Na Marni (Welcome). As is the practice of Flinders University I begin by acknowledging the Indigenous peoples of this country. In particular I acknowledge the Kaurna peoples, the traditional owners of the lands and waters of the region on which Flinders University is located.

Eimear Muir-Cochrane
Chair

AGENDA

David De Bellis, Head of the University’s Planning Services Unit has been invited to attend the meeting and will talk to the Committee about the interesting student survey data collected by the Unit.

Starring of Agenda Items

The Committee will star agenda items for discussion. All other items will be noted or endorsed, as appropriate.

1. MINUTES

1.1 Approval of Minutes

The minutes of meeting 8/10 (previously circulated) require approval.

The action list arising from that meeting is also attached for information/discussion.

FTLC 71/10

1.2 Matters Arising from Previous Meetings

1.2.1 Five Yearly Course Review Report- Master of Audiology

The Committee is asked to consider a report from the School of Medicine Board of Education in response to the following issues raised by the DVC(A) and discussed at the September meeting:

- The comments about Audiology moving from a deficit in 2010 to a surplus in 2011, whereas for Speech Pathology and Audiology
combined, an overall deficit in 2011 was projected- a proper explanation of the budget was required;

- The DVC(A) asked if there was the capacity to increase staffing- a clear response to this question was required, including an action plan if relevant;
- The DVC(A) asked that the issue of compliance with the School workload model be addressed. The response needed to state how this would be done and how the School would ensure that staff were able to engage in research and other areas of the University’s profile.

FTLC 72/10

1.2.2 Master of Nursing (Nurse Practitioner) – C2R2 Exemption

The Committee is informed that the DVC(A) has approved the exemption of the Master of Nursing (Nurse Practitioner) from the C2R2 process in 2011, because the Australian Nursing and Midwifery Council has confirmed that it will be unable to accredit the revised course in time. The existing curriculum will therefore be reinstated for 2011.

1.2.3 ‘At risk’ Commencing First Year Undergraduate Students

The Committee agreed at the October meeting to retain this as a standing agenda item, pending discussion of its concerns at EMAG.

2. REPORT FROM THE CHAIR

- Executive Dean’s Awards for Teaching Excellence

The Executive Dean has approved the award of a 2010 Executive Dean’s Award for Teaching Excellence to a team led by H Owen and comprising C Sprick, A Vnuk, M Perez-Marrero, M Cmielewski, K Morrison, M Reeve, I Rogers, D Stone and C Nobes. Their citation reads as follows:

This teaching team has progressively developed a unique simulation and evidence-based resuscitation training program so that Flinders BMBS students are the best prepared interns. Their research has been published in high-ranking medical education and clinical journals.

The award was presented at the Faculty’s Celebration of Teaching Excellence event on 2 November. Only two nominations were received and the other was not deemed to be worthy of the award.

- Stage 1 Applications for Flinders Teaching and Learning Innovation Grants

Seven Stage 1 Nominations for Flinders Teaching and Learning Innovation Grants were received from Faculty staff this year and two of these have been selected to proceed to Stage 2. A third nomination has been held in reserve
and will be considered for a Faculty Executive Dean's Teaching and Learning Innovation Grant later in the year, once the outcome of the Stage 2 applications is known.

- **Health Sciences Celebration of Teaching – 2 November, 2010**
  
  The Committee will be asked to reflect on the attendance and content of this event.

  FTLC 73/10

- **Invitation to Staff of Yunggorendi**

3. **2010 KAMS EDUCATION PROCESS**

   The DVC(A) and the Head of the Planning Services Unit recently conducted a demonstration for Faculty staff of the new Business Intelligence Framework for the KAMS data this year and reports from Undergraduate Course Coordinators were due to be submitted to the DVC(A) by the end of October. 3 reports have not yet been received by the Faculty and given the DVC(A)'s wish to receive all reports together, the Faculty has negotiated an extension until 11 November.

   The Committee is asked to consider the reports received to date and also to review the proposed Course Review Schedule which will be submitted to the DVC(A) at the same time. This schedule was discussed at the last meeting of FTLC and the changes suggested at that meeting have been incorporated.

  FTLC 74/10

4. **WORK-INTEGRATED LEARNING POLICY**

   The Committee’s attention is drawn to the memorandum dated 12 October, 2010 from the DVC(A) concerning Senate’s approval of the new Work-Integrated Learning Policy.

   The Committee will note the DVC(A)’s intention to seek a report from each Faculty on the alignment of the WIL Policy and Procedures with WIL offerings in 12 months time.

  FTLC 75/10

5. **FIVE YEARLY COURSE REVIEWS – FACULTY PROCEDURES** *(item held over from October meeting)*

   At the August meeting, it was agreed that L Schmidt (with assistance from the Secretary) review the Faculty’s current procedures for consideration of Five Yearly Review reports and Implementation plans in the light of the processes used by other Faculties and prepare a discussion paper for consideration.
The Committee is asked to consider and endorse the attached document.

FTLC 67/10

6. MEMBERSHIP AND ATTENDANCE AT FTLC

The Committee’s membership currently includes 25 members, but attendances at meetings this year have been disappointing. The maximum attendance has been 12 (at three meetings), but attendances at other meetings have ranged from as low as 6 (in October) to 9.

The Committee is asked to consider its membership and suggest ways of improving attendances.

The Committee’s meeting dates for 2011 are as follows:

3 March  7 July
7 April   4 Aug
5 May    1 Sept
2 June   6 Oct
       3 Nov

FTLC 76/10

7. REPORTS FROM UNIVERSITY/FACULTY COMMITTEES

7.1 Academic Senate

No meeting

7.2 EMAG

The minutes of the August meeting of EMAG are not yet available.

FTLC 77/10

8. REPORT FROM FACULTY SCHOLAR

P Bennett, 2010 Faculty Scholar has submitted a report on his web-based peer review tool for the Committee’s consideration.

J Thompson, 2009 Faculty Scholar, was asked to submit a report to the November meeting on the evaluation of the assignment feedback sheet. This report is not yet available as the feedback sheet is currently still in use in Semester 2 topics.

FTLC 77/10

9. REPORT FROM CENTRE FOR UNIVERSITY TEACHING
10. REPORT FROM STUDENT LEARNING CENTRE

tec
3rd November, 2010
**FLINDERS UNIVERSITY**  
**FACULTY OF HEALTH SCIENCES**  
**FACULTY TEACHING AND LEARNING COMMITTEE**

Action list arising from meeting 8/10 held on Thursday 7th October 2010

<table>
<thead>
<tr>
<th>Agenda No</th>
<th>Agenda Item</th>
<th>Action</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1</td>
<td>Five Yearly Course Review of Master of Audiology</td>
<td>SoM Board of Education to submit report to November meeting of FTLC</td>
<td>Yes</td>
</tr>
<tr>
<td>1.2.2</td>
<td>Role of FTLC Sub-Committee</td>
<td>Schedule of Meetings for 2011 to be published a year ahead and all members to be rostered to take part. Timelines for submission of new course proposals and significant course changes to be developed once new University policy promulgated</td>
<td>₹</td>
</tr>
<tr>
<td>1.2.4</td>
<td>At risk commencing first year undergraduate students</td>
<td>Chair to report concerns to EMAG. FTLC to discuss at future meeting</td>
<td>₹</td>
</tr>
<tr>
<td>1.2.5</td>
<td>Committee’s Report to Director of Academic and Student Admin</td>
<td>Chair to report concerns about administration of supplementary examinations to EMAG</td>
<td>₹</td>
</tr>
</tbody>
</table>
| 2         | Report from Chair  
• Celebration of Teaching Event  
• WIL Policy | Secretary to contact L Gum re presentation from IPE Group  
Secretary to invite C Macleod and H Stephenson to March meeting | Yes |
| 3         | KAMS Education Process | Undergraduate Course Coordinators to submit reports by 25 Oct and reports and amended course review schedule to be submitted to DVC(A) by end of October. | ₹ |
| 6         | Five Yearly Course Reviews- Faculty Procedures | Secretary to place on agenda for Nov meeting | Yes |
| 11        | Attendance at Committee | Secretary to place attendance and membership of FTLC on agenda for Nov Meeting | Yes |

*tac  
31st October, 2010*
Response to the DVC(A) concerns arising from the 5 yearly review of the Masters of Audiology, School of Medicine

A meeting was convened on 6 October to discuss the concerns raised by the DVC(A) regarding the Five Year Review of the Masters of Audiology. The Board of Education in the School of Medicine was asked to respond to the concerns by the Faculty of Health Sciences Teaching and Learning Committee. The attendees at the meeting were:

Professor David Prideaux  Chair, Board of Education
Associate Professor Paul McCormack  Head, Discipline of Speech Pathology and Audiology
Dr Sarosh Kapadia  Coordinator, Masters of Audiology
Associate Professor Michael Shanahan  Associate Dean, Flinders Clinical Effectiveness

The following represents the major outcomes of the meeting.

