

## FACULTY OF VETERINARY SCIENCE

### REPORT ON RECOMMENDATIONS FROM PHASE TWO

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**Updated 27 May 2005**

<b>Recommendation 1</b>	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)
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Compare curriculum, assessment, learning resources with Australasian Veterinary schools in specific units/disciplines in 2004 and 2005</li> <li>• Plan and implement combined development of curriculum and learning activities with all Australasian veterinary schools in pig health and production with joint funding from pig industry and veterinarians</li> <li>• Crossmarking assessments with other Australasian Veterinary Schools</li> <li>• Fund benchmarking visits/activities through Scholarship index income</li> <li>• Host reciprocal visits of staff between schools and develop opportunities for shared development of learning resources</li> <li>• Promote collaboration with other veterinary schools through:             <ul style="list-style-type: none"> <li>○ Meet Australian Board of Veterinary Schools and other Australasian Veterinary School representatives to consider ways to implement Governments' Frawley recommendations</li> <li>○ Run workshop on collaboration and innovation in veterinary education as part of Veterinary Schools Accreditation Committee visit in October 2004</li> <li>○ Increase staff short exchanges with other Australasian Universities to promote benchmarking and collaboration- 3 visits in 2004, 3 in 2005</li> <li>○ Participate in Australian Veterinary Association national meeting on Veterinary Education, May 2005- 3 presentations from Faculty</li> <li>○ Took collaboration on resources to meeting of Veterinary Deans May 2005</li> <li>○ Resolve Intellectual Property issues with shared development of online learning resources (case studies, OLIVER, VEIN)</li> <li>○ Contact with new veterinary school at Charles Sturt University established with a view to exploring shared teaching opportunities (eg clinical training in pet and farm animals)</li> <li>○ Establish Faculty liaison officer for contact with CSU</li> <li>○ Hosted benchmarking of curriculum with Chenju University visiting professor</li> </ul> </li> </ul> <p>Responsibility: TLC, UOSC, AD TL</p>
<b>Further action planned but not yet implemented (if appropriate)</b>	<p>Promote collaboration with other veterinary schools through:</p> <p>Establishment of liaison officer for contact with second new Veterinary School at James Cook University</p> <p>Pursue opportunities for collaboration on specific discipline based learning resources</p>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Comparison of curriculum and assessment in several units, reported to Teaching and Learning Committee of Faculty</li> <li>• Development and implementation of shared Australian pig curriculum, with positive evaluations by students and industry partners</li> <li>• Establishment of agreements to collaborate in development of online learning resources and manage IP</li> </ul>

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<b>Recommendation 2</b>	<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>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• PP program reviewed in December 2003, Workshop in February 2004 to develop revised curriculum and assessment, reported to March 2004 TLC. Recommendations endorsed by TLC, Faculty leading to increased rigour of assessment activities and process, increased opportunities for extension of advanced students, improved assessment practices in 2004 with further changes to program in 2005</li> <li>• Detailed peer review and participation in assessment of Professional Practice Portfolios in 2004 was undertaken to accelerate change in assessment requirements and marking methods, critical change made in PP1B</li> <li>• A trial of integrated assessment with another unit of study was implemented in first semester 2005</li> <li>• Eliminated assessment components that reward quantity of written work and revise grade descriptors to emphasise/reward quality</li> <li>• Portfolio based assessment has now been removed in 2005 and tasks now consistently focus upon demonstration of oral and written communication skills in each PP unit of study</li> <li>• Assessment workload is now aligned with University policy</li> <li>• Achieved greater spread of marks in assessment in PP1B, PVP</li> <li>• Reported outcomes to students at orientation days for all years</li> <li>• Involve wider range of Faculty staff to mark individual components of the PP units</li> <li>• Greater recognition for students with advanced skills/experience and development of extended assessment tasks</li> <li>• UOS evaluations undertaken in all PP units in 2004 and reported to TLC (improvements seen)</li> <li>• Students with existing qualifications and advanced skills receive credit for all or part of PP units of study based upon Faculty guidelines</li> <li>• Survey of year 4 and 5 students in 2005 to facilitate improvements to Preparation for Veterinary Practice in 2005</li> </ul> <p style="text-align: center;">Responsibility: PP UOS coordinators and TLC, ADTL</p>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Integrate and reinforce key graduate attributes/skills presently limited to PP in a wide range of UOS, comparison of curriculum with Massey University PP program</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Substantial improvements in student evaluations of PP units (On the Unit of Study Evaluations; good teaching, appropriate assessment, generic skills, relevance and overall satisfaction scales &gt;3.5/5)</li> <li>• Reduction in students adverse perceptions of workload in PP units</li> <li>• Improvement in perceptions of relevance, challenge of PP program</li> <li>• Greater range of marks from assessment through introduction of more challenging tasks to extend students development</li> </ul>

