Faculty of Health Sciences: Change Management Proposal

Background – The Rationale for Change

This proposal for change stems from significant analysis of the ‘current state of play’ of the learning and teaching and QA activities and processes within the Faculty of Health Sciences (FHS) that has been carried out over the last twelve months, including a multidisciplinary ‘roadshow’ consultation with staff in each State, discussions at institutional level, and a number of meetings between the Heads of School/Deputy Heads of School and the Associate Deans. This review is not only in response to forces driving change from within the organisation but also a number of powerful external forces. These are identified and summarised below:

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As can be seen there are a number of significant issues bearing down on the work of the Faculty and Schools that may impact on and increase the potential for risk with regard to the quality and accreditation of FHS courses. The Higher Education (HE) landscape is in a state of constant flux/change and there are significant imperatives upon us to be the very best provider of HE that we can. In order for the FHS to improve performance in a period of significant growth and be placed in the best position possible to meet the challenges that lie ahead there is some urgency for the proposed changes to be discussed, endorsed and enacted.

A proposal recommending changes to the governance of the Faculty was developed, and submitted to Academic Board for approval. This document included recommendations for the creation of two new National Schools within the Faculty, as well as the establishment of Faculty and School based support units to enhance teaching, learning and clinical placements across the Faculty. (attached copies of both approved Academic Board documents to this change management document for further background information).
Proposed Key Changes

1. **Restructure the Faculty to accommodate 4 national Schools.**

2. **Amalgamate the current three Schools of Nursing** (and Midwifery) into a national school, with the new name, **School of Nursing, Midwifery and Paramedicine**
   a. Appoint a National Head of School* supported by three Deputy Heads of Schools (Qld, NSW/ACT and Victoria), and five campus-based Assistant Heads of Schools;
   b. Appoint a National Course Coordinator (full time proposed Senior Lecturer Level)* - a new national leadership role to support course governance and quality in Nursing, Midwifery and Paramedicine:
      i. To oversee the coordination and implementation and evaluation of the Nursing, Midwifery and Paramedicine curricula
      ii. To contribute to the accreditation processes associated with each of the disciplines
      iii. To chair the Course Implementation Committee

3. **Create a new national School of Allied and Public Health.** In 2012, a Bachelor of Applied Public Health is being introduced at the Brisbane, North Sydney and Melbourne campuses, as well as Bachelor of Occupational Therapy at the Melbourne campus. It is proposed that postgraduate studies in Public Health and Occupational Therapy will be introduced at a later date and will be part of a national School of Allied and Public Health.

4. **Discontinue the role of Associate Dean** (Nursing and Midwifery) and establish the role of Associate Dean (Academic and International)*

5. **Establish two new Faculty-wide roles:**
   a. National Clinical Coordinator* (reporting to Associate Dean, Learning and Teaching)
      i. Located in the Faculty Office
      ii. Oversee quality of all clinical placements/field work
      iii. Manage “InPlace”, health agency agreements, policies and procedures etc
   b. National Coordinator of Health Simulation* (reporting to Associate Dean, Learning and Teaching)
      i. Located in Associate Dean (Learning and Teaching) portfolio
      ii. Oversee quality of all simulation labs for the health disciplines

6. **Establish a Faculty of Health Sciences Learning and Teaching Unit** (reporting to the Associate Dean, Teaching and Learning) to:
   a. Be a conduit for secondment of academics to further their learning and teaching scholarship
   b. Build a research program in the area of learning and teaching scholarship
   c. Manage the Faculty learning and teaching grants
   d. Promote scholarship in learning and teaching across the Faculty
   e. Develop eLearning capabilities by positioning the FeLC within this Learning & Teaching Unit.
   f. Establish Communities of Practice to build staff capabilities and capacity in L&T

7. **Strengthen course governance processes in all Schools**
   a. Appoint national Course Coordinators for each Faculty course
      i. National Course Coordinator to chair Course Implementation Committee
   b. Develop strategies to ensure implementation of University policies and procedures within Schools across the campuses
      i. Develop a user friendly high quality Course Governance Resource Booklet for each School.
*It is recommended that these positions be appointed through a competitive process including advertisement externally.