• The Masters of Audiology is a course of strategic significance to the School of Medicine. It is the only course of its kind in South Australia and meets important workforce needs.

• Clinical placement opportunities limit annual student intake to approximately 18-21 FTE.

• An equivalent of 4 FTE staff have been employed to teach in the course. It is recognised that this is insufficient and has resulted in high teaching loads.

• Until recently the income derived from the course has been insufficient to enable recruitment of additional staff. There has been a conscious decision to cross subsidise the course from income from Speech Pathology courses because of the Masters of Audiology’s strategic significance.

• Three strategies have been adopted to address the budget deficit

  the fees have been raised by 15%

  full fee paying students from Norway have been recruited

  revenue from the Flinders University Hearing Service, a fee for service teaching clinic, has been allocated to course funds.

• It is predicted that for 2010 the budget deficit will be converted to a surplus of $9000. It is expected that further surplus will accumulate in subsequent years.

• The surplus funds will be used to employ PBL and clinical tutors to decrease the workload of existing staff. The School of Medicine Workload Equalisation Policy will be used as a benchmark in the reduction of teaching load.

• Opportunities will be sought for additional clinical placements for the Masters of Audiology especially in the Northern Territory. This may allow for additional enrolment in the future. There could be future collaborations with Charles Darwin University.
Faculty of Health Sciences' Celebration of Teaching
2nd November 2010
Health Sciences Building 1.09

<table>
<thead>
<tr>
<th>Time</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15-3:30pm</td>
<td>Professor Michael Kidd, Executive Dean</td>
</tr>
<tr>
<td>3:30-4:00pm</td>
<td>Professor Andrew Parkin, Deputy Vice-Chancellor (Academic) – Australian higher education - Where is it heading and what does this mean for Flinders?</td>
</tr>
<tr>
<td>4:00-4:30pm</td>
<td>Professor Joe Shapter (Flinders Nanotechnology) recent recipient of the State's Tertiary Science Educator of the Year award - Connecting and Communicating with Students</td>
</tr>
<tr>
<td>4:30-5:00pm</td>
<td>Dr Helena Ward, Ms Iris Lindemann, Associate Professor Sharon Lawn and Ms Sandy Bradley - Moving IPE forward at Flinders</td>
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<tr>
<td>5:00pm onwards</td>
<td>Awards</td>
</tr>
<tr>
<td></td>
<td>ALTC Citations</td>
</tr>
<tr>
<td></td>
<td>• Associate Professor Linnett Sanchez, Professor Simon Carney, Ms Karen Sparrow and Associate Professor David Turner for their work in taking students of health professional courses to remote Indigenous communities; and</td>
</tr>
<tr>
<td></td>
<td>• Dr Katrina Breaden, Ms Meg Hegarty, Ms Meredith Legg, Dr Meera Awar, Dr Rosalie Shaw, Associate Professor Cynthia Goh, Professor David Currow, Ms Kim Devery and Ms Kate Swetenham (Palliative and Support Services) for developing and implementing an innovative and influential palliative care program that meets the needs of students from diverse cultural backgrounds across the Asia-pacific region.</td>
</tr>
<tr>
<td></td>
<td>Faculty of Health Sciences' Executive Dean's Awards in Teaching Excellence</td>
</tr>
<tr>
<td></td>
<td>• Professor Harry Owen, Mr Cyle Sprick, Dr Anna Vnuk, Mrs Maria Perez-Marrero, Miss Maria Cmielewski, Ms Karina Morrison, Ms Meredith Reeve, Ms Leanne Rogers, Mrs Debbie Stone and Ms Chris Nobes for their work in the development of a unique simulation and evidence-based resuscitation training program for Flinders BMBS students.</td>
</tr>
</tbody>
</table>
Annual Monitoring of a Course

Annual Monitoring form
KAMs 2010

Faculties: Health Sciences & Science and Engineering (Cross-Faculty course) …………

Course: B.Biotech.(Hons) ........................................................................................................

Date submitted: 19 Oct 2010 ................................................................................................

Recruitment and marketing

Drawing on the Education KAMs data relating to Demand, Admissions, Enrolments and Load, please describe and, if possible, explain the recent trajectory of demand for the course and the trends in commencing student numbers. Please report any recent promotional activities beyond the standard University-level marketing activities.

Commencing student enrolment number has decreased steadily over the last 5 years. This is reflected in decreases in total enrolments (from 99 in 2006 to 78 in 2010) and load (from 85 EFTSL in 2006 to 60 EFTSL in 2010). These decreases may be in part due to students not being prepared to commit to a 4 year degree straight from high school. We have actively marketed the degree locally and internationally, as outlined below by examples of the groups marketing activities.

Local Marketing

- 12 Jan 2010: Siemen's Science Experience. We provided a hands-on lab activity in Hith 4.41 called “Science Supporting Medicine” for high school students on a summer 'science camp'.
- 11 & 18 May: 2x Blackwood High Year 12 Biology classes - assisted with Lending Lab and staffing at Blackwood High
- June/July: Several High School Work experience students in Medical Biotechnology for a week each
- 6-8 August Science Alive (part of National Science Week): "How to make a medicine" hands-on lab activity at the Wayville showgrounds. ~30,000 attendees - school age children.
- 13-14 August: University Open Day. Provided a biofuels display in the hub, a hands-on activity ("How to make a medicine") in the lab, as well as staff talks and academic staff on the Hub booth
- 24-27 August: Artist workshop in Medical Biotech. Part of National Science Week and SALA. Artists did a range of experiments (e.g. made a GMO) and discussions.
- 25 August Ausbiotech Student's Association BioCareers Expo: German Club. Info booth, presentation and panel discussion on finding a PhD position - focus on graduate recruitment
- 14 September: International Student Science Fair "Diagnosing genetic Disease" in Hith 4.41.

International marketing

- March 14-28: International marketing visit to India: 6 cities
- May 29 -June 4: International marketing visit to China:
- Oct 6-9: International marketing visit Indonesia:
- 29 July: International marketing chatroom organised by the International office. Online with India - focus on postgraduate recruitment.
- July 23 -12 August: In India: International Virtual Fair -3 x 1 hour sessions.
- Various times: Meeting with delegations and agents from Indonesia, Sri Lanka, China, Singapore, Holland
Student performance, student satisfaction and graduate outcomes
Drawing on the Education KAMs data relating to Attrition, Progress, Completions, Graduate Experience and Graduate Work Status, please describe and, if possible, explain the recent trajectory of student progression through to graduation, post-graduation destinations, and post-graduation expressions of satisfaction with the course.

The attrition rate for international students has been zero for last 5 years. For all students in the BBiotech(Hons), attrition has been between 1 and 10 students per year for 2006-2010, which is at, or below the overall rate for the university for each year. It was 9 students in 2010 (11%). Progression rates of all BBiotech(Hons) students has been greater than the rest of the Faculty of Science and Engineering Bachelor(Hons) courses for the last 5 years, except for 2008. Completion rates have been fairly steady over the last 5 years apart from a dip in 2008, reflecting the decreased progression in that year. The graduating students in 2009 were very satisfied with the course. The overall satisfaction index increased from 61% in 2005 to 100% agreement in 2009. Of the graduates surveyed, in 2005 – 2009, the vast majority were in full-time study (≥ 78%).

