

Faculty report at one year in response to:

FACULTY OF DENTISTRY REPORT IN RESPONSE TO:

ACADEMIC BOARD VISIT ON FRIDAY 7 JUNE 2002

TO REVIEW TEACHING, LEARNING AND RESEARCH TRAINING

Progress to date on recommendations

Recommendation 1	<p><i>Recommendation 1</i></p> <p>The Review Team recommends that the Faculty give consideration to developing more formal benchmarking practices, both with international universities such as the University of British Columbia and Harvard, and with Australian dental schools. In relation to particular aspects that could be of special interest in benchmarking with individual Australian universities, the Review Team recommends that the University of Adelaide could provide useful comparison in problem based learning, and the University of Melbourne in research. <i>(See Section 4)</i></p>
Action taken by the Faculty	<ul style="list-style-type: none"> • Faculty prepared and submitted a bid for, and has recently been successful in gaining, a TIF grant for a national and international benchmarking project for 2003 and has initiated the project. • A current research proposal for national benchmarking has been submitted to the NSW Dental Board for funding and been successful. • Members of the Faculty were invited to present at the 3rd International Symposium on PBL Teaching held in Adelaide in January 2003, which facilitates the benchmarking project. • The Faculty practice of sending a senior Faculty member to Harvard School of Dental Medicine annually to consult with curriculum developers in PBL continues to facilitate the benchmarking process.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Further collaboration with the University of Adelaide and with UBC are planned for later this year in the development of the benchmarking program. • Newly constructed Dental PBLs will be sent to identified benchmarking institutions.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Substantial progress has been made in establishing a process of benchmarking.

Recommendation 2	Recommendation 2 The Review Team recommends that the Faculty establish a procedure to ensure that the library is given information on unit of study reading lists well in advance of the start of semester in order to provide sufficient lead time for them to get the books and journals in stock.
Action taken by the Faculty	<ul style="list-style-type: none"> The BDent program is a new program currently being implemented in the Faculty. In 2003, a complete unit of study reading list was established for Years 1 and 2 and provided to the Library prior to the commencement of semester.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> The Faculty will be submitting a complete list for Years 1,2 and 3 to the Library in November 2003 for the following year.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> Now established, the unit of study reading lists for the BDent program are unlikely to change dramatically from year to year and the timely provision of such lists to the Library will become routine.

Recommendation 3	Recommendation 3 The Review Team recommends that the Faculty implement a communication strategy for all casual staff, and that they should be included in the circulation of key Faculty and hospital documents.
Action taken by the Faculty	<ul style="list-style-type: none"> The Faculty converted to electronic communication in 2003 wherever possible. An electronic mailing list of honorary and casual staff has been constructed as far as possible (many have yet to adopt the technology).
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> Further encourage honorary and casual staff to embrace electronic communication.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> The electronic mailing list so far constructed will form an integral part of the Faculty's communications in addition to more conventional methods.

Recommendation 4	Recommendation 4 The Review Team recommends that, given the wide use of casual, visiting and part-time staff, the Faculty should consider ways to ensure quality control in casual teaching. The Faculty is encouraged to ensure that all such staff participates in an induction program. (<i>See Section 6.3</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • The Theme Committee (Foundations of Total Patient Care in Year 1 and 2), which includes many fractional teachers, now meets monthly during the teaching year to enable attendance by fractional teachers. A dedicated Theme head has been appointed. • Teaching training sessions now occur in both PBL facilitation and in Clinical Mentorship. • Systematic evaluation of teaching in each session of the FTFC Theme by all teachers is being conducted to inform the Theme and curriculum planners. These data will support the development of a report to all teachers. • The intensive nature of clinical teaching enables constant surveillance of the quality of clinical teaching and has resulted in remedial action where indicated.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Staff induction activities are planned to be part of Week Zero activities in 2004. In addition, fractional teaching staff will be invited to induction and to parts of the student program as attendees or presenters. • We aim to reaffirm a culture of teaching excellence by conducting a dedicated Faculty Retreat.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • High level of enquiry from new and existing fractional teachers in the BDent program has resulted in a good level of coverage of all teaching sessions.

