

Please find attached the Faculty Teaching & Learning Operational Report for 2005. It has been circulated to the Teaching and Learning Committee, Faculty Executive and made available on the intranet to the Faculty for comments. It documents the substantial progress in all areas of undergraduate and postgraduate coursework teaching and learning, course delivery, innovation, staff development and quality assurance. The key highlights include:

- Accreditation of BVSc course by AVMA and ongoing approval from VSAAC/R CVS
- Commenced review and expansion of veterinary public health stream in BVSc through partnerships with industry and other veterinary schools
- Continued strengthening of partnerships with the veterinary profession via the Partner Practice program, through visits, close liaison, the Partners in Veterinary Education with extension of support to a Practitioner in Residence program
- Continued excellent student support and high satisfaction with the new clinical program
- Completed review and undertaking large scale revision of most Postgraduate Coursework degrees
- Continuation of the fast pace in growth and innovation in online learning with expanded development of a range of interactive learning resources and exploration of potential partnerships with other veterinary schools in Australasia
- Successful launch of BAnVetBioSc, attracting excellent students and rapid development of more appropriate curriculum in progress
- Completion of the long awaited computer based learning spaces in the JD Stewart building
- Continuing improvements in student experience in CEQ
- Strong faculty performance in Scholarship Index, Teaching Performance Indicator, Teaching Improvement Fund and Strategic Teaching Equipment competitive funding
- Continued development of teaching staff through 3Day or Grad Cert programs as well as in house staff development and launch of a new program in training clinical educators
- Graduate attribute revision for BAnVetBioSc, including staff, student and employer comments
- Growth in veterinary education scholarship and presentations by Faculty staff
- New collaborations in teaching development with other veterinary schools
- Australian College of Educators and Australian Veterinary Association awards for quality teaching
- Review and revision of Faculty learning and teaching committees, subcommittees and positions to better meet the expanding provision of education in undergraduate and postgraduate coursework

**FACULTY of VETERINARY SCIENCE
TEACHING and LEARNING REPORT FOR 2005**

OBJECTIVE 1: Attract and support the progress of high-achieving students from diverse backgrounds			
Strategies/Approaches	University Targets	Specific Faculty Target/Timelines	Progress/Outcomes
<i>S1: Improve the first year experience through implementing faculty transition plans</i>	T1: Engage first year students as independent learners through an effective transition programs	Provide cohesive orientation program including welcome for International students. Effectively integrate BAnVBio students through welcome and seminar programs.	Completed -Program provided to BVSc and BAnVetBioSc students Excellent student feedback on the ease of transition to faculty, feeling welcomed like "family"
	T2: Improved learning community scale by 10% in 2 years for year 1 students	Extend classroom, online, professional and hands on learning activities that require the development of leadership skills and work in groups of diverse students	Awaiting SCEQ results Strong participation in online learning community New hands on activities in PP units, Added group work project and assessment to PP1A and PP1B
		Remedial tutorials for Yr 1 students at risk	Provided, not all students used them Those that did had very favorable responses and many passed previously failed units and acknowledged the support provided.
		Support BAnVBioSc students year 1 students - address issues of concern promptly	Survey indicates issues with curriculum continue- introduced options in ASF3A/B for 2006, more curriculum change needed
		Provide early assessment of written communication proficiency and support for students identified at risk	Provided BVSc High priority for BAnVetBioSc, planned for CROPS units in 2006
		Early training module in academic honesty	Provided, trialled, low uptake- to be compulsory in 2006, staff training also
		Identify students at risk of failure by Week 5 of Sem 1, counsel and track progress	Completed, developed policy to clarify responsibility, include BAnVetBios- 2006 Also development of a proforma for coordinating 'at risk' student activities and