Structure, content and delivery
Please describe any recent or foreshadowed adjustments to course content or structure.

Note for 2010: In view of the C2R2 process, no response is required in this section unless there are additional matters to report.

The four year BBiotech(Hons) will be discontinued at the end of 2010. The BBiotech(Hons) will be replaced by a three year BSc(Biotechnology) in 2011. This major change to a three year undergraduate entry degree is expected to result in increased demand for the course, once it becomes known in the market place. Also available will be an add-on Honours year available subject to satisfying GPA requirements. There will also be entry into the four year BSc(Biotechnology)(Honours) for very high achievers direct from high school, but this will be the exception not the usual pathway.

Other
Please explain where this course currently sits in relation to the five-yearly Course Review cycle. If relevant and not already covered above, please explain any Course Review-instigated changes in progress. Please note any other matters that illuminate the current position and condition of the course.

The BBiotech(Hons) will not be reviewed again because it will be discontinued.

Endorsements
Chair of Course Management Committee:

Name: Dr Barbara Sanderson .................................................................
Signature: ................................................................................................
Date: 19 October, 2010 .............................................................................

Executive Dean Faculty of Health Sciences:

Signature: ................................................................................................
Date: ......................................................................................................

Executive Dean Faculty of Science and Engineering:

Signature: ................................................................................................
Date: ......................................................................................................
Annual Monitoring of a Course

Annual Monitoring form
KAMs 2010

Faculty: Health Sciences

Course: B Clinical Sciences / BMBS Double Degree

Date submitted:

Recruitment and marketing

The B Clin Sci / BMBS Double Degree had its first intake of students in 2010. The numbers of first and second preferences are shown below.

<table>
<thead>
<tr>
<th>School Leaver</th>
<th>Non-School Leaver</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Preferences</td>
<td>344</td>
</tr>
<tr>
<td>2nd Preferences</td>
<td>904</td>
</tr>
</tbody>
</table>

A total of 67 offers were made to fill the quota of 25 students and the median TER in 201 was 98.

The B Clin Sci / BMBS Double Degree has been widely promoted at a number of secondary School Career events and School Workshops held at Flinders in 2010.

Student performance, student satisfaction and graduate outcomes

There is little data on student performance as all students are still in first year. The Semester One results showed that, with one exception, students were progressing well with their studies and the average GPA was 6.10.

One student has experienced significant personal issues this year that have seriously affected his studies. Consequently, he has applied for remission for his Semester One topics and will return to studies next year.

Staff and students from the BMBS have worked together to encourage links with the B Clin Science cohort. This has been very successful and more initiatives are planned for 2011.

Structure, content and delivery

The Second Year topic, Communication for Improved Patient Care, is being developed by Dr Alicia Ward and will be delivered to the B Clin Sci / BMBS students in Semester One, 2011.

Note for 2010: In view of the C2R2 process, no response is required in this section unless there are additional matters to report.

Other

Endorsements

Chair of Course Management Committee:
Name: Helena Ward
Signature: 
Date: 

Executive Dean:
Signature: 
Date: 
Annual Monitoring of a Course

Annual Monitoring form
KAMs 2010

Faculty: Health Sciences
Course: Bachelor of Disability and Community Rehabilitation
Date submitted: 2/11/10

Recruitment and marketing
Drawing on the Education KAMs data relating to Demand, Admissions, Enrolments and Load, please describe and, if possible, explain the recent trajectory of demand for the course and the trends in commencing student numbers. Please report any recent promotional activities beyond the standard University-level marketing activities.
There has been a steady increase in demand for the course since 2006 – the increase in demand has been from both school leavers and non school leavers but with the biggest demand increases coming from school leavers. The course is marketed to relevant disability professional associations and in November 2008 a paper was presented at the Disability Support Worker conference in Melbourne which attracted more interest from potential students in that state. Increased demand would appear to come from the excellent job prospects for graduates – 100% employment on graduation which, not surprisingly, is not reflected in the small sample of graduates surveyed in the research approach used to collect the data. Increased demand has also come from the externalisation of the course which now makes it accessible to people in regional and rural areas as well as interstate and we have virtually no competitors in the University sector in Australia.

Student performance, student satisfaction and graduate outcomes
Drawing on the Education KAMs data relating to Attrition, Progress, Completions, Graduate Experience and Graduate Work Status, please describe and, if possible, explain the recent trajectory of student progression through to graduation, post-graduation destinations, and post-graduation expressions of satisfaction with the course.
The low sample of graduates means that these data are not statistically meaningful.
Our course has a higher attrition rate than the faculty average because this does not accurately measure attrition in our course. It is a flexible course with most students working close to full time before they complete the degree. Subsequently, students go part time, discontinue studies for periods of time, etc. and this is reflected as an inappropriate level of attrition when compared to other courses that are less flexible in the way they are offered.
Our course completions have reduced over the last several years because the course went from a 3 year to a 4 year degree in 2008 and it is likely that this will start to rise again in the near future.

Structure, content and delivery
Please describe any recent or foreshadowed adjustments to course content or structure.

Note for 2010: In view of the C2R2 process, no response is required in this section unless there are additional matters to report.

No additional matters to report but the C2R2 process has led to rapid change in course restructuring with inadequate resourcing of the changes and this is likely to lead to student dissatisfaction in the future.
Other

Please explain where this course currently sits in relation to the five-yearly Course Review cycle. If relevant and not already covered above, please explain any Course Review-instigated changes in progress. Please note any other matters that illuminate the current position and condition of the course.

I could find no information on this.

Endorsements

Chair of Course Management Committee:

Name: Brian Matthews

Signature: [Signature]

Date: 2/11/10

Executive Dean:

Signature: [Signature]

Date: [Date]
Annual Monitoring of a Course

Annual Monitoring form
KAMs 2010

Faculty: Health Sciences

Course: Bachelor of Health Sciences

Date submitted: 19/10/10 By Dr Claire Drummond (BHSc Course Coordinator)

Recruitment and marketing

Drawing on the Education KAMs data relating to Demand, Admissions, Enrolments and Load, please describe and, if possible, explain the recent trajectory of demand for the course and the trends in commencing student numbers. Please report any recent promotional activities beyond the standard University-level marketing activities.

In 2009 the Bachelor of Health Sciences showed that demand was higher than that set by the faculty. This was in contrast with years 2006-2008. However, in 2010, due to the new BClinSci undergraduate program commencing (which incorporates a choice of a BHSc pathway or a BMEDSc pathway), demand for the BHSc was again less than faculty estimates. The majority of students undertaking the BClinSci opted to take the BMEDSc pathway. I expect that with the new Physio and OT undergraduate programs coming into the BHSc in 2011, demand for the course will again increase. Since 2007, there have been more offers made than those required and while there has not been any significant change in numbers of first preferences, it should be noted that second preference numbers have increased by nearly 50% since 2006. This could be explained by the high number of students who use the BHSc as a pathway into the Paramedic degree and/or the Nutrition degree for example (the BHSc provides easy pathways into both degrees with the teaching of parallel topics). The BHSc has a steady commencing (first year) enrolment since 2006 of approximately 120-130 students which including continuing students equates to approximately 330-340 for the three year degree. The student population is predominately Australian with a small percentage (approximately 8%) are international students. The load for the BHSc has increased each year since 2006 and is at its highest in 2010 for both commencing and continuing students, regardless of the student population.

The BHSc is a flexible degree within Flinders University and it can articulate into a number of other degrees at Flinders. A good example of this is the BHSc Nutrition major which offers topics that would allow students to transfer into the Nutrition and Dietetics degree (second year lateral transfer or the Master program). Additionally, for those students who do not make the higher TER or ATAR to get into the Paramedic major, the BHSc offers students who missed out another opportunity to take up the University guaranteed place into Paramedics by offering the equivalent of 36 units to enable a transfer into the Paramedic 2nd year. The students receive counselling from our teaching and administration as to what grades are required to assist students interested in transferring into other Flinders courses and we hold regular counselling sessions and study skill sessions to assist students with the grades they need for transfer. Moreover, the BHSc also provides students with a good base to apply for a number of postgrad courses (ie the GEMP, Speech Path etc). Hence, I do not believe that the enrolment numbers for the BHSc will fall in the future.
Student performance, student satisfaction and graduate outcomes

Drawing on the Education KAMs data relating to Attrition, Progress, Completions, Graduate Experience and Graduate Work Status, please describe and, if possible, explain the recent trajectory of student progression through to graduation, post-graduation destinations, and post-graduation expressions of satisfaction with the course.

