

FACULTY OF ECONOMICS AND BUSINESS

REPORT ON RECOMMENDATIONS FROM PHASE ONE

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Recommendation 1	The Review Team recommends that there should be Faculty-wide compliance with the Academic Board policy on student evaluation and feedback by providing in written form information to students on the results of, and actions taken, in response to their feedback.
Action taken by the Faculty	<ol style="list-style-type: none"> 1. The Faculty has implemented an Undergraduate and Postgraduate Unit of Study Outline Template, which requires staff to provide feedback to current students on how the subject has incorporated student responses (including surveys) (<i>Attachments 1 and 2</i>). 2. The results and actions taken arising from student-staff meetings (e.g. Accounting & Business Law; Government & International Relations; Political Economy) are reported in electronic format on Blackboard as well as evident to student representatives at the meeting. 3. The Teaching & Learning Forum on the Unit of Study Outline, held 27th October 2003 for all academic staff, included information on compliance with this policy.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. At the end of semester 2 2003, Unit of Study Outlines will be reviewed by the Faculty Survey Evaluation & Quality Assurance Subcommittee of the Teaching & Learning Committee. The committee will evaluate the extent of feedback provided to students in all units across the Faculty. 2. The Faculty Teaching & Learning Committee has created a Student Reference Group¹, which will provide feedback to students on all aspects of teaching and learning, including survey evaluations 3. Staff will be informed of Academic Board policy in a number of ways including during orientation sessions, the staff manual, Teaching & Learning website, Blackboard training sessions and the Teaching & Learning Forums.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. The extent of feedback provided to students on actions taken will be evaluated by the Survey Evaluation & Quality Assurance Subcommittee of the Teaching & Learning Committee in the review of all Unit of Study Outlines.

¹ The Student Reference Group will include 12 undergraduate and 9 postgraduate students, and 1 alumnus, with further involvement from the Faculty's alumni planned for 2004. The staff members involved in the group include Chair, T&L Committee; Heads of School; Teaching Quality Fellow; Faculty Centre for Teaching & Learning representative); Manager, Student Information Office; representative SBUS and SEPS

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Recommendation 2	The Review Team recommends that the Faculty updates the <i>Alignment of Academic Board policies with Faculty policies</i> by Michael Hogan, with information on policies that were not originally included eg <i>Management and Evaluation of Teaching and Generic Attributes of Graduates</i> .
Action taken by the Faculty	<ol style="list-style-type: none"> 1. Academic Board policies relating to good teaching practices, such as those identified above by the Review Team, have been included in the new Staff Information Manual, and were covered in the staff orientation sessions in 2003. 2. The Hogan document has been re-written as the 'Student and Academic Administration Policies and Procedures Manual for Staff, which contains up-to-date admin policies and key Academic Board good teaching practices. 3. The Chair, Teaching & Learning Committee has committed to updating compliance with changes in Academic Board policy via membership of the Board; the Secretary of the T&L Committee monitors the outcomes of the University T&L Committee for changes in Board policy; and Academic Board policy changes are discussed under the standing agenda item University Teaching & Learning Committee. 4. The Unit of Study Outline Template provides links to generic attributes and a range of Academic Board policies and procedures (i.e. academic honesty)
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. The staff manual will be revised semi-annually to incorporate any relevant changes to Academic Board policies. 2. The Faculty Teaching & Learning section of the website will directly link to the policies index on the Academic Board website. 3. The redrafted staff manual will be available on the Faculty Teaching & Learning section of the website 4. The 'Student and Academic Administration Policies and Procedures Manual for Staff' will be further updated to include recently amended policies (e.g. special consideration) and will be available on the Faculty Teaching & Learning section of the website. 5. Using the Unit of Study Outlines, the Survey Evaluation & Quality Assurance Subcommittee of the Teaching & Learning Committee will review how the graduate attributes are implemented.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. The staff manual was introduced and has been improved in response to staff feedback. 2. The staff orientation session, which explains Academic Board T&L policies, has been improved.