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<b>Recommendation 3</b>	<p>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)</p>
<b>Action taken by the Faculty</b>	<p>Postgraduate Education and Research Committee to accelerate the implementation of the postgraduate support program and PG training plan</p> <ul style="list-style-type: none"> <li>• Tightened requirements for new PG supervisors commencing supervision</li> <li>• Implemented a strengthened system of postgraduate co-ordinators that will oversee all supervision in all aspects of PG research</li> <li>• Assessment of individual students, through a formal process of annual review will occur, recommendations made back to the Postgraduate Education and Research Training Committee. The process will identify students at risk</li> <li>• Review of students progress after 6 months of candidature presently being instigated to identify problems in candidature related to infrastructure</li> <li>• Annual Faculty Postgraduate conference has been instigated to provide opportunities for all students to present an abstract as well as a verbal and visual presentations</li> <li>• All new academic staff will have completion of a formal course in research supervision as an essential confirmation criterion. All academic staff are being encouraged to undertake the formal research supervisors program offered by the Institute for Teaching and Learning</li> <li>• Internal Faculty forums on research supervision have been established</li> <li>• Budget allocated to postgraduate resources, including new computers for all incoming and existing postgraduates</li> <li>• The Faculty's Postgraduate Society reactivated to ensure interaction of all postgraduates with regular newsletter, social functions</li> <li>• Regular weekly research seminars, with involvement of postgraduates</li> <li>• BScVet research students provided with research infrastructure funds</li> <li>• Reflection and effective response to PG student evaluation feedback</li> <li>• PG induction program delivered annually</li> <li>• Induction of all new staff includes expectations for PG supervision</li> <li>• Appointment of new academic clinical staff to ensure improved clinical supervision</li> <li>• Appointment of only senior supervisors for external postgraduates to ensure adequate support for external associate supervisors and the postgraduates</li> <li>• Faculty office informing students and supervisors prior to the expiry of Research training Scheme allocation in order to ensure timely completions.</li> </ul> <p>Responsibility: PERTC, Subdean for PG students, AD Research</p>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Compile database of resources, equipment for student use</li> <li>• Develop mentoring for new staff and PG in submitting research proposals and grant applications</li> <li>• Planning for quality research experience of BAnSc students to increase recruitment of talented graduates to research</li> <li>• Promote mentoring of new postgraduates by more experienced postgraduates or senior research staff (eg post doctoral fellows)</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Improved PG student experience – increase performance in supervision, research climate and overall satisfaction by 10% by Dec 2005</li> </ul>

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<b>Recommendation 4</b>	<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>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Major review undertaken with FRM, FAFNR and FVS, market research identified demand for a new Animal Science/Veterinary Bioscience program, reported 2003 (Plans changed as FRM affiliation may change shortly)</li> <li>• Request for additional HECS places in new Veterinary Biosciences program jointly offered by FAFNR and FVS was successful, July 2004</li> <li>• Developed plan for joint management of new course with Board of Management between FVS, FAFNR, FSc</li> <li>• Major restructuring of existing BAnSc program to ensure 6 credit point compatibility in 2006 approved by Undergraduate Studies Committee, rolling implementation</li> <li>• More animal science introduced to year 1 and 2 of BAnSc program as part of existing units</li> <li>• Seminar and support programs for BAnSc students extended to meet students interests and needs</li> <li>• Enhanced orientation and support of BAnVetBioSc students in Faculty</li> <li>• Increased development and use of WebCT support for Animal Science teaching</li> <li>• Maintain focus on high quality program and excellent student experience (USE scores&gt;4.0 in all animal science units for overall satisfaction)</li> <li>• Review curriculum and develop units more appropriate to Veterinary Biosciences program (increased content relevant to animal science) for implementation in 2006</li> <li>• Obtained TIF grant for curriculum Vet Biosciences course development from College of Science and Technology, employed staff for WebCT design/implementation and development of Graduate Attributes for new degree</li> <li>• Develop strategies for providing research projects in year 4 for large cohort- workshop June 2005</li> <li>• Review and modify extramural practical experience component of course, develop Faculty database for managing program</li> <li>• Administration of degree transferred to the FVS at the start of 2005</li> <li>• Development of joint marketing and Faculty office support for new Vet Biosciences program</li> </ul> <p>Enhance students online and flexible learning in Animal Science/Vet Bioscience with webCT support for online learning in all units</p> <p>Responsibility: Sub dean for Agriculture, TLC, ADTL, Deans of Faculties</p>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Recruit BAnVetBioSc teaching staff to develop and deliver suitable animal content and units in curriculum for expanded intake of 80 plus students to commence work in 2005/6</li> </ul>