In respect to the BHSc attrition rate, the number of attrition has fallen in 2010. This would be mainly due to the brilliant administration staff we have here at the BHSc. Ms Tanya Tamm has an open door policy with the students from the BHSc and when students have concerns, they know who to see for course admin advise. Moreover, the lecturers also have an open door policy and will topic advise when required. We also have a number of very good strategies in place for students (for example: student mentoring, first year student coordinators and one-on-one student study skills). In parallel with the low attrition rate for the BHSc, we also have good progress, particularly in 2010, but also across all years from 2006. This is the case with both continuing and commencing students. Again, I believe that course counselling has a great effect on the progress of our students. Student completions are also on the rise after a fall in 2008 (which I cannot explain as I have only been Coordinator since 2009). The graduate experience across all questions since 2005 is very good (with only the exception of 2007). In fact, the BHSc rated a better grad experience than that of the Faculty Ex in all years except 2007. Majority of the students in the course available for fulltime work have found it and those who are unavailable for full time work are involved in either full time study or working part time not seeking fulltime work.

Structure, content and delivery

Please describe any recent or foreshadowed adjustments to course content or structure.

Note for 2010: In view of the C2R2 process, no response is required in this section unless there are additional matters to report.

Other

Please explain where this course currently sits in relation to the five-yearly Course Review cycle. If relevant and not already covered above, please explain any Course Review-instigated changes in progress. Please note any other matters that illuminate the current position and condition of the course.

The BHSc five-yearly course renewal will occur in 2012.

Endorsements

Chair of Course Management Committee:

Name: Dr Claire Drummond

Signature:

Date: 19th October 2010

Executive Dean:

Signature:

Date:
Annual Monitoring of a Course

Annual Monitoring form
KAMs 2010

Faculty: Health Science

Course: Bachelor of Health Sciences (Paramedic)

Date submitted: Tuesday, 26 October 2010

Recruitment and marketing

Drawing on the Education KAMs data relating to Demand, Admissions, Enrolments and Load, please describe and, if possible, explain the recent trajectory of demand for the course and the trends in commencing student numbers. Please report any recent promotional activities beyond the standard University-level marketing activities.

- The demand for the BHSP remains very high with a dramatic rise in first & second preferences from 397 in 2009 to 514 in 2010. The ratio of preferences rose from 2.776 to 3.253. 164 offers were made; up from 139 in 2009, with a TER of 91, slightly lower than 93 in 2009.
- Enrolment continues to rise with a current total enrolment to 288 (209.8 EFTSL) up from 223 (180.4 EFTSL) in 2009. Commencing student numbers rose from 105 in 2009 to 121 in 2010. International student numbers (included in the numbers above) rose from 19 (with 12 commencing) in 2009 to 29 (with 12 commencing) in 2010.
- Trajectory of demand remains upward. Strong graduate employment numbers would probably account in part for the demand.
- Flinders University is the only paramedic course provide in South Australia, thus enjoys a lack of competition
- Given the strong demand and no competition, no promotional activities were made

Student performance, student satisfaction and graduate outcomes

Drawing on the Education KAMs data relating to Attrition, Progress, Completions, Graduate Experience and Graduate Work Status, please describe and, if possible, explain the recent trajectory of student progression through to graduation, post-graduation destinations, and post-graduation expressions of satisfaction with the course.

- Attrition rate of 5% is lower than the faculty average and considerably lower than the 10.9% in 2009. International numbers reflect a similar progress/attrition rate.
- The trajectory of progression remains steady and probably reflects high motivation of students to enter the profession.
- Graduate numbers were 50 for 2009 (48 on-shore and 2 internationals)
- The CEQ data for 2009 is based on 29 responses from 59 graduates. The overall satisfaction index of 53% is slightly lower than the faculty average of 58% but a pleasing rise from 46% recorded in 2008. Inadequate staffing levels would undoubtedly part a significant role in the CEQ data. In 2006 the group had a staff student ration of 1:37, while in 2009 the ration has become 1:58.
- 92.9% of graduates obtained full time work in 2009, which is a slight fall from 96% in 2008. Graduate employment is largely determined by EFT caps within the ambulance industry and these numbers fluctuate every year. A significant number of graduates gain full time work interstate with Ambulance Victoria. The fluctuating demand remains a worrying uncertainty, but HWA predictions demonstrate strong growth in the next decade. The recent State budget seems to be impacting negatively on employment opportunities for 2011.
Structure, content and delivery

Please describe any recent or foreshadowed adjustments to course content or structure.

Note for 2010: In view of the C2R2 process, no response is required in this section unless there are additional matters to report.

Other

Please explain where this course currently sits in relation to the five-yearly Course Review cycle. If relevant and not already covered above, please explain any Course Review-instigated changes in progress. Please note any other matters that illuminate the current position and condition of the course.

- The Bachelor of Health Science, of which the BHSP is a major, was last review in 2005, so it the course is due for a review
- A change from a major in the BHS to a Bachelor of Paramedic Science is approved for 2012. This will formalise the independent status of the degree, which has always had a separate SATAC code.
- Feedback received by key stakeholders; SA Ambulance Service and Ambulance Victoria indicates the course is strong performer when compared with other Australian Universities. Graduates are actively recruited by interstate ambulance services. Feedback from the industry has commended the high level of cooperation and collaboration extended to industry partners.
- The course has provisional accreditation by the Council of Ambulance Authorities and will be seeking to renew that accreditation for 2011. It is unclear at this time whether this will remain provisional or become full accreditation due to the degree restructure.
- The adequacy of staffing and the quality of those staff has played a significant role in the delivery of the course. Attracting quality staff has been difficult due to the disparity between clinical salaries and academic salaries.

Endorsements

Chair of Course Management Committee:

Name: Tim Pointon ..........................................................

Signature: ..........................................................

Date: 26 October 2010 ..........................................................

Executive Dean:

Signature: ..................................................................

Date: ........................................................................
Annual Monitoring of a Course

Annual Monitoring form
KAMs 2010

Faculty: Science and Engineering

Course: Bachelor of Medical Science

Date submitted: 19th October 2010

Recruitment and marketing

Drawing on the Education KAMs data relating to Demand, Admissions, Enrolments and Load, please describe and, if possible, explain the recent trajectory of demand for the course and the trends in commencing student numbers. Please report any recent promotional activities beyond the standard University-level marketing activities.

While there was slight dip in the demand for BMS in 2009 this increased dramatically in 2010. This is mostly thought to be due to the addition of two new programs that are aligned with the Medical Science degree, the Bachelor of Medical Science (Vision Science), Master of Optometry and the Bachelor of Clinical Sciences/Bachelor of Medicine, Bachelor of Surgery. Admission, Enrolments, and Load have remained consistent over the last three to four years.

Student performance, student satisfaction and graduate outcomes

Drawing on the Education KAMs data relating to Attrition, Progress, Completions, Graduate Experience and Graduate Work Status, please describe and, if possible, explain the recent trajectory of student progression through to graduation, post-graduation destinations, and post-graduation expressions of satisfaction with the course.

The BMS has traditionally had a high attrition rate between 15-20 commencing students and then it drops to less than 10% in the remaining years. Overall this leads to approximately 80% of students who commence the degree will progress. This is mostly thought to be due to students using the BMS program as a stepping stone into other degree programs such as Nutrition which are very difficult to get into directly from School. With enrolments in the BMS increasing quite dramatically at around 2004 to roughly 100 this has lead to steady increase in the number of BMS completions from 2006 to 2008, with a slight decrease in 2009. The reason for this slight dip is unknown. The overall student satisfaction with the degree has slightly fallen over the last few years (90 to 75%) which is a real worry but the reasons for this are unclear. The Good teaching scale has sat around 50% for the last 5 years, generic skills score has remained around 60%, Graduate qualities have dropped from 80% to about 75%, and student support sits around 70%. If we were to improve in one or two of these areas we should be able to improve overall student satisfaction with the course. In general the course is doing as well or better in these scales than other courses in the Faculty.