**Potential Benefits and Adverse Effects on Staff**

The change management offers potential benefits, namely, that there will be:

- additional leadership and Faculty level roles which will provide focus and further support to the Faculty’s growth;
- development and promotional opportunities;
- alternative career pathways;
- a national approach will serve to foster teamwork and communication both within and across campuses;
- a national School would provide economies of scale through improved staff collegiality;
- a cohesive national School would foster collaboration and sharing of expertise and resources across the entire cohort;
- synergy and consistency for the Nursing, Midwifery and paramedicine degrees delivered within the Faculty
- established Centres of Excellence to support from national level, key services and task to support the learning and teaching within the Schools;
- greater coordination of Faculty functions and tasks;

Potential adverse effects that may arise include:

- impact of the change on Faculty operations – new structure, less number of schools in the Faculty; changes to reporting lines for staff members in the current state based Schools; realignment and allocation of tasks
- staff will be required to work closely with and take direction from the Faculty and School based Centres of Excellence
- discontinuation of the role of Associate Dean (Nursing and Midwifery)

There will be no redundancies resulting from the changes.

Additional potential adverse affects or benefits may be raised by staff through the consultation process; these will be addressed as required.
## Timeline and Consultation Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Actions</th>
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<tbody>
<tr>
<td>20th July</td>
<td>Governance document approved by Academic Board</td>
</tr>
<tr>
<td>28th June to 2nd August</td>
<td>Executive Dean travels to each campus to discuss informally the proposed changes with staff</td>
</tr>
<tr>
<td>28th June - School of Nursing and Midwifery (Vic) - Ballarat</td>
<td>12th July – School of Nursing and Midwifery (Vic) - Melbourne</td>
</tr>
<tr>
<td>18th July – School of Nursing (NSW &amp; ACT)</td>
<td>26th July - School of Physiotherapy (NSW)</td>
</tr>
<tr>
<td>27th July – School of Nursing &amp; Midwifery (QLD); School of Physiotherapy (QLD); School of Exercise Science (QLD)</td>
<td>2nd August- School of Exercise Science (Vic) &amp; School of Exercise Science (NSW)</td>
</tr>
<tr>
<td>15 August</td>
<td>Draft Change Management Document provided to staff for feedback and comment</td>
</tr>
<tr>
<td>24 August</td>
<td>Staff feedback from draft document considered and changes as may be required are made to the change management document</td>
</tr>
<tr>
<td>8 September</td>
<td>Final Document considered by ACUSCC</td>
</tr>
<tr>
<td>9 September</td>
<td>Document submitted to VC for approval, subject to ACUSCC endorsement</td>
</tr>
<tr>
<td>10 September</td>
<td>Subject to final approval, recruitment actions commence for new roles, and new appointees to commence in roles as soon as possible</td>
</tr>
<tr>
<td>1 October</td>
<td>New Faculty structure to commence operations (subject to all recruitment processes being finalised)</td>
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### Attachment 1 – Questions / Issues raised during the consultation process, consideration and responses:

<table>
<thead>
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<th>Feedback</th>
<th>Consideration /Action</th>
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<tr>
<td>Is Exercise Science going to have a National Coordinator?</td>
<td>Discussed with HOS. Yes, will have National Coordinator.</td>
</tr>
<tr>
<td>Will the positions be advertised?</td>
<td>Yes all new positions identified will be externally advertised</td>
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<tr>
<td>Who will the National Clinical Coordinator Report?</td>
<td>Associate Dean, Learning and Teaching</td>
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<td>Funding (would more flow through to the schools?),</td>
<td>Not considered to be part of this process</td>
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- To ensure consistency of structure then the School of Exercise Science should have a Deputy Head of School. The proposed new structure does not align with other schools.  
  
  - I can see the benefits that may accrue from such change. My only issue is that all schools except Exercise Science have a Deputy HoS. It seems strange to me the two new disciplines are embodied with a Deputy HoS but a long established discipline is not.  
  
  - Proposed Key Changes - Point 2, item b. suggest that this be changed to ‘Appoint a National Course Coordinator for each of the three disciplines... new national leadership roles to support course governance and quality in Nursing, Midwifery and Paramedic Curriculum’.  
  
  - In Proposed Key Changes, Point 7. ‘Appoint National Course Coordinators for each Faculty course’. I would like to suggest that the PG National Course Coordinator coordinates the Master of Health Science (CPr, CEd, HAd), Grad Cert Cardiac Technology and HDR.  
  
  - Proposed new structure (p. 4). The structure does not identify the reporting role of the National Course Coordinators. I suggest another box under AD Learning and Teaching that shows the National Course Coordinators reporting to the Associate Dean (Learning and Teaching).  
  
  - The link with the overall strategic goals/ direction of the university could be more fully articulated.  
  
  - Mention of research tends to slip away in the focus on teaching and learning and whilst certainly not the focus of the document is still a university consideration.  
  