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<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"><li>• Successful marketing and launch of Veterinary (or Animal) Biosciences program in 2005</li><li>• Vet BioSc course attracts students with UAI &gt;85 in 2005, exceeded predicted quota, and extended intake to 80 plus HECS places</li><li>• Attract international and local fee paying students to program (achieved 4 in 2005)</li><li>• Increase content relevant to animal science to &gt;50% in years 1,2</li><li>• Offer a broad program with options in veterinary paraclinical training or animal science and research.</li><li>• Ensure high student satisfaction with course (&gt;4.0 in all units in program)</li><li>• Track employment opportunities for new graduates</li><li>• Recruit outstanding Vet (or Animal) Biosciences graduates back to Faculty for postgraduate research training.</li></ul>

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<p><b>Recommendation 5</b></p>	<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>
<p><b>Action taken by the Faculty</b></p>	<ul style="list-style-type: none"> <li>• TLC developed and implemented Faculty policy on addressing variations in teaching quality and ongoing poor evaluations of some UOS through staged process of reflection and peer review (policy sent to USC for comment)</li> <li>• Unit of Study coordinators (of poor performing units) required to report to TLC with a clear action plan to improve units</li> <li>• Workshops for specific Units of Study that were underperforming (e.g. Professional Practice) were implemented and attended by TLC and other members of Faculty. Specific issues indicated by student reviews were addressed at Workshop and plans developed to address these issues</li> <li>• Implemented peer review/reflection in 2004 with year 3 and 1 units. Units underwent peer review and mentoring to improve teaching materials, curriculum, assessment, and classroom teaching during 2004, continuing 2005</li> <li>• Conducted student focus group interviews with each year in the BVSc course to identify areas of concern on workload and teaching quality and report on findings to TLC, leading curriculum revision in 2005</li> <li>• Maintain strong focus on staff development in scholarly teaching by:             <ul style="list-style-type: none"> <li>○ Induction program, documents for all new teaching staff</li> <li>○ Personal induction to teaching, mentoring</li> <li>○ Academic appointees required to complete Grad Cert Higher Ed in 3 years</li> <li>○ Casual tutors/lecturers paid to undertake 3day program or tutor training</li> <li>○ In house staff development workshops, targeted training for all 2x per year</li> <li>○ Encourage, reward good teaching practice and scholarship of teaching</li> <li>○ Training conference and online materials for extramural partner practitioners supervising year 5 students</li> <li>○ Annual peer/team reflection on teaching in all units (TLC) combined with rolling 3 year cycle of USE</li> </ul> </li> <li>• Implementation of several educational workshops to assess and enhance teaching within the faculty including:             <ul style="list-style-type: none"> <li>○ Research-Led teaching</li> <li>○ Group work</li> <li>○ Curriculum review (with a specific focus on better vertical integration of the curriculum and detection of overlaps/redundancies and missing topics within the new curriculum)</li> </ul> </li> <li>• Attendance and presentations by multiple members of Faculty at University and National Educational Meetings including VC and CST teaching forums</li> <li>• Student focus groups on workload conducted with all years and a report on the outcomes of these interviews submitted to TLC. As a result of the report a workshop on Workload and Assessment is to be conducted later in 2005</li> </ul> <p>National and International benchmarking of curricular content through VSAAC accreditation (November 2004) and AVMA accreditation (April 2005). All Units of Study complied with national accreditation. Results of international (North American accreditation will be available in October 2005, but preliminary report praised curriculum content and structure.</p> <p>Responsibility: TLC, AD, TLC, UOSC</p>