Structure, content and delivery

Please describe any recent or foreshadowed adjustments to course content or structure.

Note for 2010: In view of the C2R2 process, no response is required in this section unless there are additional matters to report.

Other
Please explain where this course currently sits in relation to the five-yearly Course Review cycle. If relevant and not already covered above, please explain any Course Review-instigated changes in progress. Please note any other matters that illuminate the current position and condition of the course.

This degree was due for a Course Review in 2009, due to the C2R2 process that has taken place this has been led off and it is planned for 2011. In particular the course management committee in 2011 would like to re-evaluate each of the current specialisations available and we plan to more align these with areas of expertise and research strength at Flinders.

Endorsements

Chair of Course Management Committee:

Name: .................................................................

Signature: .................................................................

Date: .................................................................

Executive Dean:

Signature: .................................................................

Date: .................................................................
Annual Monitoring of a Course

Annual Monitoring form
KAMs 2010

Faculty: Health Sciences

Course: Bachelor of Medicine, Bachelor of Surgery (Graduate Entry)

Date submitted: October 2010

Recruitment and marketing

Drawing on the Education KAMs data relating to Demand, Admissions, Enrolments and Load, please describe and, if possible, explain the recent trajectory of demand for the course and the trends in commencing student numbers. Please report any recent promotional activities beyond the standard University-level marketing activities.

Flinders’ first preference applications increased by 30%, from 240 in 2009 to 312 in 2010. This compared with 169 first preferences in 2008, 212 in 2007 and 179 in 2006. Flinders’ second and third preferences also rose significantly, from 174 second preferences and 284 third preferences last year to 251 second preferences and 402 third preferences. Overall there were 965 applicants with Flinders as a preference, compared to 698 last year, an increase of 38%.

There has been a steady increase in total BMBS student numbers from 412 in 2006 to 527 in 2010. The number of commencing Australian students increased between 2006 and 2009, followed by a decrease in 2010 due to the lower number of SA government-sponsored places (these will not be offered in 2011). Commencing international student numbers have decreased by half since 2006. This was due in part to the introduction of Australian full fee paying places (2 intakes only in 2007 and 2008), greater competition for international places from newly established medical schools but most importantly due to increased Commonwealth supported and bonded places without the capacity to expand class size and increase clinical placements.

The commencing first year cohort was comprised as follows:

<table>
<thead>
<tr>
<th>Admissions category</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth supported non-bonded students</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Medical Rural Bonded scholarship holders</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Commonwealth supported Bonded Medical students</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>International FFP</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>SA Government-sponsored</td>
<td>10</td>
<td>140</td>
</tr>
<tr>
<td>Total</td>
<td>281</td>
<td>140</td>
</tr>
</tbody>
</table>

Total student load (524.3) is slightly lower than total enrolments (527) as a small number of repeating students have a less than full time load. All other students are enrolled full time (requests to study part time are considered on a case by case basis).

The course website continues to be the most important promotional tool. BMBS information nights were held in 2009 and 2010 and were well attended.

Admissions interviews are conducted in Adelaide, Darwin and overseas locations. All communications with domestic applicants are via the online admissions tracker, which has proven to be a great success.
In 2010 the first cohort of 25 undergraduate students entered the Bachelor of Clinical Sciences/Bachelor of Medicine, Bachelor of Surgery double degree (see separate report).

In 2011 and 2012, there will be a further 24 graduate entry domestic places in the Northern Territory Medical Program. For these NT government-funded places, preference will be given to applicants who meet NT residence requirements although other Australians may apply.

For entry in 2011, Indigenous graduate entry applicants may apply via the standard admissions process or via a new Indigenous entry stream.

**Student performance, student satisfaction and graduate outcomes**

*Drawing on the Education KAMs data relating to Attrition, Progress, Completions, Graduate Experience and Graduate Work Status, please describe and, if possible, explain the recent trajectory of student progression through to graduation, post-graduation destinations, and post-graduation expressions of satisfaction with the course.*

BMBS attrition rates over the past 5 years have been between 0.6% and 1.94%; this is significantly lower than other courses. This is probably a reflection of the sound basis for the students' decision to join the graduate entry course. The most common reasons for attrition are ill health, personal or family difficulties and transfer to other medical schools.

Student progress rates remain high at 98%, reflecting the maturity and high motivation of graduate entry students.

Only half of BMBS graduates responded to the 2009 Course Experience Questionnaire, consistent with previous years. BMBS graduate satisfaction continues to be higher than that of other health sciences graduates across all measures. Overall satisfaction increased from 68% in 2005 to 86% in 2009. Satisfaction was good across the generic skills, graduate qualities and student support scales, but low on the good teaching scale - this may be indicative of some students' frustration with problem-based and self-directed learning approaches which are central to the medical course.

BMBS graduates are required to undertake an intern year prior to full registration as a medical practitioner. All respondents to the 2009 Graduate Destination Survey who were available for full-time work were so employed, consistent with previous years.

For classes graduating from Flinders in 2009 and earlier years, it has been possible for international graduates to secure internships in Adelaide, the Northern Territory or elsewhere in Australia if they wished to do so. Because the numbers of local students entering Australian medical schools was substantially increased in 2007, and then again in 2008, there will be a progressive increase in numbers of graduates from the end of 2010. While intern positions will increase with the increase in Australian medical graduate numbers, governments around Australia have indicated that priority will be given to local graduates (as has always been the case) and it is not clear whether significant numbers of additional places will continue to be available to international graduates of Australian medical schools. Flinders international students expected to graduate in December 2010 who wished to stay in Australia have all been offered 2011 internships in SA or the Northern Territory. It is unclear whether this favourable situation compared to other states will continue in future years.
Structure, content and delivery

*Please describe any recent or foreshadowed adjustments to course content or structure.*

Note for 2010: In view of the C2R2 process, no response is required in this section unless there are additional matters to report.

Since 2009, Year 3 of the medical program has been delivered in the Onkaparinga region, providing an urban community experience for 6-8 students. From 2011, the full medical program will be delivered in the Northern Territory as well as in South Australia.

Other

*Please explain where this course currently sits in relation to the five-yearly Course Review cycle. If relevant and not already covered above, please explain any Course Review-instigated changes in progress. Please note any other matters that illuminate the current position and condition of the course.*

Endorsements

Chair of Course Management Committee:

Name: Dr Julie Axt

Signature: ....................................................

Date: .................................................... 30/10/2010

Executive Dean:

Signature: ....................................................

Date: ....................................................
Annual Monitoring of a Course

Annual Monitoring form
KAMs 2010

Faculty: Health Sciences

Course: Bachelor of Nutrition and Dietetics

Date submitted: October 29, 2010

Recruitment and marketing

Drawing on the Education KAMs data relating to Demand, Admissions, Enrolments and Load, please describe and, if possible, explain the recent trajectory of demand for the course and the trends in commencing student numbers. Please report any recent promotional activities beyond the standard University-level marketing activities.

Demand

The demand for the BND remains high. The demand ratio from 2006 to 2010 has ranged from 5.174 to 8.107, all years demonstrating a much higher demand than the Faculty of Health Sciences (excluding BND) and Flinders (excluding BND) which range from 1.565 to 2.695. There has been a small trend of decline in demand over the last 3 years however this is not of concern at this time. Some factors that may have impacted on this decline include the choice to make additional offers in 2010 to offset the under-enrolment of students in the MND program and perhaps the introduction of new medicine and allied health programs within the Faculty of Health Science.