Recommendation 5	Recommendation 5 The Review Team recommends that the Faculty should make arrangements to ensure wider dissemination among staff of the Faculty Teaching and Learning Plan. (<i>See Section 6.4</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • A revised Teaching and Learning Plan has been approved by Faculty and has been made directly available (by email and post) to all staff and placed on the Faculty website. • A yearly progress report on the Teaching and Learning Plan is provided electronically to all staff.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The Teaching and Learning Plan will be a central point of discussion at the proposed Faculty Retreat.
Faculty's evaluation of the success of action take	<ul style="list-style-type: none"> • This recommendation has been successfully adopted.

Recommendation 6	Recommendation 6 The Review Team recommends that the Faculty investigate means of more clearly communicating the methods for recognising good teachers to both staff and students. <i>(See Section 6.5)</i>
Action taken by the Faculty	<ul style="list-style-type: none"> The recognition of Outstanding Teaching in the Faculty has been placed on the agenda of the newly constituted Teaching and Learning Committee, with particular emphasis on the criteria for the Faculty Teaching Award and the development of a Clinical Teaching Award. Faculty staff have been encouraged to apply for the University Outstanding Teaching Award.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> Criteria for Faculty teaching awards have been placed on the agenda for the Faculty Retreat. Criteria and process to be developed by the Teaching and Learning Committee.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> Clear progression to achieving this recommendation has been made in moving to the development of sound teaching criteria. Implementation is under way.

Recommendation 7	Recommendation 7 The Review Team recommends that the Faculty implement procedures to ensure that students receive unit of study outlines/ Theme syllabuses prior to the commencement of semester and that these clearly articulate the requirements for each assessment point. <i>(See Section 7.5)</i>
Action taken by the Faculty	<ul style="list-style-type: none"> Unit of study outlines for Year 1 and 2 Themes have been drafted and are ready for approval by the Faculty Curriculum Committee, for publication on the website.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> Unit of study outlines will also be provided to each student in hard copy during Week Zero activities. Unit of study outlines for Year 3 are in penultimate draft form and are to be further informed by the evaluation of the first Year 3 cohort later in 2003. Year 3 and 4 Total Patient Care Theme unit of study outlines have been drafted and will be evaluated by the BDent 4 Development Committee.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> Given the developmental nature of the program, reasonable progress has been made with this recommendation.

Recommendation 8	<i>Recommendation 8</i> In view of the concerns expressed behalf of BDS students, the Review team recommends that the Faculty should examine in a strategic and practical way the changeover period between the BDS and BDent programs. Care should be taken to ensure that students in the remaining years of the BDS program do not feel disadvantaged. Particular attention should be paid to online learning.
Action taken by the Faculty	<ul style="list-style-type: none"> • The Faculty established the BDS Coordination Committee in 2002 to manage the phasing out of the BDS program and to monitor the quality of teaching and learning. • The Faculty's Pro-Dean was charged with specific responsibility for ensuring the adequate resourcing and quality of the remaining year of the BDS degree. • The issue of online learning was addressed through the BDS Coordination Committee and the Staff/Student Liaison Committee. It was agreed that the different nature of the courses made a shared website impractical. After consideration of current resources, it was agreed that this issue was not a priority for the Faculty and would not be proceeded with.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • None.
Faculty's evaluation of the success of action taken	

Recommendation 9	<i>Recommendation 9</i> The Review Team recommends that the Faculty website is expanded to support the needs of the outgoing BDS program. Use of WebCT communication tools could be reconsidered for BDS students if it is not possible to use the website.(See Section 8)
Action taken by the Faculty	<ul style="list-style-type: none"> • Refer to Recommendation 8.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

Recommendation 10	<p><i>Recommendation 10</i></p> <p>The Review Team recognises that the clinician is different from the researcher and from other academics in the university. It recommends that the Faculty should encourage staff to reflect on their practice and document information, which could be used as a model for enquiry based learning. (See Section 9)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • The Chair of the Faculty Evaluation Committee has initiated a pilot process of evaluation of clinical teaching practice. • Regular evaluation data on teaching are processed and reported to students and to Faculty staff.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Teaching evaluation reports of individual teachers are under consideration by the Evaluation Committee to assist staff in reflecting on their teaching practices. • Reports stemming from educational research completed in the Faculty are being considered for wider dissemination on the website to further inform the wider Faculty and inspire reflective teaching practice.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Despite this being a new and difficult area, the Faculty has made substantive progress.