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<b>Recommendation 5</b>	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)
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Utilization of PMD Mark II to support and ensure improvement for academics currently experiencing difficulties in delivering quality teaching programs</li> <li>• Peer review of units with poor USE results and subsequent evaluation in 2005</li> <li>• A workshop on Workload and Assessment to be conducted in Semester 2, 2005. (see below under Recommendation 6 for further details)</li> <li>• A workshop on Benchmarking to be conducted before the beginning of Semester 1, 2006</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Improved student experience so that all units achieve scores &gt;3.5 for good teaching, clear goals, generic skills, appropriate assessment, and overall satisfaction in USEs</li> <li>• Improved student experience so that all units achieve &gt;3 (reversed) for workload in USEs</li> <li>• Consistent to benchmark Units of Study both internally, nationally and internationally and receive high standards of curriculum content and learning resources for all units</li> </ul>

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<b>Recommendation 6</b>	<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>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Implemented University and Faculty policy on assessment practice, e.g. limiting quantity of assessment per credit point (500 words or 30 mins exam), audited compliance, requiring provision of grade descriptors, appropriate timetabling of tasks, provision of quality, timely feedback and marks within 2 weeks of submission and transparency of marking</li> <li>• All Unit of Study handbooks were required to outline in detail all assessment tasks, grade descriptors</li> <li>• All Unit of Study co-ordinators asked to discuss the above issues with students at beginning of lecture series</li> <li>• Year coordinators developed timetable of all assessment tasks for each semester so that substantial clashes were avoided and assessment tasks spread over the semester. These timetables were handed to students in first week of semester</li> <li>• Tightened requirements for assessment, particularly in double marking failed work and in consistency in marking of individual items</li> <li>• Tightened policy on plagiarism including an extensive review of concerns regarding plagiarism in Extramural Animal Husbandry and actions outlined in report to Academic Board. New plagiarism policy now clearly explained to all students at beginning of each Unit of Study, policy is available on Faculty intranet Teaching site (as well as University Website) and all students required to submit University's Compliance Statement with all individual/collaborative work</li> <li>• Extensive review of Extramural animal husbandry practical work with substantial reduction in total written volume but with increase emphasis on critical inquiry and reporting, and assessment of animal handling skills. Consistency in marking and feedback will be implemented and assessed.</li> <li>• Tightened requirements for assessment, particularly in double marking failed work and in consistency in marking of individual items</li> <li>• Enforced new special consideration procedures and eliminated all further testing (except for Special Consideration) in line with new Academic Board policy, communicated changes to students twice in semester and in handbooks, on web site</li> <li>• Year coordinators and TLC reviewed handbooks (including Faculty Handbook and all UOS handbooks) for the quality of their entries with regard to:             <ul style="list-style-type: none"> <li>○ clarity of assessment task description, weighting, time due, format etc.</li> <li>○ clear grade descriptors for each task, transparency in marking system</li> <li>○ examples of good/excellent work provided</li> <li>○ assessment tasks do not exceed Faculty guidelines in volume/length</li> </ul> </li> <li>• TLC review of assessment procedures in units of study with poor student experience, poor feedback on alignment of assessment tasks and units with discordant examination results each semester</li> <li>• Changes to assessment type, volume, timing in units requested by TLC</li> <li>• Review of assessment results in each semester by TLC to consider distribution of results, poor performance rates</li> <li>• Implemented processes for identification and support of students at risk of failure, with early diagnosis and support</li> </ul> <p>Responsibility: UOSC, Year coordinators, TLC</p>

