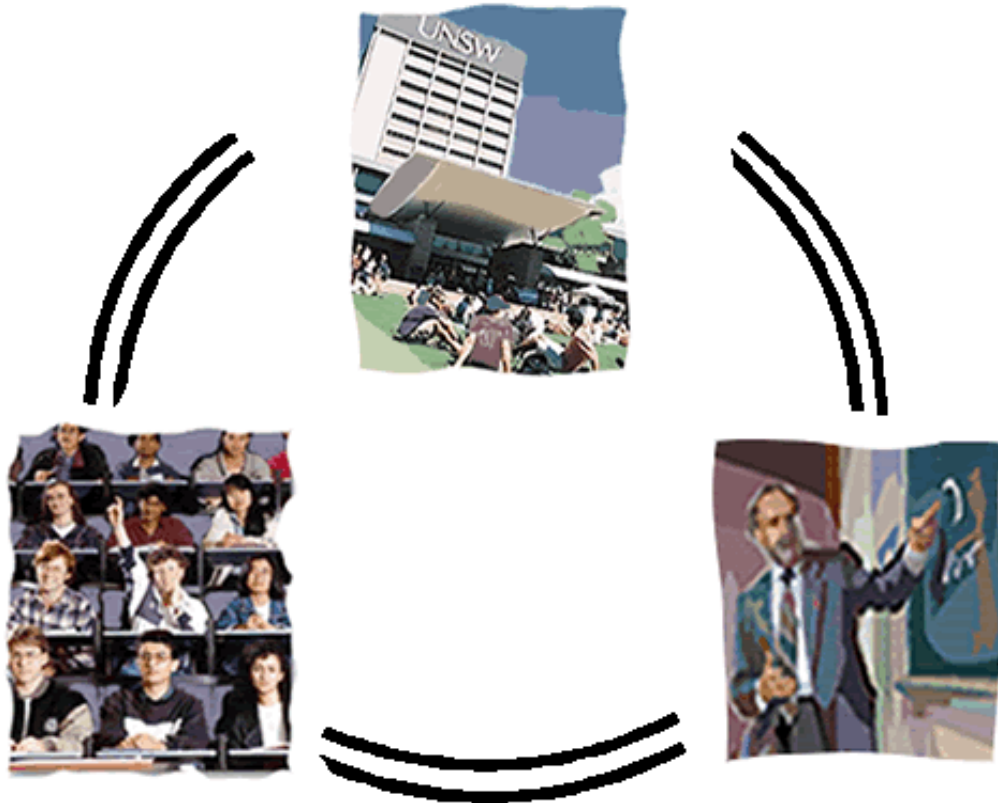


# The CATEI Process for Student Feedback on Courses and Teaching

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UNIVERSITY OF NEW SOUTH WALES  
FACULTY OF MEDICINE

Information and guidelines for CATEI Implementation in 2005



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Faculty CATEI Coordinator

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**UNSW  
MEDICINE**

## Introduction



The new CATEI process is a key component of the University's and the Faculty's strategic plan to improve our students' experience of learning. In addition CATEI is one process whereby we hope to improve the way staff are supported and rewarded for good teaching.

This booklet sets out in fairly simple language how CATEI will operate in the Faculty of Medicine, and how the Office of Medical Education will support staff in using CATEI to improve learning and teaching in the Faculty. I ask you to read the information provided, and please feel free to provide feedback on both the content and presentation.

Patrick McNeil  
Associate Dean (Medical Education)

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Conceptual and design details of the CATEI Process are provided in the UNSW publication: The CATEI Process: Information for Staff and Students. Quality System Development Group, Division of the Pro Vice Chancellor (Education and Quality Improvement). The link below takes you to a pdf version of this document:

<http://www.unsw.edu.au/learning/pve/CATEI.pdf>

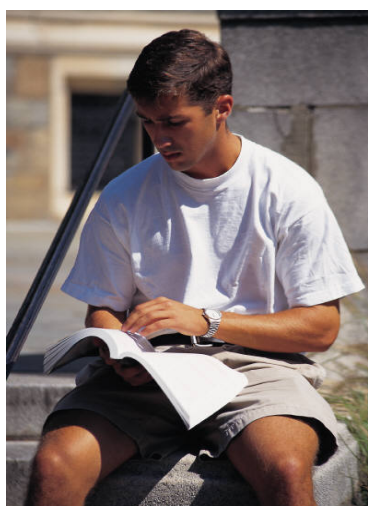
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## The Context Of The CATEI Process

The CATEI Process<sup>1</sup> is a new UNSW-wide system for gathering and constructively using evaluative feedback from students. CATEI stands for Course and Teaching Evaluation and Improvement. A key feature of the CATEI process is the focus on systematic action-feedback loops, incorporating clearly assigned responsibilities for facilitating action to improve and communicate about quality in teaching and courses.