Admissions

The minimum TER for entry into the BND has fluctuated between 96 and 99 since 2006 and in 2010 the TER remained very high at 98. First and second preferences were 70 and 35 for school leavers in 2010, 87 and 33 for non-school leavers respectively. This number of preferences indicates a strong interest in the area of nutrition, far outweighing the capacity of a course that offers a total of only 20 Commonwealth supported places. Hence there is potential for introduction of a Bachelor of Human Nutrition which is not capped due to placement capacity.

Enrolments

Total number of commencing and continuing students has increased by 5 between 2009 (enrolments = 105) and 2010 (enrolments = 110), and increased by a total of 19 since 2006 (enrolments = 91). This increase has occurred in both Commonwealth supported and international enrolments as a result of more year 1 offers being made to both cohorts. Total EFTSL has remained relatively stable over the last 2-3 years (approximately 98) for commencing and continuing as well as Commonwealth supported and international students.

Promotional activities

We have not actively initiated any additional promotional activities outside what we would normally undertake.

Student performance, student satisfaction and graduate outcomes
Drawing on the Education KAMs data relating to Attrition, Progress, Completions, Graduate Experience and Graduate Work Status, please describe and, if possible, explain the recent trajectory of student progression through to graduation, post-graduation destinations, and post-graduation expressions of satisfaction with the course.

Attrition

Similar to previous years, commencing BND students (both commonwealth supported and international students) demonstrate a lower rate of attrition compared to both the Faculty of Health Sciences (excluding BND) and Flinders University (excluding BND). In contrast to 2009, there is a predicted attrition for BND continuing international students, which at 7% is higher than the Faculty of Health Sciences (excluding BND). This is largely a result of unsuccessful completion of the clinical placement component of the program and therefore choosing to exit Flinders with a lower level course (Bachelor of Human Nutrition). The prediction does however sit at a lower level than both 2007 and 2008 where attrition hit a high of 36% and 18% respectively highlighting that significant investment in curriculum changes, entry criteria and funding additional placement opportunities have been successful. In 2010, it is also predicted that the attrition for BND continuing commonwealth supported students (7%) will be higher than the Faculty of Health Sciences (excluding BND) at 6%. It is unclear whether this is of concern given it is the same as the attrition observed in 2008 and much lower than experienced in 2007 (11%).

Progress

The success rate of all BND students, regardless of whether they are commencing or continuing, commonwealth supported or international students has remained higher than the Faculty of Health Sciences (excluding BND) and Flinders University (excluding BND) for the last 5 years (2006-2009: 97-99% success). These figures are clearly lower for our continuing international students (87-99% success) however they still remain higher than the Flinders University (excluding BND) benchmark.

Completions

Completion of BND commonwealth supported students in 2009 (n=18) returned close to levels demonstrated in 2005 and 2006 (n=19) after 2007 and 2008 where completions were only 12 and 13 respectively. Completion of 5 BND international students were recorded in 2009, roughly half of the usual number of completions however this figure will fluctuate depending on number of international students in the relevant cohort of students and the availability of placements for repeat attempts in the same year and is therefore not data that can be meaningfully compared over time.

Graduate Experience

The reliability of the data contributing to the 2009 score on the overall satisfaction index is very poor but does show some consistency with the previous two years. The good teaching scale, generic skills scale and the student support scale all sit at levels higher than the Faculty of Health Sciences (excluding BND) benchmark in 2009 but do appear to have decreased slightly compared to 2008. Scoring on the graduate qualities scale in 2009 was within 10% of the Faculty of Health Sciences (excluding BND) benchmark but also appears lower than previous years.

Graduate Work Status

Of the very small number of respondents in 2009 (n=6), 3 were in part-time work but seeking full-time work, 2 were in full-time work and 1 respondent was unavailable for full-time work. The data suggest those seeking full-time work were finding it difficult, compared to previous years where <10% of graduates seeking full-time work had been unable to secure it.
Structure, content and delivery
Please describe any recent or foreshadowed adjustments to course content or structure.

Note for 2010: In view of the C2R2 process, no response is required in this section unless there are additional matters to report.

Other
Please explain where this course currently sits in relation to the five-yearly Course Review cycle. If relevant and not already covered above, please explain any Course Review-instigated changes in progress. Please note any other matters that illuminate the current position and condition of the course.

This course is scheduled for a University review in 2014 to coincide with the next review by the Dietitians Association of Australia for professional accreditation purposes.

Future
The University of South Australia will commence a Masters of Dietetics program in 2011 which will be in direct competition to the Flinders Masters of Nutrition and Dietetics. While it is not expected that there will be any changes in the demand for the BND, it is anticipated that clinical placement opportunities will decrease. For the BND and MND to maintain current enrolments, investment in new placement initiatives will be crucial. If enrolments are reduced as a result of the introduction of the University of South Australia program, then the performance based budget of the Nutrition and Dietetics Unit will be insufficient to support current staffing levels. Introduction of non-placement nutrition programs may therefore be required to balance the budget.

Endorsements

Chair of Course Management Committee:

Name: Associate Professor Michelle Miller

Signature: [Signature]

Date: October 29, 2010

Executive Dean:

Signature: [Signature]

Date: [Signature]
Annual Monitoring of a Course

Annual Monitoring form
KAMs 2010

Faculty: Health Sciences

Course: Bachelor of Speech Pathology

Date submitted: 25 October 2010

Recruitment and marketing
Demand in 2010 recovered from the low of 2009 and was back to a level comparable with the previous 3 years. First preferences and TER scores were back up to previous highs. The fact that demand for Speech Pathology appears to be significantly below benchmark level would appear to be entirely due to a dramatic increase in demand for Health Sciences courses as a whole. Enrolments were at around 2006-8 levels after the 2009 peak, where it could be argued that too many offers were made.

Student performance, student satisfaction and graduate outcomes
Overall attrition is comparable with previous years and continues to be below the Faculty benchmark level. Progress continues to be excellent and completions in 2009 were at an all-time high. Although overall graduate experience results are based on small numbers, our satisfaction ratings appear to have recovered from the lows of 2007-8, which we hypothesise were due to internal staffing problems and general low morale and are now equal to the University benchmark and slightly above the Faculty mean. The proportion of graduates in full-time work fell in 2009.

Structure, content and delivery
[Note for 2010: In view of the C2R2 process, no response is required in this section unless there are additional matters to report]

Other
Review of the BSpPath was deferred from 2009-10 in view of the impending C2R2 process. The Bachelor course and the MSpPath will be reviewed together in 2011.

Endorsements

Chair of Course Management Committee:

Name: Andy Butcher

Signature:

Date: 25 Oct 2010

Executive Dean:

Signature:

