the top ranked Faculties worldwide. • Ongoing requirement for all UoS to undergo 3 yearly cycle of USE with all results reviewed by Faculty LTC. UoS co-ordinators required to submit reports to LTC on USE results, with special attention paid to UoS performing poorly (e.g. overall satisfaction <3). These UoS are required to undergo annual USEs and if poor results continue, or UoS co-ordinators require assistance including peer mentoring, workshops are organised to assist with reviews. • Ongoing use of Staff/Student Liaison Committee, student representation on Faculty LTC and Subcommittees, and Student Focus groups to provide feedback on curriculum and quality of teaching. • Ongoing focus on staff development, mentoring and succession planning for the L&T in the FVS. All new academic appointments required to undergo 3 Day Program and Graduate Certificate within first 3 years. Three new staff undertook Grad Cert in 2005 and 3 staff members have enrolled for 2006. Monies acquired through Scholarship Index re-invested in Faculty to encourage staff development, scholarship of teaching, benchmarking and research in learning and teaching. <p><i>Responsibility; Faculty L&T Committee, Faculty SubCommittees and SubDeans, Year co-ordinators, UoS co-ordinators, AD L&T.</i></p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • A new structure of USE review will be implemented in 2006 that encourages collegiality and peer review. At the end of each semester the Year co-ordinators will organise all teachers within a curriculum year (e.g. Year 1, 1 Year 2 etc) to meet and discuss the learning and teaching in the previous semester, including USE results. These groups will examine teaching activities and practices which were reviewed well by students/peers, as well as specific topics such as assessment tasks (to ensure alignment both in timing and types of tasks), review of handbooks (structure and content). It is the goal of these working parties to encourage best practice within the teaching groups in a reflective, supportive and innovative environment and to improve peer mentoring of a wider number of Faculty by recipients of University and National Teaching Awards. • Major review of veterinary curriculum in Years 1 and 2 in 2006 with emphasis on improving student workload, standardisation to 6 credit points of most UoS, removal of any redundant units and improving student experience in specific UoS e.g. Professional Practice, Veterinary Anatomy. • Review of Faculty student administration in light of 2005 SCEQ results (below).

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<p>Faculty's evaluation of the success of action taken</p>	<ul style="list-style-type: none">• The AVMA commented at length on the FVS' strengths, leadership and commitment to excellence in teaching and learning, the high quality of student's educational experience, and the motivation, training and capability of staff.• National and State Teaching and Learning awards were made to 2 staff members.• Comparison of Faculty average USE results for Semester 1 2004 and 2005 saw a marginal decreased in Clear Goals, Good Teaching and Overall Satisfaction, but improved results for Workload and Generic/Graduate Attributes (a focus of attention in 2005). In addition, Faculty average results improved for all indices in Semester 2, 2005 as compared to Semester 2, 2004. In both years, the Faculty average for Good Teaching and Overall Satisfaction was > 3.5 for Semester 1 & 2.• 7/12 UoS evaluated in Semester 1 2005 and 11/13 UoS evaluated in Semester 2 2005 had Overall Satisfaction of >3.5.• These results are reflected in undergraduate SCEQ results for Veterinary Science in 2005 where the FVS received above the average University scores for % agreement for Good Teaching scale (2nd highest score in University), Clear Goals and Standards scale (2nd highest), Generic Skills scale (2nd highest), Learning Community, and Overall Satisfaction (highest score of any Faculty). In addition, the % agreement for Good Teaching, Clear Goals and Standards, Generic Skills and Overall Satisfaction have steadily increased from 1999 to 2005, despite dramatic increases in student numbers and diversity, introduction of the new degree in 2005 and major curriculum change from 2000-4.• Three areas of concern remain for the Faculty; a) Appropriate Assessment which remains below University Average but has improved greatly over the '99 to 2005 time span as a result of continuing effort; b) Appropriate Workload, which is below University average and has remained static; and c) Student administration which is below University average and has decreased significantly between '99 and 2005.• These issues will be addressed through a) implementation of outcomes of Assessment Workshop held in Nov, 2005 (see <i>Rec 6</i>); b) Year 1/2 review in 2006; and c) Review of Student Administration (in association with staff review) in 2006.