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Recommendation 3	The Review Team recommends that the Faculty consider ways of combating the high incidence of plagiarism and academic dishonesty across the Faculty, and complying with the Academic Board policy on Academic Honesty in Coursework.
Action taken by the Faculty	<ol style="list-style-type: none"> 1. The Faculty Executive Committee, on advice of the Teaching & Learning Committee, endorsed the introduction of new policies and procedures relating to academic honesty. The draft academic honesty policy and academic honesty web-based module has been reviewed by a representative of the Chair, Academic Board and is on the November 19 agenda, University T&L Committee (<i>Attachment 3</i>). 2. The Faculty has trialled the use of plagiarism detection software, and submitted a report of the outcomes to the Academic Board. The Faculty has since responded to suggestions from the Academic Board relating to the 'opt-out' procedures for using this software, and will adjust practices accordingly for 2004. 3. The Faculty's Unit of Study Outline Template requires staff to include: <ol style="list-style-type: none"> a. a section on plagiarism and academic honesty b. An assignment coversheet requiring student sign-off in relation to academic honesty and provides pro forma on the Teaching & Learning website. 4. The Staff Manual and Student Manual have both been updated to include information on plagiarism, and the Academic Board and Faculty policies. 5. The Student Orientation and Staff Orientation sessions both include information and advice on how to avoid plagiarism. 6. The Teaching & Learning Forum held 18th August focused on plagiarism and also reported on the trial of the plagiarism detection software (TurnItIn). 7. A second staff teaching seminar dealing with the design of assessments to avoid plagiarism was held in November 2003 by the Discipline of Government & International Relations. Staff from across the faculty participated.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. After approval by the University Teaching & Learning Committee, the Faculty will introduce the requirement that students complete the compulsory web-based module on academic honesty. 2. The Faculty's 2004 orientation programs will refer to academic honesty in: <ol style="list-style-type: none"> a. The orientation sessions during O-week b. The optional skills training sessions held during the first few weeks of semester c. The pre-arrival orientation CD for all students. 4. At the end of semester 2 2003, Unit of Study Outlines will be reviewed by the Faculty Survey Evaluation & Quality Assurance Subcommittee of the Teaching & Learning Committee to evaluate the extent of the information included relating to academic honesty and the extent of the use of the assignment cover sheet. 3. The Centre for Teaching & Learning will provide advice to staff and students with on academic honesty. 4. The Academic Honesty Working Group is reconvening to address cheating in exams.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. The Faculty has been very proactive on the issues of academic honesty as evidenced above. 2. The Faculty's evaluation of success will largely be determined by the outcomes of the planned activities as detailed above and the Survey Evaluation & Quality Assurance Subcommittee's assessment of the Unit of Study Outlines. 3. The Faculty's plagiarism detection software trial has become the model for the University Teaching & Learning Committee.

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Recommendation 4	The Review Team recommends that the Faculty consider stating generic attributes more explicitly in all unit of study outlines.
Action taken by the Faculty	<ol style="list-style-type: none"> 1. The Unit of Study Outline Template introduced in 2003 requires staff to relate unit of study learning outcomes and assessment to the University's statement of generic attributes. The Template includes a table listing all the generic attributes and web links to best practice examples 2. In the Guidelines for New, and Review of Existing Units of Study, the Undergraduate and Graduate Studies Boards require specific information on the generic attributes developed in the unit of study. 3. A Teaching & Learning Forum relating to the Unit of Study Outline Template was held on 27th October, with particular focus on improving staff understanding of generic attributes.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. A Working Group of the Teaching & Learning Committee is embedding the generic attributes of the University in the context of the Faculty. 2. The Unit of Study Outline Template will be revised in 2004 to further promote the explicit statement of generic attributes and will include the new statement of the Faculty's Graduate Attributes. 3. At the end of semester 2 2003, Unit of Study Outlines will be reviewed by the Faculty Survey Evaluation & Quality Assurance Subcommittee of the Teaching & Learning Committee to assess the implementation of generic attributes. 4. The Chairs of Discipline will be responsible for the collection of data to determine the extent to which the Faculty's graduate attributes are being developed within units of study. This will be completed in collaboration with the University's Graduate Attributes Working Group.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. The Faculty has been very proactive on the issues of integrating generic attributes into the units of study outlines as evidenced above. 2. The Faculty's evaluation of success will largely be determined following actions planned as detailed above, particularly the Survey Evaluation & Quality Assurance Subcommittee's assessment of the Unit of Study Outlines.