Recommendation 11	<p>Recommendation 11</p> <p>The Review Team recommends that the Faculty consider whether there are valid issues for concern in relation to the workload for BDent students in units of study shared with medical students. (<i>See Section 10</i>)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • A report prepared by for Curriculum Committee April 2003 examined the relative workload of Years 1 & 2 students from the B Dent & GMP programs. • Faculty staff are acutely aware of the need for self-Directed Learning sections of the timetable and are avoiding scheduling extra sessions into these times. • The timetable has been centralised and timetable changes are made through the Education Support Officer.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Continued monitoring of timetable activities. • Review of FTPC content and development of 2004 grid in late 2003.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Faculty acknowledges that the BDent curriculum in Years 1 & 2 has more face-to face hours than the GMP. • Shared activities include the majority of the PBL problems and BCS lectures and prac sessions. There are some Theme sessions relating to limb & abdominal anatomy & reproductive pathology that are not attended by BDent students, but BDent students have extra sessions on Head and Neck anatomy. This aspect of the curriculum is driven by a Faculty of Dentistry goal for graduates to have a sound understanding of health and disease mechanisms. • Additional time is spent by BDent students in dentally-related clinical activities – 2 × 3 hour clinical or pre-clinical sessions per week and 2 × 1.25 hour Foundations of Total Patient Care pedagogical sessions (total- 8.5 hours), compared to 2 (occasionally 3) × 1.5 hour tutorials at clinical schools per week. (Total – 3 or 4.5 hours/week). This difference is associated with the course outcomes – BDent graduates practice dentistry independently compared to medical graduates. BDent students from Year 1 treat patients. •

Recommendation 12	<p><i>Recommendation 12</i> The Review Team recommends that, in light of comments from postgraduate coursework students, the Faculty should consider its policy on feedback on student work to this cohort. <i>(See Section 11)</i></p>
Action taken by the Faculty	<ul style="list-style-type: none"> • Postgraduate research facilities are being reviewed and recommendations are being made to upgrade facilities. Questions on feedback and student access to supervisors are included. For the postgraduate cohort reviewed to date, access and feedback issues were not identified as a problem.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The remaining postgraduate facilities will be reviewed over the next 6 months.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • The review of all aspects of the facilities available to postgraduate students is being undertaken and is allowing the Faculty to identify, and where possible, improve the postgraduate experience.

Recommendation 13	<p><i>Recommendation 13</i></p> <p>The Review Team welcomed the recognition expressed by the Faculty that its research profile needs to continue to be improved. The Team appreciated the difficulties in prioritising research in an environment where there are fewer full-time staff and where there is a strong emphasis on clinical work. However, it considered that developing a more robust research culture in the Faculty would ultimately benefit and strengthen the Faculty, both intellectually and financially, and encouraged the Faculty in its commitment to finding ways to achieve this. (<i>See Section 13</i>)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • The Faculty is utilising the Research and Research Training Management component of its Strategic Plan to determine future investment and activity in research. • Postgraduate research facilities are being reviewed and recommendations may be made to upgrade some of the facilities. • New computers have been provided for these students and the Computer Access Centre is now more accessible. • Research and Research Training has been discussed in a workshop to emphasise the role of research in strengthening the Faculty intellectually and financially. • New research-active staff members have been appointed and will start in September 2003.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Focus on strategies to increase national competitive grant income and other sources of grant income. • Increase collaborative links with the Institute of Dental Research. • Encourage existing research groups to collaborate with each other and with larger research groups.
Faculty's evaluation of the success of action taken	Substantial progress has been made against recommendations.

Recommendation 14	<p>Recommendation 14</p> <p>The Review Team recommends that the Faculty explore ways to best utilise resources to improve computer facilities for postgraduate research students. For example, the recently established computer access centre at Westmead could be modified so that students could access the network. (See Section 14.4)</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • Refer to recommendation 13.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The remaining research units will be reviewed shortly to determine not only the adequacy of computer access but also the general facilities available to postgraduate students.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • The review of postgraduate student facilities has been a useful exercise. Many of the recommendations for improvement of the facilities available for postgraduate students have been enacted. The Faculty is of the opinion that the computer facilities for postgraduate students have been improved. • Included in these recommendations was the need for additional computers for those students who experienced particular problems with computer access at Westmead.