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Recommendation 6	<p>The Review Team recommends that, the Faculty should consider ways in which assessment requirements can be more clearly articulated to the students, and be sequenced to avoid clashes in scheduling. (Section 4.8)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • Year Co-ordinators have been asked to focus on better sequencing and alignment of assessment tasks within the Semester, and to emphasise assessment in their Semester Reviews (<i>see Rec 5</i>). • Workshop on Assessment held in Nov 2005 and included speakers from the Faculties of Veterinary Science, Economics and Business, Education and Social Work, School of Communications Sciences and Disorders and the PVC L&T. Afternoon workshops identified problems in current assessment practices with plans to address these issues devised at workshop for implementation in 2006. • Full implementation of curriculum change for Animal Husbandry Practical Report. These changes include introduction of practical assessments for animal handling skills in Years 1 and 4 (barrier exam), early identification and additional remedial tuition for students with poor practical skills, reduced written volume of practical report with emphasis on critical enquiry and reporting. Consistent marking and feedback for these reports will assist student learning in this subject. • Continued program for early identification of “at risk” students and requirement for these students to meet with Year co-ordinators to discuss academic progress. Tutorial support for “at risk” students in UoS in Years 1 and 2 (Chemistry and Anatomy). These programs were reviewed each semester by Faculty LTC in 2005. • Further changes made with reduction in the number of items of assessment and number of elective rotations in the year 5 BVSc course were made in 2005 in response to significant concerns about the impact of student workload on participation during placements. <p><i>Responsibility: Year Co-ordinators, UoS co-ordinators, Faculty SubCommittee and SubDeans, SubDean Animal Husbandry</i></p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Revise and updated Faculty assessment policy in 2006 in alignment with new University Assessment Policy. • Develop better processes for sharing of experiences and approaches to assessment both horizontally and vertically within the Faculty (one of the recommendations from Assessment Workshop and in alignment with the new Year Working Party approach to curriculum and USE review). • E Learning subcommittee to review current Faculty practices to prevent and detect student plagiarism. New Faculty policy on plagiarism to be developed in 2006 in conjunction with Faculty of Economics and Business. • Feedback on the outcomes of Assessment Workshop to be provided to students in Semester 1, 2006. • Review new program for Extramural Animal Husbandry Practical work, assessment tasks, and development of practical skills to determine if desired outcomes achieved.

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Faculty's evaluation of the success of action taken	<ul style="list-style-type: none">• 4/4 UoS taught in Years 1 and 2 in Semester 1 2005 and 3/5 UoS taught in Semester 2 had <3.5 scores for Appropriate Assessment so there is considerable room for further improvement. Years 1 and 2 will be targeted in the Curriculum Review in 2006, with specific focus on Assessment and Workload.• Although USE scores remain below Faculty requirements in 2005, there has been a steady and significant improvement in % Agreement scores for Appropriate Assessment in SCEQ results from 33% in 1999 to 46% in 2005. These results are significant and encouraging.• One key indicator of improvement in Faculty assessment practices is the substantial increase in students response to the question "The teaching staff normally give me helpful feedback on how I am going"• Programs for early identification and support of "at risk" students have improved success of these students in later assessments, enabling more of the group of students with language, study and personal difficulties to progress in the demanding BVSc course. In addition, student feedback for these programs was very positive.
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Recommendation 7	<p>The Review Team recommends that the Faculty communicate the rationale behind the structure of the clinical component to students, so that they develop more confidence about being competent practitioners on graduation. (Section 4.9)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • The Year 5 team provided students with an extensive description of the final Year program in the UoS Preparation for Veterinary Practice (PVP) with clearer explanations of how each Unit of Study (Clinical Placement) helps students achieve graduate attributes and the direct relevance of the program to their performance as a veterinarian after graduation (transition to practice). <i>Marked improvements in the USE scores</i> for this UoS were observed in 2005 with better student understanding of the Final Year program and subsequent transition to Year 5. • Continued focus on developing and assessing required skills in preparation for Year 5 program, with special emphasis on Animal Handling Skills resulting in a barrier exam introduced as part of PVP. • Continued program of class discussions and lunchtime seminars on final year program for both Years 3 and 4. Revised hand books for both intramural and extramural placements in 2005 were well received by students. • Year 4 students were provided with examples of assessment tasks and reports on placement work completed by former students. Assessment tasks for Year 5 UoS were streamlined in 2005 in response to student feedback. • In 2005 students received earlier notification of expectations than in 2004 and had an earlier opportunity to select rotations and organise accommodation. They currently have more than 18 months to undertake this planning of the rotations. • Online training for year 5 rotations implemented in PVP in 2005 and was well reviewed by students. <p><i>Responsibility: Year 5 team and UoS coordinators (see also Rec 9)</i></p>

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<p>Further action planned but not yet implemented (if appropriate)</p>	<ul style="list-style-type: none"> • Some work was undertaken with the ITL to develop better student evaluation proforma for Clinical Placements and this project is continuing. • Evaluation of graduand experience in first year post graduation with emphasis on influence of the new curriculum and Year 5 program is planned for 2006 as part of a PhD research project. • Continue to develop international placements opportunities for students and exchange programs following Faculty's unsuccessful application for UMAP funds in 2005. • Recommendation from Assessment Workshop included development of a formal assessment process for all students in Year 5 in addition to written communication tasks and Supervisors Report forms required for each UoS. This assessment task would focus on proficiency in clinical problem (e.g. OSCEs style exam adopted by the Royal College of Veterinary Surgeons, UK) to reinforce knowledge and technical skills. A final exam will allow comparison with other veterinary degrees, attend to the issue of perceptions of quality assurance within the profession, and assist in maintaining high levels of motivation for student interns for the full year.