In all Australian universities, student evaluation has become an important part of improving the quality and reporting processes of courses and teaching. External evaluation and accreditation bodies, such as the Australian Universities Quality Agency (AUQA), and the Australian Medical Council (AMC) require evidence that student feedback is taken seriously and that feedback leads to action.



Starting in 2005, the CATEI Process replaces any existing evaluation arrangements. New feedback forms replace the previous forms that were available from the Educational Testing Centre (now known as Educational Assessment Australia, EAA).

The Faculty of Medicine's Program Evaluation and Improvement Group (PEIG) views the CATEI Process as an integral part of the broader **Evaluation and Improvement Strategy** it is developing.

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<sup>1</sup> Conceptual and design details of the CATEI Process are provided in the UNSW publication: The CATEI Process: Information for Staff and Students (to be available in 2005).

## Purpose Of The CATEI Process

The overall and primary purpose of the CATEI process is to facilitate systematic and widespread improvement and recognition of quality in teaching and courses at UNSW, based on properly gathered evaluative feedback from students.

The main goals of the CATEI process are:

1. to provide systematic first-level (broad) evaluative feedback from students on courses and teaching,
2. to ensure explicit actions at Faculty, School and Course levels to:
  - implement improvements in courses and teaching based on student feedback,
  - communicate effectively about levels of quality in teaching, improvements and plans for improvement; and
  - recognise, promote and support high quality in teaching.



The CATEI Process is **not** designed to enable fine-focus (second level) formative evaluation of teaching.

## How Does CATEI Differ From The Previous Student Feedback Arrangements?

New forms, explicit responsibilities for staff in certain positions, clear reporting processes and record keeping arrangements are being promoted as part of the CATEI Process in Medicine. These replace the previous arrangements for summative feedback on courses and teaching. The production of forms and data processing will still be done by Educational Assessment Australia (EAA).

With regard to the **forms**, the main differences from the old system are:

- There are three forms applicable to the Faculty of Medicine
  - Form A: Evaluation of a Course
  - Form B: Evaluation of Large Group Teaching (eg. lectures)
  - Form C: Evaluation of Small Group Teaching (eg. tutorials)
- Each form has 10 Likert-scale items and 2 questions inviting written student comments on strengths and areas for improvement
- The forms do not provide the option of adding extra questions that are specific to schools and sites.
- Guidance on how and when to use the forms is provided in Section 6 on page 24.

With regard to the **reporting process**, a new feature of CATEI is the feedback loop that enables:

- academic teachers to communicate more effectively with the Head of School (HoS) about their teaching performance and requirements for improving courses and teaching, and
- Heads of Schools and Deans to recognize merit and outstanding contributions in teaching based on student feedback.

With regard to **record keeping**, the Office of Medical Education recommends the establishment of a CATEI calendar. The normal expectation is that courses will NOT be evaluated every time they run and that individuals will evaluate their teaching in a single course once per year. A CATEI register that records the dates of evaluation of courses and teaching will also need to be kept and maintained.

Participation in CATEI satisfies the University's basic requirement for summative evaluation of courses and teaching. Staff who wish to use additional means of formative evaluation for courses and teaching are encouraged to do so, providing they avoid subjecting students to evaluation overload.