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Recommendation 5	The Review Team recommends that the Faculty should instigate a policy for the use of Blackboard which is consistent with the Academic Board policy <i>Quality Assurance and Online Learning</i> for WebCT
Action taken by the Faculty	<ol style="list-style-type: none"> 1. Following clarifications from Pro Vice Chancellor Teaching and Learning in relation to the Faculty's use of Blackboard learning management system, the Faculty's IT Policy and Procedures Committee discussed compliance with Academic Board's policy in November 2002. The Committee subsequently recommended that compliance protocols be developed for Blackboard Version 6 Enterprise rather than those issues arising from Blackboard standard version 5 as it was to be replaced in 2003. 2. The protocol for compliance forms part of the responsibilities of the newly appointed Director of Teaching and Learning.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. The protocols for Blackboard's compliance will be developed, for the introduction of the new Blackboard Version 6 Enterprise in Semester 1 2004, and will be consistent with the Academic Board policy Quality Assurance and Online Learning for WebCT 2. Future staff training sessions on Blackboard will include material relating to the protocol compliance.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. The Faculty's evaluation of success will largely be determined following actions planned as detailed above.

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Recommendation 6	The Review Team recommends that the Faculty consider ways of addressing the variation in the quality of teaching across the Faculty, particularly in relation to part-time and sessional tutors.
Action taken by the Faculty	<ol style="list-style-type: none"> 1. Teaching & Learning Forums were held for all staff, including sessional tutors. 2. The Faculty held an orientation session for new permanent staff which included material on good teaching and learning practices (<i>Attachment 4</i>). 3. A number of disciplines held an orientation day for sessional tutors. Tutors were paid to attend this session. 4. Unit of study co-ordinators hold regular meetings with their sessional tutors to address any teaching related issues that may arise during the semester. 5. The Survey Evaluation and Quality Assurance Subcommittee evaluated the USE each semester, identifying good performers and staff requiring support. 6. Funding is available in the Faculty to allow staff to attend training sessions run by the Institute for Teaching & Learning, and staff requiring help in teaching and learning are invited to attend the Certificate course. 7. The Unit of Study Evaluation survey and other survey instruments are used to evaluate variations in the quality of teaching in all units by the Survey Evaluations & Quality Assurance Subcommittee. Units of study that did not perform well were instructed and supported to take appropriate action and advised that they would be re-surveyed next year. 8. Apart from sessional tutors, all new academic appointments are required to attend the ITL's 3-day introduction to teaching & learning program. 9. Schools have a funding scheme to support best practice in teaching & learning. 10. Teaching mentors have been identified and examples of best practices in teaching and learning are posted on the T&L website as a staff resource. 11. The Faculty encourages seasonal tutors to use the ITL surveys and make them available to unit of study coordinators.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. The Faculty is developing an orientation program for all sessional tutors (<i>Attachment 5</i>). Tutors will be paid to attend this session 2. The Faculty's 2004 Staffing Plan is intended to increase the number of full-time staff, thereby decreasing the number of sessional tutors. 3. The Faculty's Staff Planning & Development Manager will evaluate the benefit of: <ol style="list-style-type: none"> a. Holding follow-up sessions during semester for all new staff to address any teaching and learning concerns that may have arisen since the initial orientation. b. introducing a mentoring or buddying program for sessional tutors 4. Feedback on teaching performance will be available from the Faculty-wide Student Reference Group and discipline student representatives.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. Feedback on the discipline and the Faculty-wide orientation programs revealed high staff satisfaction and the free-response comments indicated the program was insightful in regard to good teaching and learning practice. 2. Using USE, the coordinators of units that performed well received a letter of commendation and coordinators requiring additional support panned strategies for improvement with the Head of School.

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Recommendation 7	The Review Team recommends that the Faculty continue to monitor and consider ways of addressing the issue of large class sizes, particularly for postgraduate coursework subjects.
Action taken by the Faculty	<ol style="list-style-type: none"> 1. The Faculty has developed an aggressive plan to increase full time staff to alleviate the large students-staff ratios. Active recruitment has already begun and appointments made for 2004. 2. The Graduate Studies Board made recommendations on appropriate class sizes for postgraduate coursework units. 3. To avoid postgraduate students overloading particular classes, each student now receives a personalised timetable to ensure they attend the class they have been allocated.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. The Faculty is actively recruiting to reduce the staff-student ratios. 2. The Faculty is considering longer term solutions to the inadequate provision of post graduate teaching spaces. 3. The USE and other mechanisms for obtaining student feedback will be applied every semester to monitor progress in addressing the large-class issue.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. New staff have been appointed. 2. The Faculty's evaluation of success will largely be determined following actions planned as detailed above.