Comment [FoVS1]: Added group work project and assessment to PP1A and PP1B

			management.
<i>S2: Enhance opportunities for recruitment of high-achieving students</i>	T1: By 12/05, increase by 10% the number of high-achieving students from groups of schools currently under-represented in the University's profile	Review admissions policy to possibly include 5% of students from Rural High Schools with demonstrated expertise in animal industries and a UAI over 90. Organise a workshop to examine current admissions policy, especially with regard to admission of students with rural backgrounds/expertise in animal industries	Admissions review requested but not undertaken as subdean is seeking replacement for this position Considered by FEC, TLC Review required in 2006 Further promotion of BAnVetBioSc planned (Ausaid, animal industry bodies, to increase scholarships)
<i>S3: Attract and support more students from equity target groups</i>	T2: By 12/05, increase by 10% the number of indigenous students enrolled in the University and continue to provide the level of academic support currently offered to indigenous students	Promote Koori entry path on Faculty website and provide information on support available for students Enhance marketing of Koori places	High rates of Koori placements in BVSc Identified as University exemplar Further marketing to communities required
OBJECTIVE 2: Ensure Sydney students enjoy an outstanding experience as part of a community of learners			
Strategies/Approaches	University Targets	Specific Faculty Target/Timelines	Progress/Outcome
<i>S1: Establish governance structures and infrastructure support for ICT in T&L and integrate <u>Quality Assurance of ICT</u></i>	T1: By 12/04, revise Academic Board policy on the <u>Management and Evaluation of Coursework Teaching</u>	Continue implementation of Quality Assurance plans for ICT in UOS	Completed, reported to TLC Reappointment of Subdean elearning Participated in review of Uni Elearning
	T2: By 12/05, ensure that all faculty teaching and learning plans <u>incorporate goals for the use of ICT in teaching and learning</u>	All BAnVetBioSc and BVSc units to have a WebCT presence in 2005 Achieve a target of 50% of units providing interactive, activities on WebCT by 12/05	BVSc- ~80 % BAnVetBioSc- ~70% ~75% of units with interactive, higher level elearning activities
		Streamline Faculty management of OLIVER and budget for sustainability	Reviewed, part of Subdean Elearning portfolio, new ICT & e-Learning Committee established incorporating management of OLIVER. MOU signed with outside organisation to utilise resource and to contribute content and financial support.
		Revision and realignment of VEIN to support BVSc and BAnVetBioSc	Major project continuing to redevelop VEIN with. Large TIF funding from 2005, Completed project anticipated March 2006.

	T3: Implement the goals of the University's ICT in <u>Teaching and Learning Strategic Plan</u>	Provide Faculty infrastructure and staffing for expansion of ICT in T&L (including instructional designer)	Planning for continuation of support in elearning, successful competition for internal and external funding. Focus on development of collaboration and partnerships for platform and content development.
		Progress planning for development of shared veterinary education resources	Faculty to be a minor member of Animal Health Pathology initiative Agreement with Biosecurity CRC resources for use of OLIVER. Application in the final round of the Innovation Challenge program.
		Ensure ICT systems that deliver learning resources are interoperable with existing systems at the Faculty and University levels and facilitate content sharing between systems to maintain sustainability.	Progress delayed by lack of assistance from FOLT team for key initiative Key element of VEIN and RESOURCE Builder projects as well as OLIVER are their interoperability with WebCT and this is required for all faculty elearning projects. Large TIF funding application lodged 2005 for ResourceBuilder development.
<i>S2: Improve the international experience for all University of Sydney students</i>	T1: Increase the number of students involved in exchange programs by 20% by 12/06	Secure agreement and funding for international exchange in year 5 Continue Cornell Program	Submitted UMAP form, but not successful Progressed agreements with Cornell for exchange BAnVetBioSc exchanges planned for 2006
	T3: Establish pilot program in which students study in culturally diverse groups	Establish culturally diverse groups in PP for animal welfare discussions	Small learning groups in PPIA High quality small group learning provided in VPHMgt Post graduate courses for diverse, international students
<i>S3: Strengthen the on-campus social and educational experience for all students</i>	T1: Improvement in SCEQ "Learning Community" results by 5% 12/05	Engage students as partners in a learning community in all years of the curriculum	No data for SCEQ yet Online participation ~1400 discussion posting for year 1. Further work required for BAnVetBioSc
		Change curriculum to implement recommendations of reviews in animal husbandry, PP, intensive animals health and production and bird health	Revised Extramural Animal Husbandry program implemented Changes to PP 1A and 1B implemented Intensive poultry/cage birds presented