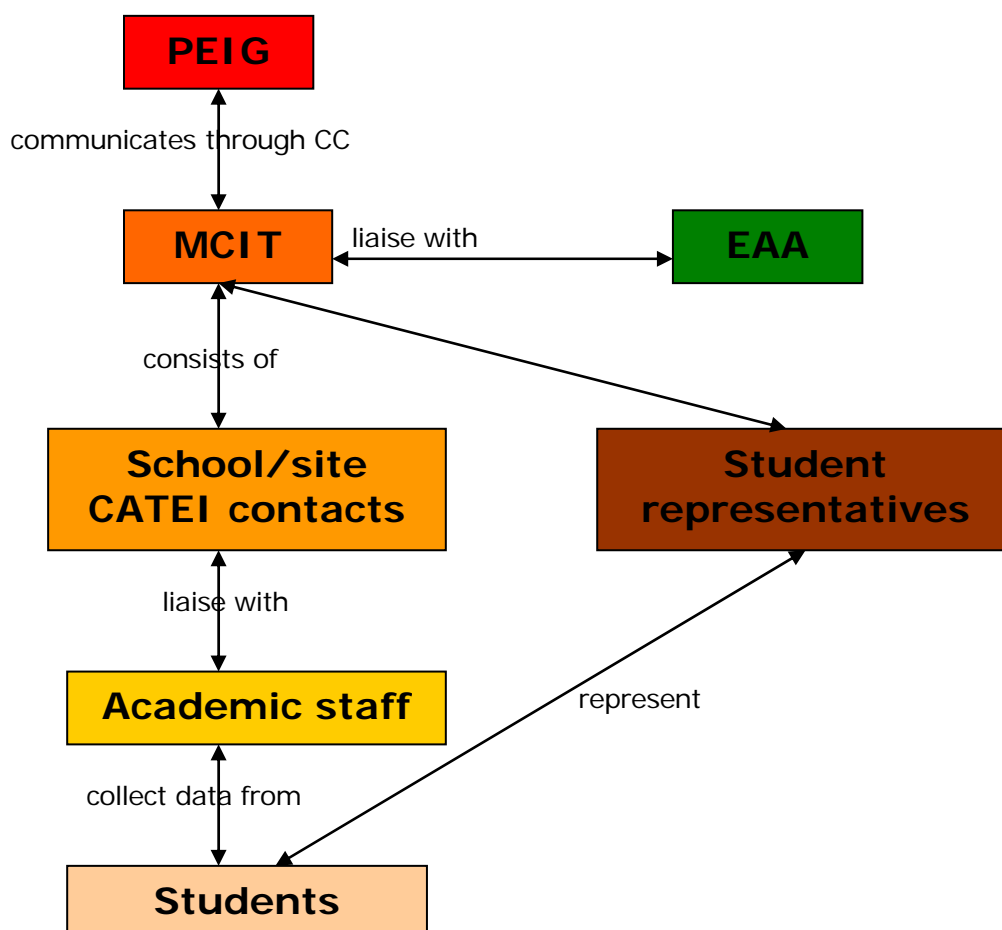
The following groups can assist with information about CATEI processes:

**MCIT** is the Faculty of Medicine CATEI Implementation Team. It consists of contacts representing Schools and other sites as well as student representatives (see page 26). MCIT is chaired by a CATEI Coordinator (CC).

**School/site contacts** are nominated members of the administrative staff of Schools, Departments (if large enough) and clinical sites. One nominee per site. They are nominated by Heads of School (or equivalent) to manage the CATEI Process within the School.

**Student representatives** for each Year or Phase are nominated by students to represent their interests on MCIT.

## Catei Process Relationships, Key Roles And Necessary Actions



**PEIG** is the Faculty of Medicine Program Evaluation and Improvement Group.

<http://ome.med.unsw.edu.au/ome.nsf/website/evaluation>

This group has overall responsibility for CATEI. The Faculty's CATEI Coordinator is a member of this group.

# FREQUENTLY ASKED QUESTIONS ABOUT CATEI

## **What is CATEI?**

It is the UNSW Course and Teaching Evaluation and Improvement processes for student feedback on courses and teaching. It replaces the previous UNSW wide system.



## **What forms are best to use in the clinical schools?**

Most clinical schools will find CATEI Form A the most useful. Forms B and C are not as useful, as the small group and large group teaching sessions rarely have the same teacher for 3 sessions or more to the same group of students.



## **If a teacher wants to evaluate a one-off teaching session what do they use?**

A number of alternatives are available. One of the simplest is at the end of the teaching activity, to give students 2-3 minutes to write on a sheet of paper, anonymously,

- Up to 3 things that helped their learning
- Up to 3 improvements that could be made

or

- 2-3 of the most important things they learned
- 2-3 questions they have
- 2-3 ways the teaching session could be improved



## **Where do I get the CATEI forms from?**

Each school has a nominated CATEI contact who can advise on and provide relevant CATEI forms (see listing at back of CATEI booklet).