Date:
<table>
<thead>
<tr>
<th>YEAR</th>
<th>COURSE</th>
<th>LAST REVIEWED</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| 2011 | Health Admin programs  
- Grad Cert in Aged Care Admin  
- Grad Cert in Health Admin  
- Grad Dip in Health Admin  
- Master of Health Admin  
- Master of Science (Health Admin)  
Master of Health and International Development  
Bachelor of Medical Science  
Musculoskeletal Medicine programs  
- Grad Cert in Musculoskeletal Medicine  
- Grad Dip in Musculoskeletal Medicine  
Public Health programs  
- Grad Cert in Health Promotion | 2003 | Deferred from 2008  
New course in 2004 |
<table>
<thead>
<tr>
<th>Year</th>
<th>Programs</th>
</tr>
</thead>
</table>
| 2011 | - Grad Cert in Primary Health Care  
       - Grad Cert in Primary Health Care in Developing Countries  
       - Grad Cert in Public Health Research and Evaluation  
       - Master of Public Health |
|      | Remote Health Programs  
       - Grad Cert in Remote Health Management  
       - Grad Dip in Remote Health Management  
       - Master of Remote Health Management  
       - Grad Cert in Remote Health Practice  
       - Grad Dip in Remote Health Practice |
|      | Bachelor of Science Hons in the School of Medicine and B Health Sc Hons |
| 2003 | 2003 (BSc Hons)  
      | Deferred from 2008 |
|      | Speech Pathology Programs  
       - Bachelor of Speech Pathology  
       - Bachelor of Speech Language and Hearing Science  
       - Bachelor of Speech Pathology Hons  
       - Master of Speech Pathology |
<p>| 2004 | 2004 |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Clinical Education Programs</td>
</tr>
<tr>
<td></td>
<td>Master of Clinical Education</td>
</tr>
<tr>
<td></td>
<td>Grad Cert in Clinical Education</td>
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<tr>
<td></td>
<td>Grad Dip in Clinical Education</td>
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<tr>
<td></td>
<td>Chronic Conditions/Self Management Programs</td>
</tr>
<tr>
<td></td>
<td>Grad Cert in Health (Self Management)</td>
</tr>
<tr>
<td></td>
<td>Grad Dip in Chronic Condition Management</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Health Sciences (including Bachelor of Health Sciences Paramedic)</td>
</tr>
<tr>
<td>2005</td>
<td>Mental Health Sciences Programs</td>
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<td></td>
<td>Grad Cert in Health (Mental Health Sciences)</td>
</tr>
<tr>
<td></td>
<td>Grad Dip in Mental Health Sciences</td>
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<tr>
<td></td>
<td>Master of Mental Health Sciences</td>
</tr>
<tr>
<td>2009</td>
<td>Grad Cert in Neuroscience (Learning)</td>
</tr>
<tr>
<td>2009</td>
<td>Bachelor of Nursing (including Hons)</td>
</tr>
<tr>
<td>Year</td>
<td>Program Name</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>2013</td>
<td>Disability and Community Rehabilitation Programs</td>
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<tr>
<td></td>
<td>• Bachelor of Disability and Community Rehabilitation (including Honours)</td>
</tr>
<tr>
<td></td>
<td>• Grad Cert in Disability Studies</td>
</tr>
<tr>
<td></td>
<td>• Master of Disability Studies</td>
</tr>
<tr>
<td></td>
<td>Grad Dip in Mental Health Nursing</td>
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<tr>
<td></td>
<td>Master of Mental Health Nursing</td>
</tr>
<tr>
<td></td>
<td>Master of Nursing (Nurse Practitioner)</td>
</tr>
<tr>
<td></td>
<td>Palliative Care Programs</td>
</tr>
<tr>
<td></td>
<td>• Grad Cert in Palliative Care</td>
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<tr>
<td></td>
<td>• Grad Dip in Palliative Care</td>
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<tr>
<td></td>
<td>• Master of Palliative Care</td>
</tr>
<tr>
<td></td>
<td>Doctor of Public Health</td>
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<td>2014</td>
<td>2008</td>
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<td>--------------</td>
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<tr>
<td>Master of Audiology</td>
<td>Biotechnology Programs</td>
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<tr>
<td>Master of Biotechnology</td>
<td>Grad Diploma in Biotechnology</td>
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<tr>
<td>Biotechnology Studies</td>
<td>Clinical Rehabilitation</td>
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<tr>
<td>2009 Review cancelled because of course accreditation and C2R2</td>
<td>New in 2010</td>
</tr>
<tr>
<td>Nutrition and Dietetics Programs</td>
<td>Bachelor of Nutrition and Dietetics</td>
</tr>
<tr>
<td>Bachelor of Nutrition and Dietetics Hons</td>
<td>Master of Human Nutrition</td>
</tr>
<tr>
<td>Master of Human Nutrition</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>Applied Gerontology Programs</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>• Grad Cert in Applied Gerontology</td>
</tr>
<tr>
<td></td>
<td>• Grad Dip in Applied Gerontology</td>
</tr>
<tr>
<td></td>
<td>• Master of Applied Gerontology</td>
</tr>
<tr>
<td></td>
<td>Grad Dip in Indigenous and Remote Child Health</td>
</tr>
<tr>
<td></td>
<td>BMBS and BClin Sc/BMBS</td>
</tr>
<tr>
<td></td>
<td>Nursing Postgraduate Programs</td>
</tr>
<tr>
<td></td>
<td>• Grad Cert in Health (Nursing streams)</td>
</tr>
<tr>
<td></td>
<td>• Grad Dip in Nursing</td>
</tr>
<tr>
<td></td>
<td>• Master of Nursing</td>
</tr>
<tr>
<td></td>
<td>Palliative Care in Aged Care Programs</td>
</tr>
<tr>
<td></td>
<td>• Grad Dip in Palliative Care in Aged Care</td>
</tr>
<tr>
<td></td>
<td>• Master of Palliative Care in Aged Care</td>
</tr>
<tr>
<td></td>
<td>Bachelor of Medical Science (Vision Science)/Master of Optometry</td>
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<tr>
<td>2009</td>
<td></td>
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<tr>
<td>2010</td>
<td>New course in 2010</td>
</tr>
<tr>
<td>2010</td>
<td>AMC Accreditation</td>
</tr>
<tr>
<td>2010</td>
<td>New course in 2010</td>
</tr>
</tbody>
</table>
New courses to be added in future years:

Bachelor of Health Sciences/Master of Physiotherapy – new in 2011
Bachelor of Health Sciences/Master of Occupational Therapy – new in 2011
Bachelor of Paramedic Science - to replace Bachelor of Health Sciences (Paramedic) in 2012
Master of Remote Health Practice (Nurse Practitioner) - new in 2011
Master of Remote and Indigenous Health - new in 2011

tec
29th October, 2010
Attention: Executive Deans, School Deans
CC: Director, Centre for University Teaching
Associate Deans (Teaching & Learning)
Executive Director of Administration
Project Manager, WIL
From: Professor Andrew Parkin, Deputy Vice-Chancellor (Academic)
Subject: Work-Integrated Learning Policy
Date: 12 October 2010
File ref: EK/36/0

At its 8 September meeting, Academic Senate approved the new Work-Integrated Learning Policy, and endorsed the associated Guidelines for the Design of Work-Integrated Learning Topics and Administrative Procedures for Student Work-Integrated Learning Placements.

The Policy can be seen at:
http://www.flinders.edu.au/ppmanual/policySecretariat/workintegratelearn.html,
the Guidelines can be seen at:
http://www.flinders.edu.au/ppmanual/policySecretariat/wil_guidelines.html,
and the Procedures can be seen at:

The Policy, the Guidelines and the Administrative Procedures have been the subject of extensive discussion and development since early 2009. The WIL policy, guidelines and procedures are intended to be enabling rather than exhaustively prescriptive, and are intended to underpin existing practice rather than to require significant change. This is in recognition of the very widely ranging nature of the University’s WIL programs, and especially of the well-established work-placement programs already embedded in various professional degrees. Essentially, the policy and procedures require that Schools offering WIL activities ensure that appropriate provisions are made, and provide a checklist of issues that should be addressed in those provisions. For some placement programs, the appropriate provision might be “n/a”, as the issue concerned does not need to be addressed. Schools have discretion in how they address the specifics of each matter, but are accountable for ensuring compliant and successful WIL activities.

One of the main concerns of the policy is to encourage the development of WIL in the University, and especially off-campus for-credit work-placement programs where they are currently not offered. Clauses 4.1 – 4.4 of the Policy are intended to ensure that, where the University actively develops placement programs, it establishes and maintains the kinds of connections with potential host organisations that are necessary to ensure adequate placement opportunities for students.
The previous Policy on Student Placement is now rescinded and its contents are incorporated under sections 4 and 5 of the new procedures without substantive change. These procedures are intended to provide the essential powers required by the University. Any matters not covered can be addressed in individual contracts with host organisations.

There is a substantial academic and general staff development program in place through the Centre for University Teaching to support the development and operation of WIL activities in University courses. Faculty staff involved in developing, teaching into or operating WIL activities are encouraged to avail themselves of these programs.

In approximately 12 months time, I intend to seek a report from each Faculty on the alignment of the WIL Policy and Procedures with current WIL offerings. The intention will be to gauge the extent to which the University is meeting its aim of developing and extending WIL activities in its academic programs and to identify any issues in the operation of WIL that need to be addressed. In the meantime, I ask that Faculties take whatever steps are necessary to implement the Policy and Procedures in relation to their respective courses.