		Strengthen and guide the student veterinary society in providing social activities and peer support for both BVSc and BAnVetBioSc undergraduates	Strong and successful VETSOC, extended to involve students from both courses but further work required to involve BAnVetBioSc students fully
<i>S4: Develop and implement a revised graduate attributes policy consistent with an internationally-focused, research-led teaching environment</i>	T2: Begin implementation of policy through the existing faculty-based working group from 6/04	Revise and adapt Faculty Graduate Attributes for Animal Scientists and use for curriculum alignment and assessment	Completed, distributed for comment to students, staff, employers Outcomes reported at UNSW conference Further curriculum alignment in 2006
OBJECTIVE 3: Realise the benefits of a research-intensive teaching and learning environment			
Strategies/Approaches	University Targets	Specific Faculty Target/Timelines	Progress/Outcome
<i>S1: Audit the outcomes of the research-teaching nexus and raise student and staff awareness of its advantages</i>	T2: Develop an operational plan for raising awareness and enhancing research-led teaching by 12/04; pilot the plan	Engage students in research activities in all years, expand faculty seminar program, specifically target BAnVetBioSc and BSc(vet) students	Strong, continuing faculty seminar series Workshop on BAnVetBioSc curriculum with focus on year 4 Workshop on BVSc Honours program
		Increase structured biometry tutorial support for BAnSc and BScVet students	Provided
		Plan for 80 BAnVetBioSc year 4 students research projects in 2008	Workshop completed, reported in July Changes to unit outlines in progress
		Plan for BVSc honours research projects in 2007/8- detailed proposal to Faculty, 2006	TLC/ year 5 group formed subcommittee for BVSc(hons) program formed, met, reported, unit outlines in development Recommendations to be drafted with new unit outlines by March 2006
		Review the goals and direction of the BScVet program in light of BVSc changes	subcommittee for BScvet program and PERTC to report on this matter
<i>S2: Further develop and more widely distribute inquiry-based approaches to teaching and learning</i>	T2: Expand good practices in inquiry-based teaching and learning through research-led teaching working group at faculty level including website	Expand research led, inquiry based Teaching and Learning Activities to involve 70% of units of study BVSc 30% BAnVetBioSc	Following 2004 workshop further active learning and research-oriented tasks introduced
		Increase investigation and publication of outcomes of inquiry-based online projects	Publication of 2 journal articles and numerous conference poster/oral presentations from many staff
		Develop a culture of research into ICT T&L across faculty and through collaborative links with other Faculties	High participation in ITL working groups, in CST showcases, Innovations project, and cross faculty collaborations.

Comment [FoVS2]: In progress. Reports produced and draft recommendations to be formulated early 2006

		Champion the design and development of of online resources and systems that address the learning needs of the Faculty's students and are also scalable and applicable to the learning needs and students of other Faculties.	Underway with development of ResourceBuilder, however it has been delayed by lack central support skill mix not being appropriate.
<i>S3: Consolidate existing evidence-based teaching practices</i>	T3: All units of study and new degree courses to include a statement of the research-based rationale for the teaching and assessment practices proposed	Include a statement of research based rationale for teaching and assessment in all Units of Study handbooks	Completed for most units and included in handbooks
	T4: A new policy on grade descriptors for student assessments, derived from research evidence	Grade descriptors for all assessment tasks with clear alignment to UOS outcomes and improved quality of feedback	TLC reviewed assessment procedures Faculty workshop to improve assessment TLC to implement change in 2006
		Evaluate grade descriptors across all UOS within BVSc curriculum to determine equity of standards. Evaluate HD/D/CR/P across UOS to determine equity of standards	TLC undertook review of grades distribution leading to changes to assessment tasks in both semesters Review of Grade descriptors during 2006 preparation of handbooks
		Research student experience of learning in year 5 – commence survey and interviews	Surveys complete, data analysis underway
		Pursue adequate clinical teaching funding Improve UOS budgeting, accountability	Substantial negotiations and presentations to CST, University Review of UOS budgets, wide reporting Increased accountability required in 2006
OBJECTIVE 4: Recognise, support and reward teaching excellence			
Strategies/Approaches	University Targets	Specific Faculty Target/Timelines	Progress/Outcome
<i>S1: Increase the scope of faculty and University teaching awards and enhance staff awareness of the schemes</i>	T2: All faculties to offer awards for teaching excellence aligned with University and AUTC criteria	Faculty awards for Excellence in Teaching aligned with AUTC criteria Increased submissions for VC awards Strong performance in external awards	Awarded, although without full alignment to AUTC criteria- change for next round Faculty staff awarded state (ACE) and national (AVA) teaching awards
<i>S2: Examine the outcomes of the Teaching Improvement Fund and implement appropriate changes to strengthen</i>	T1: Review staff perceptions and impact on student learning outcomes of the TIF	Review perceptions of impact of TIFs on student learning experience Enhance reporting for 2005 TIF projects to Faculty, CST	TLC reporting and review of TIFS- completed TIF reports on University site Clarified TIF half and full year reporting requirements- reports on intranet