Recommendation 8	The Review Team recommends that the Faculty consider the implementation of systematic processes for tutor training across the Faculty to address unevenness.
Action taken by the Faculty	<i>See Recommendation 6.</i>
Further action planned but not yet implemented (if appropriate)	<i>See Recommendation 6.</i>
Faculty's evaluation of the success of action taken	<i>See Recommendation 6.</i>

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Recommendation 9	The Review Team recommends that the Faculty consider ways of improving the English language proficiency of tutors across the Faculty.
Action taken by the Faculty	<ol style="list-style-type: none">1. Since this recommendation, the recruitment of new staff has taken this into consideration.2. Staff with English language problems have been sent on the Certificate course.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none">1. From 2004, the Faculty will require the Chair of Discipline to confirm an appropriate level of English language proficiency for each casual tutor as a condition of employment.2. The Staff Orientation Subcommittee and the casual tutor orientation session (<i>Attachment 5</i>) will identify tutors who may have a problem with language, and how they may be supported.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none">1. The new staff are proficient in the English language.

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Recommendation 10	The Review Team recommends that one of the priorities of the Faculty's new Centre for Teaching and Learning should be to focus on research-led teaching and in particular on ways in which undergraduate students can be exposed to inquiry-based learning
Action taken by the Faculty	<ol style="list-style-type: none"> 1. The Director for the Centre for Teaching & Learning, Mark Freeman, appointed in October 2003, has been consulting with other University centres providing support services for improving teaching and learning in order to establish the exact scope of the Centre so as to avoid duplication and to be consistent with a research-led strategy. 2. An initial action in support of the Centre's achievement of these aims, the Faculty's statement of graduate attributes has been revised in line with the new University framework which incorporates a more deliberate link to research and inquiry. 3. Staff in the Faculty engaged in research-led teaching have been identified through a number of means, including: <ol style="list-style-type: none"> a. The self-evaluation review process for Academic Board visit and international accreditation agencies b. Staff presentation at the VC Showcase in November 2003. c. Interviews with Chairs of Discipline by the Director. 4. Prior to the formation of the Centre, the Teaching and Learning Committee had already instigated other initiatives to address these issues. These include: <ol style="list-style-type: none"> a. The new Unit of Study Outline Template requires staff to indicate the link between the unit outcomes, assessment and the Faculty's learning goals which embody the graduate attributes. b. A systematic evaluation of undergraduate and post graduate units of study in all programs in the Faculty has been undertaken. c. A series of forums were initiated in semester 2 2003 which included many examples of staff engaging in inquiry-based learning and research-led teaching. A specific forum on research-led teaching was presented by Angela Brew from the ITL. d. A staff orientation program was initiated in May 2003 and included information on these issues.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. After further consultation across the University, the Director of the Faculty's new Centre for Teaching & Learning will prioritise a research-led strategy to supporting academics adopting appropriate teaching practices and students adopting a deep approach to learning and engaging in inquiry-based learning. This will include further staff appointments. 2. Further evaluation of teaching and learning practices are planned to ensure greater achievement of these themes and also to support applications for external accreditation. 3. The Unit of Study Outline Template will be revised following staff feedback and in accordance with the new Faculty statement of graduate attributes. 4. Additional teaching and learning forums to support these themes are being planned for 2004.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. The systematic evaluation of all units of study in the Faculty revealed that many units of study contributed to developing inquiry-based learning. 2. The self-evaluation review identified many examples of research-led teaching and inquiry-base learning across the Faculty and relevant staff were invited to present at the Teaching & Learning Forums 3. Further evaluation of success of the Centre's focus on research-led teaching and inquiry-based learning will be determined following actions planned as detailed above.