## **Do courses need to be evaluated every time?**

No, Heads of School and other course authorities have responsibility for planning a roster of courses to be evaluated to ensure students are not overloaded.



**Can CATEI be used for postgraduate courses?**

CATEI has been mainly designed for student feedback on undergraduate courses and teaching. A web-based format for post-graduate distance courses is being piloted in the School of Public Health and Community Medicine.



**We hold general education courses in summer session. Do we use CATEI?**

Not at this stage general education courses currently have their own evaluation.



**What is the role of students?**

Student volunteers will be asked to distribute and collect CATEI forms and return them to the schools CATEI Contact without a teacher in attendance. Ideally this will happen sometime in week 11 or 12 or in the last teaching week of a course.



**What do I do if I need another type of evaluation, apart from CATEI?**

Alternative evaluation guidelines, instruments, and suggestions are being made available on

<http://ome.med.unsw.edu.au/ome.nsf/website/evaluation>



## Key Responsibilities Of Heads Of School And Clinical Teaching Coordinators

**H**eads of School and Clinical Teaching Coordinators have critically important roles in the CATEI Process. They have the key academic leadership responsibility for the quality of teaching and courses in the Faculty. They are also close to the action, in terms of contact with course coordinators, academic staff and students. Their key responsibilities are in:

- a) planning for implementation in 2005;
- b) establishing the CATEI Calendar and Registers;
- c) reviewing and acting on CATEI feedback; and
- d) reporting to the Dean.

These responsibilities are described in detail in the following pages of this information booklet.

## CATEI Key Roles And Responsibilities

This section contains a summary of roles, responsibilities and necessary actions for the following personnel:

1. Medicine CATEI Implementation Team (MCIT).
2. CATEI Coordinator (CC).
3. School and site CATEI contacts.
4. Head of School or Clinical Teaching Coordinator or equivalent course authority.
5. Course Coordinators who are using Form A to evaluate a course.
6. Academic staff who are using Forms B or C to evaluate teaching.
7. Student volunteers.



<b>Role</b>	<b>Responsibilities</b>
<p><b>1 Medicine CATEI Implementation Team (MCIT)</b></p>	<p>MCIT has a reporting relationship to the PEIG and its role is to:</p> <ul style="list-style-type: none"> <li>▪ facilitate communications about CATEI to Schools and clinical sites within the Faculty of Medicine;</li> <li>▪ implement and periodically review the Faculty of Medicine CATEI protocols;</li> <li>▪ oversee the implementation of CATEI in Schools and clinical sites, according to a calendar identified by Schools, sites and individual teaching staff;</li> <li>▪ identify processes for simplifying CATEI implementation; and</li> <li>▪ identify issues and problems that may arise and communicate these to the PEIG.</li> </ul> <p>MCIT consists of a nominated person as the Faculty of Medicine CATEI Coordinator, nominated School/site CATEI contacts from the staff of each school and clinical site, and student representatives from each year or phase.</p> <p>The participation of volunteer students in MCIT is to provide opportunities for</p> <ol style="list-style-type: none"> <li>a) students to obtain information about the CATEI Process and its implementation.</li> <li>b) students to communicate any concerns about the CATEI Process, and how evaluation procedures are implemented.</li> </ol> <p>It is expected that during the first year of implementation, MCIT will need to meet twice and once per year in subsequent years.</p>

## **2 CATEI Coordinator (CC)**

The Faculty's CATEI Coordinator is the link between the Faculty, the School and other sites, and Educational Assessment Australia (EAA), thereby facilitating CATEI coordination at a Faculty level. The CC chairs the MCIT.

### **DUTIES**

- a) To maintain a Faculty Course Evaluation and Improvement Register. This register will initially record which courses have been and are scheduled to be evaluated, and will ultimately summarise the main changes/actions resulting from consideration of student feedback.
- b) To develop and implement a system for receiving information for the register from School/site contacts.
- c) To develop and implement a system to remind School/site contacts of key CATEI dates; dates for placing orders for forms with EAA; dates for administering forms; dates for sending to EAA.
- d) To develop a system for the distribution of reports from EAA to School/site CATEI contacts.
- e) To develop a system for the distribution of processed forms (returned from EAA) to School/site CATEI contacts.
- f) Report to PEIG on CATEI processes.

g) To organize support for School/site CATEI contacts using web utility and EAA technical processes. This could include:

- Instruction Session covering CATEI Process.
- Web utility (supplied by EAA) for forms ordering and report printing (Note that this is likely to be introduced after the first occurrence of evaluations).
- Technical support from EAA relating to forms and reports.

h) To act as one reference person for academic staff who may wish to carry out more focused evaluation activities or follow-up development work in relation to courses or teaching.