Comment [FoVS3]: Poster created for year 5 TIF

			Presentations of all TIFS at CST showcase
	T2: Identify barriers to the effective deployment of SI funds in faculties and revise the policy	Report on outcomes of Faculty SI scheme Introduce immediate rewards for publications	Reported to EQAWG on outcomes and on selection criteria Have not introduced publication reward
<i>S3: Develop programs to enhance academic leadership for teaching and learning</i>	T1: Pilot a program for unit of study and year coordinators based on research evidence of subject coordination for effective university teaching	Adopt new UOS training guide and continue to provide new UOSC with mentoring and support and recognition Succession planning for Year coordinators	Reviewed and supported guide Personalised mentoring provided Succession planning for TLC roles
		Develop Guidelines and Timelines for Faculty T&L activities for AD, SubDean and UOS co-ordinators	TLC review including responsibilities of position, considered at TLC planning day in Nov 2005, reported to Faculty
<i>S4: Provide university-wide support for casual staff to enable them to deliver a high quality learning experience for students</i>		Develop and deliver "just in time" training for clinical staff and extramural partner practitioners in good teaching practices Help casuals attend 3 day ITL program	Developed and delivered training for practitioners at Partners in Veterinary Education conference, developed in house training for clinicians
		Extend online training program developed for new tutors in VPHMgt course	Implemented and received positive responses
OBJECTIVE 5: Consolidate leadership among research-intensive universities in the management and evaluation of teaching and learning			
<i>S1: Further develop benchmarking of teaching and learning outcomes and processes</i>	T1: Each faculty to have in place benchmarking agreements with appropriate research universities, including at least one overseas university, by 12/05	Conduct successful AVMA site visit Self study submitted by Feb 2005 Facilities prepared for visit- isolation, clinical facilities, extensive cleaning. Staff required for AVMA meetings briefed. All staff and students aware of visit and its implications.	Completed, successfully with award of unconditional accreditation for 7 years Celebrated successful outcomes
		Continue benchmarking visits to review curriculum standards	Continued benchmarking with UQld, reported at ETL conference
<i>S2: Enhance the system of teaching performance indicators and associated resource allocation mechanisms</i>	T2: Review the existing set of TPis for undergraduate coursework and make appropriate enhancements and additions	Improve TPis by 5% Achieve highest performance in CST	Awaiting results from 2004/5
	T1: Review and improve the existing UoS evaluation scheme and ensure its adoption	Achieve scores of 4.0 or greater in Overall Satisfaction for 60% UOS in BVSc Ensure NO units have scores <3.0 Extend review of UOS system to BANVetBioSc units in 2005	TLC to comment on this please... This has not been achieved for PP1A PP1B ar however there were improvements in PYP. PP2 not evaluated this year. PP3 was 3.5 last year. TIF proposal to assist improvement in

Comment [FoVS4]: This has not been achieved for PP1A and most likely other PP1B and awaiting PVP. PP2 not evaluated this year. PP3 was 3.5 last year. TIF proposal to assist improvement in these units for 2006

			these units submitted for 2006
<i>S3: Inspect and improve current instruments and procedures for student evaluation of teaching, courses, units and experiences of the learning environment to maintain best practice</i>	T2: Audit the outcomes and processes of the management systems for teaching quality (including TPIs, TIF, SI, academic development and support) against international standards	Consolidate Faculty strengths in UOS evaluation and reporting for BVSc Extend to PG coursework, BAnVetBioSc Report to TLC, Faculty, students	Consolidation and review of responsibilities for learning and teaching which have been extended to 3 new subcommittees for 2006
<i>S4: Conduct a review of the effectiveness of current procedures for managing and reviewing educational quality</i>		Review Faculty's evaluation and reporting system, identify areas for attention Compare Faculty performance with other Australian Veterinary Schools	Informal comparisons made to: UQld, and other schools
		Conduct surveys of graduate and employer satisfaction with discipline competence and graduate attributes to identify areas for attention	AVMA and VSAAC/RCVS group to meet in 2006 and develop surveys to gather and report on this data