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<b>Recommendation 6</b>	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)
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Revise and update Faculty assessment policy and assessment blueprint</li> <li>• Continue to implement recommendations arising from 2004 student focus group interviews to address areas of concern on assessment and evaluate impact on student perceptions</li> <li>• Conduct a Faculty workshop on Workload and Assessment in Semester 2, 2005. Discussions at workshop will include better definition of learning outcomes for entry level veterinarians, better alignment of learning objectives and assessment outcomes and evaluation of assessment requirements for all Units of Study across a semester for Years 1 – 4 of the curriculum in order to achieve a better balance between workload and assessment requirements. Workshop to include student representation</li> <li>• Continue to implement actions arising from the 2004 review of assessment activities and learning tasks of extramural animal husbandry practical work. Achieve full implementation of curriculum change to introduce practical assessments for practical skills, additional remedial tuition, reduce written total volume. For current students completing old Animal Husbandry Practical work requirement increase emphasis on critical inquiry and reporting, in reports and ensure consistent marking and feedback, effective detection of plagiarism</li> <li>• Evaluate the impact of further changes made in 2005 to assessment tasks and grading in Professional Practice units and mentor new Faculty appointment in professional practice</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Improved student experience in units with poor performance (to &gt;3.5 for appropriate assessment and feedback on work), improved SCEQ assessment scores</li> <li>• Consistent assessment practices across BVSc course</li> <li>• Implementation of robust and reliable assessment practices that students and staff understand and accept, that is compatible with appropriate workload</li> <li>• Early identification, support and discontinuation of students who will be unable to complete the course in time</li> <li>• Identification of key risk factors for students progressing to year 5 clinical placements (academic, practical and personal)</li> </ul>

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<b>Recommendation 7</b>	<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>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Year 5 team provided extensive explanation of program in Preparation for Veterinary Practice unit in Nov 2003, through 2004 Sem 2 program</li> <li>• Clear learning outcomes linked to Graduate Attributes provided for all clinical units of study in 2004, leading to good student satisfaction with this in evaluations of new units</li> <li>• The Director Of Clinical Teaching and the External Practices Coordinator ran a series of seminars, discussions in 2003 which addressed the specific issues in 2003 (new curriculum) In Semester 2 2003 students received information on what to expect from their clinical experience through class discussions in the unit PVP, lunchtime seminars and through the year 5 placement website (Year 5 Virtual Clinical Campus). The information was expanded for 2004 and is also included in hand books, revised in 2005. Future students are provided with examples of assessment tasks completed by former students, reports on placement work from participants in 2004</li> <li>• Graduate Attributes used as the basis for the assessment of year 5 students in clinical placements, emphasising the direct relevance of the program to their performance as a veterinarian after graduation- standardised Grade Descriptors used for all units.</li> <li>• In 2004 students received earlier notification of expectations, opportunity to select rotations, information on accommodation and explanation of how units help students achieve graduate attributes, monitor student experience and earlier again in 2005</li> <li>• Preparation for Veterinary Practice program run across semester 2 in 2004 and feedback from final year and year 4 has been collected to further improve the program for 2005.</li> <li>• Extramural Handbook re-organised to be more student friendly and Intramural Handbook created for 2005</li> <li>• Student and academic websites modified in 2004 for improved and now more user friendly (student survey at end of 2004 showed strong satisfaction with the new system)</li> <li>• Online training for year 5 rotations will be implemented in Preparation for Veterinary Practice 2005</li> <li>• Year 5 support program won VC's award for excellence in 2004, recognition by professional accrediting bodies for quality of program (VSAAC, AVMA)</li> </ul> <p>Responsibility: Year 5 team and coordinators (see Rec 9)</p>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Continued expansion of national and international clinical training and exchange opportunities for students</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Successful ballot and placements for 2005, with &gt;70% students gaining their placement of first choice, with placement selection process commencing 18mths before year 5</li> <li>• High satisfaction of students with achievement of Graduate Attributes and relevance to career goals in the year 5 program (USE and SCEQ)</li> <li>• Students developing diverse, unique extramural training programs to suit their career plans</li> <li>• Effective strategies for detecting, tracking and counselling students at risk of poor performance, ensuring appropriate remediation and progress</li> </ul>