  - Structurally and in practice there may be some overlap between faculty educational research on teaching and learning and other research within the university - this is just a comment as I have no answer to this issue except perhaps clear communication.  

Acknowledged and a Deputy Head of School, Exercise Science (NSW) added to the Proposed New Structure

There will be a National Course Coordinator for each of the three disciplines.

National Course Coordinator will report to National Head of School

Noted.

Noted.

Noted.
Attachment 2 - Proposal for Restructuring the Faculty of Health Sciences and the Structure and Governance of the Schools of Nursing (and Midwifery).

Introduction

This proposal for change stems from significant analysis of the ‘current state of play’ of the learning and teaching and QA activities and processes within the FHS\(^1\) that has been carried out over the last twelve months, including a multidisciplinary ‘roadshow’ consultation with staff in each State, discussions at institutional level, and a number of meetings between the Heads of School/Deputy Heads of School and the Associate Deans. This review is not only in response to forces driving change from within the organisation but also a number of powerful external forces. Together these are identified in Table 1 below:

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Table 1: Factors impacting the restructure of the Faculty of Health Sciences and the Structure and Governance of the Schools of Nursing (and Midwifery)

As can be seen there are a number of significant issues bearing down on the work of the Faculty and Schools that may impact on and increase the potential for risk with regard to the quality and accreditation of FHS courses. The Higher Education (HE) landscape is in a state of constant flux/change and there are significant imperatives upon us to be the very best provider of HE that we can. In order for the FHS to improve performance in a period of significant growth and be placed in the best position possible to meet the challenges that lie ahead there is some urgency for the proposed changes to be discussed, endorsed and enacted. Given the urgency of these matters it is recommended all changes be in place by 1\(^{st}\) January 2012.

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\(^1\) Please note the proposal does not take account of the research component of core Faculty business.
Recommendations

1. Restructure the current three Schools of Nursing (and Midwifery) into a national school, with the new name, School of Nursing, Midwifery and Paramedicine
   a. Appoint a National Head of School* supported by three Deputy Heads of Schools (Qld, NSW/ACT and Victoria), and five campus-based Assistant Heads of Schools
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2. Discontinue the role of Associate Dean (Nursing and Midwifery) and establish the role of Associate Dean (Academic and International)*
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   b. National Coordinator of Health Simulation*
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* Recommend these new positions be appointed through a competitive process including external advertising.

Rationale for the Recommendations

Recommendation 1

The Faculty of Health Sciences seeks to introduce a national School of Nursing, Midwifery and Paramedicine in order to offer courses that are ‘consistent’ across campuses and in accordance with the Policy on Programs Offered across ACU. Currently, three Schools of Nursing (and Midwifery) (Qld, NSW/ACT & Victoria) offer courses at five ACU campuses. The Schools have been led by two Heads of School : Qld (one campus) and a Head of School supported by two Deputy Heads of School for NSW/ACT and Victoria (four campuses). Paramedicine is currently offered in Qld and Victoria and from 2012 at Canberra. Currently this discipline is not visible in the School titles.

The model of a single Head of School across NSW/ACT and Victoria has been highly successful in promoting consistency and rigour in governance across these two campuses, and in fostering team work amongst staff who see themselves under the ‘same banner’. Those important gains need to continue through to Queensland in order to foster collaboration and sharing of expertise and resources. A cohesive national School would foster collaboration and sharing of expertise and resources across the entire cohort. In today’s climate of change and development ACU can no longer afford for staff to ‘do their own thing’ and ‘reinvent wheels’ without due regard to the power of the collective and recognition of the varied strengths and expertise of colleagues no matter where located; resources must be collaboratively developed and shared – a national School would provide economies of scale through improved staff collegiality.

Another key driver for further amalgamation of the governance of the Schools of Nursing (and Midwifery) under a national Head of School has been the introduction of a national registration and course accreditation system for the health professions in Australia from July 2010. The Australian Nursing and Midwifery Accreditation Council have provided single expiry dates for courses accredited
by the previous state and territory based nursing regulatory authorities. With a national curriculum and national accreditation requirements, it is time for a national School to govern Nursing Midwifery and Paramedicine, with a national Head of School and national Course Coordinators in each of the disciplines.

The introduction of a national School of Nursing, Midwifery and Paramedicine will see the consolidation of a number of administrative functions currently being performed separately by existing State-based Schools, which brings with it improved funding and resourcing implications. This national approach will also serve to foster teamwork and communication both within and across campuses, and will facilitate the sharing of expertise across geographical boundaries. This will add weight to a number of learning and teaching & QA imperatives e.g. moderation practices.