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Recommendation 11	The Review Team recommends that the Faculty consider publicising assessment criteria and providing more detailed feedback to students
Action taken by the Faculty	<ol style="list-style-type: none"> 1. The Unit of Study Outline template requires staff to include the assessment criteria and feedback to students (Also See Recommendation 1). 2. The Unit of Study Outline template recommends that staff provide students with marking guides and provides examples of good practice. 3. Staff have been informed at orientation sessions and in several Teaching & Learning Forums of the importance of providing timely and relevant feedback to students, and possible methods of doing so. 4. Staff are provided with resources on assessment and feedback on the Faculty's T&L website. 5. The feedback from the USE and Student Reference Group and other surveys are used to establish an effective benchmark.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. At the end of semester 2 2003, Unit of Study Outlines will be reviewed by the Faculty Survey Evaluation & Quality Assurance Subcommittee of the Teaching & Learning Committee to ensure implementation of assessment criteria and feedback.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. The Faculty's evaluation of success will largely be measured by surveys, input from Student Reference Group and assessments by Survey Evaluation & Quality Assurance Subcommittee.

Recommendation 12	The Review Team recommends that the Faculty consider running a staff development program to improve the operation and assessment of group work.
Action taken by the Faculty	<ol style="list-style-type: none"> 1. The Teaching & Learning Forum held on 3rd September 2003 on assessment practices included group work. 2. Information on assessing group work is included on the teaching & learning website. 3. Information on ways of assessing group work is also made available at the orientation sessions for new staff. 4. Several Disciplines run orientation programs which include suggestions for improving student group work.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. An academic paper addressing diversity, group work and assessment has been submitted to an international conference (Singapore). The paper will be posted on the T&L website. 2. Group operation and training sessions will form part of staff and tutor orientation and addressed in Teaching and Learning Forums in 2004+
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. Further evaluation of success will largely depend on data from USE and other surveys and the Student Reference Group. 2. Actions planned as detailed above.

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Recommendation 13	Since the majority of postgraduate coursework students are from overseas, the Review Team recommends that the Faculty consider implementing a strategy to encourage local students to enrol in the postgraduate coursework programs
Action taken by the Faculty	<ol style="list-style-type: none"> 1. Over the last year the Faculty has embarked on a stronger marketing campaign to attract local students. This included major local newspapers and student information evenings; an improved website; and an enhanced local new student Faculty Information Evening.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. This marketing focus on local students will continue in 2004, particularly the Master of Business. 2. A new marketing manager position has been created to further promote local student enrolments.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. Further evaluation of success will depend on the changes in the domestic-international mix of students. For changes between 2002 and 2003, see <i>Attachment 6</i>.

Recommendation 14	The Review Team recommends that the Faculty include a dimension of mentoring into the postgraduate research experience, and that more attention should be paid to making the postgraduate research student cohort feel part of the Faculty community.
Action taken by the Faculty	<ol style="list-style-type: none"> 1. The Faculty appointed a Director of Doctoral Students, who implemented a research induction program for the Faculty's new and continuing research students. 2. Existing Discipline-based induction programmes have been enhanced. 3. Research students were informed by email of opportunities to attend research seminars and other activities organised by the Faculty. 4. Social functions have been organised to increase the feeling of a research-scholarly community.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. The Faculty's coordinator of PhD programs, Dr Marcus O'Connor, will meet with other research coordinators across the faculty to discuss options for improving research students' experiences, including mentoring programs. 2. The success of the peer mentoring program for post graduate coursework students has provided an impetus to develop a mentor scheme for new research students.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. Through the SREQ, the Faculty is aware that research students continue to feel isolated, but these new initiatives will take some time to produce positive results.

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Recommendation 15	The Review Team recommends that the Faculty consider ways of improving the admissions and enrolments process in the Faculty office, and the provision of a more student oriented and service centred approach.
Action taken by the Faculty	<ol style="list-style-type: none"> 1. A new Manager, Student Information Office, , Mr Nigel Smith, was appointed, who implemented a range of new and improved services to students, such as <ol style="list-style-type: none"> a. Enrolment dates have been reorganised to ensure a more manageable distribution of student flow. b. Wording of offer letters has been changed to encourage students to be better informed of the enrolment process. c. New orientation programs are in place to help guide and welcome commencing students. 2. The Manager of the SIO has been made a member of the Teaching & Learning Committee, to ensure communication of teaching and learning practices, and the Student Orientation Subcommittee. 3. The Faculty has strengthened its communication with the International Office to ensure that greater consistency of advice and more seamless procedures are offered to international students.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. The Faculty's admissions guidelines will be made more consistent and transparent so that applicants will recognise they are being assessed equitably and responsibly following the current review. 2. As a member of the Teaching & Learning Committee, the SIO Manager will also take part in the Student Reference Group meetings, as a means of improving communication between academic staff, students, and the SIO.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. Semester 2 enrolments were perceived as more friendly by students, although further improvements are necessary. 2. Further evaluation of success will largely depend on student responses to surveys and feedback from Student Reference Group.