Professor Andrew Parkin  
Deputy Vice-Chancellor (Academic)
<table>
<thead>
<tr>
<th>Topic Areas**</th>
<th>Enrol in topics from:</th>
<th>Register in upper level classes from 10am on:**</th>
<th>Register in first year undergraduate classes from 10am on:</th>
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</thead>
<tbody>
<tr>
<td>AGES, AUDI, BIOD, BIOL, BTEC, CHEM, CHMD, COMP; DRSRS, EASC, ECOT, ENGR, ENVH, ENVHR, FACH, HACM, HLED, HSMT, MATH, MDSC, MHSC, MMED2, MMED3, MMED7, MMED8, MMED9, MSKM, NANO, NEUR, NUTD, OCCT, OPTO, PALL, PARA, PHCA, PHYS, PHYT, PSYC7, PSYC9, REHB, REMH, SERC, SPTH, STAT, STEP, WARM</td>
<td>Monday 29 November 2010</td>
<td>Tuesday 14 December 2010</td>
<td>Monday 31 January 2011</td>
</tr>
<tr>
<td>BUSN, CRIM, LLAW</td>
<td>Thursday 2 December 2010</td>
<td>Wednesday 15 December 2010</td>
<td>Tuesday 1 February 2011</td>
</tr>
<tr>
<td>HLTH, MIDW, NURS</td>
<td>Monday 6 December 2010</td>
<td>Thursday 16 December 2010</td>
<td>Wednesday 2 February 2011</td>
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<tr>
<td>AMST, ARCH, ASST, AUST, CREA, CUTU, DRAM, DRAP, DVST, ENGL, ENVS, ESOL, FREN, GEOG, GLOB, HIST, HLPE, INDO, INST, INTR, ITAL, JUSS, LAMS, LANG, LEGL, LING, MGRE, PHIL, POAD, POLI, PPHR, PROF, PSYC1, PSYC2, PSYC3, SCME, SOAD, SOCI, SPAN, THEO, TOUR, VISA, WMST, WORK</td>
<td>Thursday 9 December 2010</td>
<td>Tuesday 21 December 2010</td>
<td>Thursday 3 February 2011</td>
</tr>
<tr>
<td>EDUC</td>
<td>Monday 13 December 2010</td>
<td>Wednesday 22 December 2010</td>
<td>Friday 4 February 2011</td>
</tr>
</tbody>
</table>

** Please note that the relevant topic area may still require new topics codes to be included or old topic codes deleted.

* Enrolment date for Education topic areas changed from Thursday 9 December 2010 to avoid Examination Board meeting on the same day. Class registration for AGES-WARM topic areas changed from Monday 13 December 2010 to Tuesday 14 December 2010 to avoid overlap with the enrolment date for the Education topic areas.

Examination Board Dates
Health Sciences - dates ranging from 1-17 December 2010
Science & Engineering - dates still to be confirmed but likely to be 13-17 December 2010
Social and Behavioural Sciences - 8 December 2010
Faculty of Health Sciences
Membership of the Faculty Teaching and Learning Committee
November 2010

MEMBERSHIP

- Chair* Eimear Muir-Cochrane
- Deputy Chair** Claire Drummond (to 30 September 2011)
- Executive Dean Michael Kidd
- Deans of Schools Paul Worley
  Paul Arbon
- Associate Dean of the School of Medicine David Prideaux
- Associate Dean (Academic Programs) of the School of Nursing and Midwifery Steve Parker
- Associate Dean (Practice Development) of the School of Nursing and Midwifery Lesley Siegloff
- Undergraduate Course Coordinators (or nominees):***
  - Biotechnology Barbara Sanderson
  - Disability Studies Caroline Ellison
  - Health Sciences Claire Drummond
  - Medical Sciences John Power
  - Medicine (including BClinSc/BMBS) Julie Ash
  - Midwifery Pauline Glover
  - Nursing Jan Thompson
  - Nutrition and Dietetics Michelle Miller
  - Speech Pathology Andy Butcher
- Coordinator of a postgraduate course in the School of Nursing and Midwifery, appointed by the Dean of the School Paul Bennett
- Coordinator of a postgraduate course in the School of Medicine, appointed by the Dean of the School Jerome Greenhill
- Chair, Faculty International Programs Committee (or nominee, who must be a member of that Committee) Chris Franco
- Four student representatives, two from each School, one undergraduate and one postgraduate student from each.
  - School of Nursing and Midwifery Genevieve Brideson (Undergrad)
    Vacant (Postgrad)
  - School of Medicine Vacant (Undergrad)
    Vacant (Postgrad)
- Faculty General Manager Bruce Whitby
- Coopted members as necessary
  - David Green (to 31 Dec 2010)
  - Dennis McDermott (to 31 Dec 2010)
  - Regina Siluvas (to 31 Dec 2010)
  - Heather Smigliel (to 31 Dec 2010)

* The Chair of the Committee, who shall carry the title of Associate Head (Teaching and Learning), shall be appointed by the Faculty Board on the recommendation of the Executive Dean of the Faculty for a period of two years, and is reappointable.
** Appointed by the Faculty Board on the recommendation of the Executive Dean of the Faculty for a period of two years, and is reappointable. Recommendations for the Chair and Deputy Chair positions will be made recognising the responsibilities of the Committee and the expertise needed to fulfil those responsibilities.

*** Nominees are acceptable. The critical issue is to ensure continuity of input and communication with course committees.

The term of office of the student and coopted members will be for 12 months (but they may be re-elected or coopted for further terms, as appropriate). The Chair and Deputy Chair are appointed for a term of 2 years, and are reappointable.

tec
2 November, 2010
Web-Based Peer Review Tool

Associate Professor Paul Bennett, School of Nursing and Midwifery, Faculty of Health Sciences, Flinders University of South Australia
Email: paul.bennett@flinders.edu.au

Background
Peer review of academic activities is undertaken to evaluate and improve academic teaching and learning. Peer review takes time and can use considerable resources. A web-based peer review tool may contribute to a more efficient peer review process, thus contributing to improvement in teaching quality.

Method
A tool based on the paper-based Australian Learning and Teaching Council (ALTC) Peer Review Tool was adapted into a web-based tool. This tool was trialled in the Flinders University School of Nursing and Midwifery. The trial used a paired review model consisting of paired academics reviewing each other using the tool. Each pair was randomly assigned to the web-based or paper-based tool version.

Participants arranged a pre-review meeting together to discuss strengths or weaknesses of teaching, philosophy and approach to teaching, presentation skills, course material and resources, assessment methods, and the aims, objectives and content of their teaching session. They then reviewed their partner’s teaching using the randomly assigned tool.

Participants were then asked to provide feedback through a brief 9 question web-based survey as soon as possible after teaching session. The survey was anonymous.

Results
19 out of 46 participants completed the evaluation survey. This consisted of 10 who completed the paper-based tool, 8 who completed the Web-based tool and one who did not use any tool. Academic levels varied between A to E with the vast majority full time academics (89.5%) ranging from less than 2 years experience to greater than 15 years experience.

Regardless of the tool used, the majority of participants found the process of this peer review positive (75%), collegial (78%), supportive (61%) and non-threatening (71%). In addition the majority of participants reported that the peer review will improve classroom delivery (61%), teaching evaluation (61%) and planning (53%).

The web-based tool was found to be easier to use and allowed more space than the paper-based tool (Table 1). The majority of comments recommended a review of the ranking method, the capacity to review various delivery modalities, addition of a not applicable response and more focus on learning outcomes.

Recommendations
1. Further evaluation of the paired peer review process as a positive method of academic peer review.
2. Further evaluation of the ALTC peer review tool and its applicability on a web-based platform.
Limitations
1. The review and evaluation process in this study had a limited time frame of 3 months.
2. The study was undertaken in the School of Nursing and Midwifery and may not be applicable to other schools.

Reference

Table 1: Comparison of Peer Review Tools

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Paper Based</th>
<th>Web Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy to use</td>
<td>2.6</td>
<td>2.9</td>
</tr>
<tr>
<td>Appropriate</td>
<td>2.7</td>
<td>3.3</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>2.89</td>
<td>3.2</td>
</tr>
<tr>
<td>Enough Space</td>
<td>3.67</td>
<td>3.2</td>
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