<p>Faculty's evaluation of the success of action taken</p>	<ul style="list-style-type: none"> • Successful ballot for student placements in 2006 with selection process commencing 18 months before Year 5 allowing improved student planning. • >85% of students gained their placement of first choice for all placements and >90% for most. • Altered organisation of student placements to enable students in 2007 to define their own extramural rotation program rather than being allocated a specific order of rotations by the Faculty, which will facilitate flexibility in choice and timing of placements. Additional time provided for transport and completion of learning tasks at the end of each rotation have improved rates of student submission of assessment tasks on time during 2005 and helped to reduce the stress reported by students in 2004. • Continued high USE scores for student satisfaction in Year 5 UoS for extramural programs and significantly improved results for intramural programs (now on par with extramural programs). • Better early detection of students at risk during 2005 with early interview and remediation based on the individual's needs. • Continued recognition by professional accrediting bodies for quality of clinical education program (VSAAC, AVMA).

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Recommendation 8	The Review Team recommends that the Faculty provide stronger leadership in research. (Section 6.4)
Action taken by the Faculty	<ul style="list-style-type: none"> • The Associate Dean for Research, Professor Gareth Evans, and the Research Committee have developed a strategic research plan which will provide leadership and direction for the development and sustainability of research within the Faculty. Original completed in December 2004 and this is now under review in 2006. • Professors and other senior academics are being encouraged to take more active role in promoting their disciplines, providing mentoring for junior academic staff and encouraging postgraduate research. In addition their inclusion within intra-Faculty leadership programs is being supported. • There have been new CRCs negotiated with new AD Research and new professorial positions with specific research responsibility. • Further key clinical academic appointments are being made to expand clinical research and training programs. • Young academics are encouraged to be at the forefront of industry grant-awarding body showcases. <p><i>Responsibility: Faculty Executive, AD Research</i></p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • New appointments will be made to take strategic advantage of research funding opportunities while maintaining diverse skills base. • The Faculty will be seeking industry co-funded academic positions. • Negotiate for renewal of highly successful Innovative Dairy Products CRC.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Research grant income has increased by 150% since 2002, with a changed profile of funding bodies and subject research species. • More than 90% of faculty's academic staff were research active at latest census • Postgraduate HDR student numbers increased by 25% since 2002, with highest SREQ results in CST and University. • Number of DEST qualifying publications doubled since 2002. • Faculty is now core partner in 3 CRCs and supporting participant in 3 more CRCs. • Faculty has 3 industry-funded or co-funded chairs and the Professor of Dairy Science enters second 5-year industry co-funded contract. • Faculty hosted 2 industry grant awarding body showcases in 2005, involving other CST and University department staff. • Increased involvement of young academic staff with professors in joint grant applications • Increased integration of younger academics in established research programs headed by Professors. • Research Committee now includes younger academics and clinical representative • Increasing numbers of professors and senior academics have completed intra-Faculty leadership course

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Recommendation 9	<p>The Review Team recommends that the coordination of the professional practice and extra mural placements be improved, and that practitioners handbook be distributed which explains what is expected from both practitioners and students. (Section 11.2.9)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • Updated UoS Handbooks provided for Extramural and Intramural placements in 2005 with good reviews by students and practitioners. These handbooks have been further updated in 2006 with better alignment of new graduate attributes and current grade descriptors. • Updated UoS Handbooks for Professional Practice 1B and 2 and accompanying Handbook for the education support practice program (professional practice placements). • Partner Practitioners continued to receive a training workbook, access to Faculty websites (Year 5 Virtual Clinical Campus and VEIN) and on the job training from Faculty staff visits to practices in 2005. In addition a very successful 2 Day Partner Practitioners conferences was conducted in July 2005 (as occurred in 2004, 2003) with detailed workshop style training targeted at new supervisors and managing students at risk. Partner Practitioners received Handbooks for all UoS within the curriculum upon request. • Practitioners surveyed at end of 2005 to gauge strength of partnership with University, provide feedback on the Partner Practice Program, Educational goals and Faculty Administration. Results of this survey currently being evaluated. • Staff Development Workshop for clinical staff held in Nov, 2005 with aligned development of teaching modules for “Models of Expert Teaching, Clinical Learning & Teaching Methods”. These modules also used as an on-line module for the Practitioner-In-Residence Program to be conducted in 2006. • Modification of assessment tasks in 2005 (see <i>Rec 7</i>) and will reduce total number of rotations by 1 month in 2006 in response to student feedback. • Continued regular meetings for Year 5 team, Faculty administrative staff and UoS co-ordinators in the year 5 program to monitor progress, and report to Faculty LTC. Representation of Year 5 program on both BVSc Subcommittee and Faculty LTC committee. • Establishment of a Year 5 Student Liaison Committee in second semester year 3 to facilitate a stronger student focus to extramural program administration <p><i>Responsibility: Year 5 team, , Professional Practice coordinator (more detail provided in Rec 7)</i></p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Categories for extramural supervisor report forms completed in professional practice placements in years 1 and 2 and extramural animal husbandry placements will be aligned with year 5 clinical rotations. • Professional practice placements in years 1 and 2 will be balloted in 2006 via geographic area rather than random ballot to improve student outcomes for these placements.