A national Head of School will foster an integrated nation-wide response to national and international trends in the associated disciplines, and will enable the School to develop a greater national/international identity, given that it will be responsible for the largest undergraduate nursing cohort in the country. The national Head of School, supported by Deputy Heads of School in each State and Assistant Heads of School at each campus will play a significant leadership role and be clearly visible across the sector as a key disciplinary player.

In a climate of increasing quality control and regulation creating a national School of Nursing, Midwifery and Paramedicine is a logical and compelling next step.

Recommendation 2

It is recommended that the role of Associate Dean (Nursing and Midwifery) be discontinued at the end of 2011. This role, unique to the Faculty of Health Sciences, was introduced in May 2009, in part, to ensure that each State took the same approach to degrees offered on multiple sites. With the advent of a national School this imperative will be better driven by the national Head of School. In its place, the new role of Associate Dean (Academic and International) will be created to oversee program review, development, approval and accreditation and implementation. Currently the Faculty Course Implementation Committees report to the Faculty Learning and Teaching Standing Committee, which has a large and growing agenda. The growth of the Associate Dean (Learning and Teaching) portfolio in the main has been in response to the driving forces as outlined in Table 1. These imperatives will not lessen – the Faculty is on a growth trajectory - the Faculty now requires an Associate Dean to oversee academic programs, and to ensure the programs offered through the Faculty are consistent with internal and external reporting and quality assurance requirements. The Associate Dean (Academic and International) will work closely with the Associate Dean (Learning and Teaching) and the Associate Dean (Research); the three roles better reflect the structure of the University’s core business through the existing Deputy Vice Chancellors (Students Learning and Teaching; Academic and Research). The three Associate Deans will work to inform and advise the Heads of School and the Executive Dean.

Recommendation 3

Two new Faculty-wide roles are proposed: the National Clinical Coordinator and the National Coordinator of Health Simulation. With growth in the number of students and disciplines in health sciences, there are opportunities for improved quality assurance in national approaches to clinical learning both though clinical placements and simulation. With the recent purchase of an IT solution for management of clinical placements for all disciplines, there is currently a project officer working on national protocols for this key aspect of health science courses. These new roles will ensure consistent and quality approaches to clinical learning for health disciplines.
Conclusion

It is recognised that preparation required for these changes to be implemented will include consultation with the Human Resources Directorate and recruitment and professional development of staff.

Nevertheless these recommendations are achievable by the end of 2011.

Prepared by a Faculty of Health Sciences Working Party:

Professor Sally Borbasi,
Associate Professor Karen Flowers,
Associate Professor Thomas Harding,
Associate Professor Karen Nightingale,
Professor Michelle Campbell

*with contribution from Associate Professor Jennifer Kelly
Attachment 3 - PROPOSAL FOR SCHOOL OF ALLIED AND PUBLIC HEALTH

School of Allied and Public Health
In 2012 a Bachelor of Applied Public Health is being introduced at the Brisbane, North Sydney and Melbourne campuses, as well as Bachelor of Occupational Therapy at the Melbourne campus. It is proposed that postgraduate studies in Public Health and Occupational Therapy will be introduced at a later date and will be part of a national School of Allied and Public Health.

The School of Allied and Public Health, which will be led by the Executive Dean of Health Sciences and the Head of School, Allied and Public Health. The Faculty have enlisted KPMG to recruit the Head of School, Allied and Public Health, for appointment before the end of the year.

The Head of Allied and Public Health will be a member of the Executive of the Faculty of Health Sciences and report to the Executive Dean of Health Sciences. The following is the structure of the Allied and Public Health School:

School Governance Structure
Executive Dean, Faculty of Health Sciences
Professor of Public Health
Head of School, Allied and Public Health
Assistant Head of School, Allied and Public Health

1. School Committee
2. Course Implementation Committee
3. Learning and Teaching Committee
4. Research Committee
5. Assessment Review Committee

Staff Supervision
The Head of School of Allied and Public Health will report to the Executive Dean of Health Sciences. Staff members will report and be supervised by the Head of School. Assistant Head of School will support Head of School in course management.

Course Approval Structure
The course governance structure of the Bachelor of Applied Public Health and Bachelor of Occupational Therapy ensures that the appropriate Committees and Boards are consulted in preparation of both these courses.

1. Applied Public Health and Occupational Therapy Steering Committees
2. Applied Public Health and Occupational Therapy Course Development Committees
3. Faculty Board
4. Academic Board
5. Senate