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<b>Recommendation 8</b>	The Review Team recommends that the Faculty provide stronger leadership in research. (Section 6.4)
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• 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 (to be completed by December 2004)</li> <li>• Professors and other senior academics are being encouraged to take more active responsibility for promoting their disciplines, providing mentoring for junior academic staff and encouraging postgraduate research.</li> <li>• New CRCs under negotiation with new AD Research, new professorial positions with specific research responsibility</li> <li>• Further key clinical academic appointments are being made to expand clinical research and training programs</li> <li>• Professors and senior academics are encouraged to undertake intra-Faculty leadership programs</li> <li>• Faculty has included young academics at the forefront of industry grant-awarding body showcases</li> </ul> <p>Responsibility: Faculty Executive, AD Research</p>
<b>Further action planned but not yet implemented (if appropriate)</b>	
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Increased involvement of young academic staff with professors in joint grant applications</li> <li>• Increased integration of younger academics in established research programs headed by Professors</li> <li>• Research Committee now includes younger academics</li> <li>• Increasing numbers of professors and senior academics have completed intra-Faculty leadership course</li> </ul>

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<b>Recommendation 9</b>	<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>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Extramural placement administration developed and successfully used by year 5 team and Faculty office staff in 2004 with good outcomes (more details provided in all handbooks for students and in Practitioner training materials, further updating in 2005)</li> <li>• Partner practitioners received a training workbook, access to website, on the job training from Faculty staff visits to practices and in the very successful 2 day Partner Practitioners conferences (2003 and 2004, attended by more than 100 practitioners), planned July 2005</li> <li>• Staff working in intramural teaching hospitals received on the job training on curriculum/assessment/providing feedback and written outlines of rotations through a series of clinic-based training workshops and meetings in 2003 and 2004, continuing 2005</li> <li>• Staff development and review of intramural clinical rotations occurred in July 2004, reported to TLC, curriculum revision for 2005- modification of assessment tasks and length of rotation for 2005, reduced total number of rotations by 1 month in 2006</li> <li>• Outstanding evaluations of first 12 months of new year 5 program provided by Faculty staff, students and extramural practitioners, reported as part of large TIF project in 4 quarterly reports to Faculty</li> <li>• The year 5 team and Faculty administrative staff meet regularly with UOSC in the year 5 program to monitor progress, and report to TLC</li> <li>• Expectations are explained to students verbally and in the handbooks.</li> <li>• Practitioners are contacted by telephone on a regular basis and in 2004 all extra mural practices hosting students will be visited at least once by the Director of Clinical Teaching or another senior academic prior to 2006 (more than one half of active practices visited)</li> </ul> <p>Responsibility: year 5 team, TLC, Subdean for Extramural Animal Husbandry, Professional Practice coordinator (more detail provided in Rec 7)</p>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Training of new participants at Partner Practitioner conference in July 2005</li> <li>• Review of Extramural Clinical Support Practices and their role in Professional Practice units in 2005</li> <li>• Review of Extramural Animal Husbandry practical work, assessment tasks, practical skills testing completed and changes commenced in 2005</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Effective training of extramural partner practitioners, so 90% of practitioners hosting students have received training at conference, viewed web-based materials and had a Faculty staff visit by 2006</li> <li>• High satisfaction of students with administrative and educational aspects of the year 5 program (&gt;90% by 2006)</li> <li>• High practitioner satisfaction with all aspects of extramural program</li> <li>• High retention rate of practitioners in program (&gt;90% to 2006)</li> <li>• Recognition by profession (through accreditation) of the new program</li> <li>• Improved Graduate CEQ results for new program (up 5% by 2005)</li> </ul>

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<b>Recommendation 10</b>	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)
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• The Faculty Executive group has responsibility for monitoring this process. There is constant monitoring of the capacity of the management structure to identify and respond to real or potential problems in the areas of teaching, research and staff and student support</li> <li>• FEC is provided with information from specific Associate Deans through their Sub Deans and committees</li> <li>• FEC holds open forums with staff a number of times per year to get feedback on real or perceived breakdowns in management communication.</li> <li>• Each year an anonymous questionnaire is sent to all staff to provide feedback on culture, leadership and management</li> <li>• Review at Faculty Strategic Planning Workshop July 2004</li> </ul> <p>Responsibility: Faculty Executive, Sub Deans and Faculty Committees</p>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• A major re-evaluation of the Faculty's culture and management structure is to be undertaken in 2005. This will involve Faculty planning days, 360 degree evaluations and anonymous questionnaires</li> <li>• The effectiveness of two-way communication systems within the Faculty will be re-evaluated in 2005</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Increased engagement of staff in the decision making processes</li> <li>• Decreased response times by the FEC in relation to staff concerns</li> <li>• Increased opportunities for two-way communication</li> </ul>