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Faculty's evaluation of the success of action taken	<ul style="list-style-type: none">• Effective training of extramural partner practitioners, with 90% of practitioners hosting students having received training at conference, viewed web-based materials and had a Faculty staff visit at end of 2005. Visits to Partner Practices will be ongoing to ensure continuation of training, provide support and to receive feedback from Practitioners.• Outstanding evaluations of the educational experience in the new year 5 program obtained from Faculty staff, students and extramural practitioners with sustained high levels of satisfaction in 2004. This success has continued and improved in 2005 as the program has been refined based on USE results and feedback from students and practitioners.• Student satisfaction with Administrative aspects of year 5 program was low in 2005 and has been identified as an area of concern. However, student satisfaction with quality of student support was high with 76% agreement. These issues will be reviewed in 2006.• High practitioner satisfaction with all aspects of extramural program and high retention rate of practitioners in program (>90% to 2006). Survey currently being evaluated will give updated results.• Improved Graduate CEQ results with the new program contributing to continued improvement. The Graduate Destination Surveys improved between 2004 and 2005 in students' perceptions of the extent to which their degree course developed Generic Skills, students' ratings for Good Teaching and Overall Satisfaction.
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Recommendation 10	<p>The Review Team recommends that a set of monitoring procedures needs to be put in place to monitor the continuing effectiveness of the management structure. (Section 9)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • A complete restructure of the management of Learning and Teaching within the Faculty of Veterinary Science was implemented in 2006. Due to the growing number of requirements for the LTC, there has been the addition of 5 new SubCommittee and SubDeans (BVSc, BAnVetBioSci, PG Coursework, E Learning and Animal Husbandry). These Subcommittees report to the Faculty LTC at quarterly meetings and as issues arise. The AD L&T chairs the Faculty LTC and reports to the Faculty Executive group on L&T issues within the Faculty (meetings held every 2 weeks). The FEC has ultimate responsibility for monitoring the processes of L&T within the Faculty. In addition, the AD L&T reports to the University L&T committee and the Undergraduate Studies Committee with reporting back to the FEC, the Faculty LTC and via the SubDeans to individual SubCommittees. There is student representation on all Faculty L&T committees, with encouragement of students to report back to their respective years of issues arising at the meetings. • The Year co-ordinators have been asked to take an additional leadership role in conducting peer reviews of teaching within individual years. It is anticipated these reviews will enhance the culture of shared teaching improvement and scholarship within the Faculty. • The FEC holds open forums with staff a number of times per year to get feedback on real or perceived breakdowns in management communication. • Continued use of anonymous questionnaire, sent to all staff, to provide feedback on culture, leadership and management. • The L&T committee reported on the new structure and the Faculty's L&T plans to a Faculty Management Review held in February 2006. <p><i>Responsibility: Faculty Executive, AD L&T, Sub Deans and Faculty L&T Committees and SubCommittees</i></p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The capacity of the new management structure to identify and respond to real or potential problems in the areas of teaching (undergraduate and postgraduate coursework), staff and student support will be monitored throughout the year • In addition, the effectiveness of the new L&T structure will be evaluated via a questionnaire delivered at the end of the year.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • The new management structure has only been in place for 2 months, but the Faculty will evaluate engagement of staff in Year reviews, effectiveness of two-way communication between various Committees and SubCommittees and response times by the FEC in relation to staff and student educational concerns.