Recommendation 15	<p>Recommendation 15</p> <p>The Review Team recommends that the Faculty consider the views expressed by the postgraduate research students that their needs were less well catered for since the postgraduate administrative assistant had left. (See Section 14.5).</p>
Action taken by the Faculty	<ul style="list-style-type: none"> • See recommendation 13.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The Associate Dean (Research and Postgraduate Studies) has obtained all email addresses of all current postgraduate research students and will send information about scholarship rules and regulations and conferences via email as the information becomes available.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • It is anticipated that regular emails from the Associate Dean (Research and Postgraduate Studies) direct to the students will significantly improve communication with postgraduate students.

Recommendation 16	Recommendation 16 The Review Team encourages the Faculty to fulfil the needs of the postgraduate research students in their desire for a statistical methods course relevant to their research (eg SPSS). (<i>See Section 14.5</i>).
Action taken by the Faculty	<ul style="list-style-type: none"> In 2003, the block core course provided for MDSc specialty coursework students has been made available to all postgraduate students. A 2-hour research methods course and an introductory statistics course were provided as part of this block core course. The research assistant within the Jaw Function and Orofacial Pain Research Unit (the position is now funded 50% from Faculty funds) has been made available to assist Faculty staff and students with the use of common statistical packages such as SPSS and Minitab.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> Enhancing the block core course by providing additional instruction on the use of common statistical packages such as SPSS and Minitab.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> A successful evaluation of the course was undertaken and the research methods component and introductory statistics course rated high scores by the students.

Recommendation 17	Recommendation 17 The Review Team recommends that the Faculty consider ways to foster greater cross-fertilisation between subject areas on the taught postgraduate programs. (<i>See Section 15.2</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> The block core course has been made available to all postgraduate students and provides an excellent opportunity for dissemination of a broad Faculty expertise among postgraduate students. The Faculty has further encouraged cross-fertilization through cross-disciplinary preparation of teaching and assessment materials for the new BDent program. This has encouraged the breakdown of the barriers between the various disciplines within the Faculty.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> Further encouragement of collaborative research projects amongst the disciplines. Conference week, which will be run for the first time in 2004, will provide an excellent opportunity for all students to present their research and to gain an overview of Faculty research.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> It is difficult to comment as many of these measures have only recently been introduced or are planned. Research postgraduate students will be asked at their meeting with the Associate Dean (Research and Postgraduate Studies) that occurs at the end of their first year.

Recommendation 18	<i>Recommendation 18</i> The Review Team recommends that the Faculty should reflect on the postgraduate students' suggestions that the induction program be modified to bring students from the various specialist areas together (perhaps a Faculty based rather than a School based induction program). (<i>See Section 15.2</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • Refer to Recommendation 17.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

Recommendation 19	<i>Recommendation 19</i> The Review Team recommends that the Faculty consider whether or not there are any feasible ways for it to assist all students (including undergraduate students) in the provision of equipment such as dental instruments. (<i>See Section 15.3</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • This is an historical issue with wide personal, teaching hospital and market implications - which the Faculty is simply not in a position to address.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	

Recommendation 20	<p><i>Recommendation 20</i></p> <p>The Review Team recommends that the Faculty consider ways of developing a stronger sense of involvement with the Faculty and the University on the part of postgraduate coursework and research students, particularly those based at Westmead Hospital. Improved communication links should be a priority. <i>(See Section 16).</i></p>
Action taken by the Faculty	<ul style="list-style-type: none"> • To date, Faculty Reviews of 2 postgraduate disciplines have been undertaken. • Review and refreshment of postgraduate email addresses have been undertaken in order to facilitate communication. • Review of Postgraduate email addresses undertaken in conjunction with Dean of Graduate Studies.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Review all disciplines by end of 2003.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • The Faculty Reviews have been extremely successful in addressing the issues of resources and communication with postgraduate students. The disciplines reviewed have upgraded their IT and administrative facilities for students, and the feedback received from students during the review has been acted upon.