Recommendation 16	The Review Team recommends that the Faculty consider updating information about unit of study availability, in particular for postgraduate coursework level units, in both the Faculty handbook and on the Faculty website.
Action taken by the Faculty	<ol style="list-style-type: none"> 1. The Faculty's website has been redesigned, and information on all units is available on the web. 2. The Faculty Handbook has been re-designed and all of the units of study and programs have been verified by the Chairs of Discipline and Heads of School. 3. The Faculty now posts its timetable online, allowing students to view which subjects will be offered in which semester. 4. A Web Services Manager has been appointed, with responsibilities for ensuring the quality of the website
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. The Student Information Office will report to the Teaching & Learning Committee on the process used to update and gather information for the Faculty handbook, in an effort to ensure that all information is relevant. 2. The information contained in the Faculty handbook and on the Faculty website is reviewed each year. 3. The web services manager will assess the information for accuracy and report to the web committee.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. Further evaluation of success will depend on implementation of the actions detailed above.

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Recommendation 17	The Review Team recommends that the Faculty consider ways of improving student satisfaction and developing a more student-centred Faculty, especially in relation to structure, processes and relationships.
Action taken by the Faculty	<ol style="list-style-type: none"> 1. The reconstituted Teaching & Learning Committee, which has a high level of representation across the Faculty, has made a commitment to high quality student services. 2. The new manager of the Student Information Office has been made a member of the Teaching & Learning Committee, to ensure the discussion of relevant issues from both an administrative and an academic point of view. 3. The Faculty has decided that the SIO will provide career advice. Orientation for new staff has focussed on assisting staff to understand and implement a student-centred approach in teaching. 4. A comprehensive strategy for improving student orientation has been initiated, which includes offshore orientation, development of an orientation CD and a pilot transition program.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. Staff in the Student Information Office will be given training as student advisers, which will include better knowledge not only of administrative requirements but also of academic content and expectations. 2. An Undergraduate Coordinators Group has been formed, which will meet at least twice per year. 3. Programme Directors at the graduate and undergraduate level are planned for 2004 to provide student advice. 4. A Student Reference Group has been convened by the Teaching & Learning Committee, to provide a forum for students to express concerns and for the Faculty to address these. The first meeting will be held on 24th November 2003. 5. Teaching & Learning forums for 2004 will continue to address issues to support a stronger student-centred Faculty.
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. In October 2003 a Faculty Centre for Teaching & Learning was established. 2. The Student Information Office has been restructured. 3. Further evaluation of success will depend on the outcomes of student surveys, Student Reference Group and the successful operation of the initiatives and planned actions detailed above.

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Recommendation 18	In view of the current inclusion of out of date and inaccurate information on the Faculty website, the Review Team recommends that the Faculty considers ways of implementing quality assurance processes to ensure ongoing quality and accuracy of information.
Action taken by the Faculty	<ol style="list-style-type: none"> 1. The Faculty launched a new website on 31st October. Mechanisms and procedures are in place to improve the timeliness and accuracy of the content, which have been accepted as University best practice. 2. The Faculty has appointed a web services manager who is responsible for updating the information and reporting regularly to the web committee. 3. A core primary document for the website is the Faculty Handbook, which has been re-designed and all of the units of study and programs have been verified by the Chairs of Discipline and Heads of School.
Further action planned but not yet implemented (if appropriate)	<ol style="list-style-type: none"> 1. The Student Information Office will report on the process used to update and gather information for the Faculty handbook, in an effort to ensure that all information is relevant. 2. The information contained on the Faculty website is reviewed each year, with close cooperation between academic and administrative staff. 3. The web services manager will implement the policy and procedure, established during the development of the new website, and make additional protocols as appropriate
Faculty's evaluation of the success of action taken	<ol style="list-style-type: none"> 1. The website, Handbook and quality assurance processes are measures of success.