### **3 School and site CATEI Contacts (CCo)**

This is primarily an administrative role. CATEI Contacts (CCo) should be nominated by Head of School or equivalent authority within the Department or Clinical site.

#### **GENERAL DUTIES:**

- a) Communicate with CATEI Coordinator re CATEI issues.
- b) Communicate with School/site administration staff, academic staff, and HoS re CATEI activities.
- c) Remind School/site administration staff, academic staff, and HoS about CATEI key events and dates according to CATEI process flowchart.
- d) Maintain the course and teaching evaluation calendar and registers for the School/site and forward to CATEI coordinator and PEIG as requested.
- e) Reprint reports on request.

#### **A LIST OF SPECIFIC DUTIES FOLLOWS:**

##### ***Order and maintain inventory of CATEI Forms and Batch Sheets***

- f) Receive and collate orders for forms and batch sheets from administrative and/or academic staff in the School/site,
- g) Send final order for CATEI forms and batch sheets to EAA

h) Maintain stock of forms and batch sheets and make available to administrative and/or academic staff on request.

***Receive and dispatch completed Forms and Batch sheets***

i) Receive sealed envelopes of completed forms from students.

j) Check that Batch sheet is correct.

k) Check that all forms are the correct way up.

l) Package the forms appropriately as required by EAA (boxes or envelopes to be advised).

m) Dispatch forms to EAA.

#### **4 Head of School (HoS) or Clinical Teaching Coordinator (CTC) or equivalent course authority**

Heads of School and Clinical Teaching Coordinators have the key academic leadership responsibility for the quality of teaching and courses in the Faculty. Their roles include:

- a) planning for implementation in 2005,
- b) establishing the CATEI Calendar and registers,
- c) reviewing and acting on CATEI feedback, and
- d) reporting to the Dean.

##### **4.1 PLANNING FOR IMPLEMENTATION IN 2005**

Many Schools and sites in the Faculty of Medicine already have systems in place for communications with EAA (formerly ETC) for the ordering, distribution, collection of forms, and managing communications about results from evaluations. To prepare for the University-wide implementation of CATEI in 2005 in Medicine, we need to build on these systems.

**Heads of School and Clinical Teaching Coordinators have a key role in facilitating the formation of a Medicine CATEI Implementation Team (MCIT), by nominating a member of their administrative staff for the role of School/site CATEI contact.**

The MCIT team will coordinate the implementation of CATEI in the Faculty, and starting in Session 1 2005 it will ensure the development of the CATEI Process across the Faculty.

#### 4.2 ESTABLISHING THE CATEI CALENDAR AND REGISTER

The CATEI Process has record-keeping requirements. These include

- (a) a course evaluation calendar,
- (b) a course evaluation and improvement register,
- (c) a teaching evaluation and improvement register,

**Heads of School and equivalent (eg Department Heads, Clinical Teaching Coordinators) have a key role in negotiating the calendar with course coordinators and academic staff.**

These records should be maintained by the School/site CATEI Contact and copied to the CATEI Coordinator as required.

**Course evaluation calendar:** is a prospective record, showing the session when courses are due to be evaluated. Each course would normally be evaluated every 3rd or 4th time it is offered. It is not necessary or desirable to evaluate a course every time it is offered. The timing of evaluation should be negotiated by the Head of School and the Course Coordinator.

**Course evaluation and improvement register:** is a retrospective record, showing which courses have been evaluated (using Form A) and when – recording course name, course code, session, and year evaluated, and actions/changes resulting from student feedback. It should be kept by the School/site CATEI Contact and made available to the CATEI coordinator on request.

**Teaching evaluation and improvement register:** is a retrospective record showing which

teachers have had their teaching evaluated (using Forms B and C) and when. It should record teachers' name, course name, course code, session, and year evaluated. The Enterprise Agreement states that teachers should evaluate their teaching in at least one course per year using the CATEI Process and should provide a summary of teaching evaluations from at least one course to the academic supervisor. The register should be kept by the School/site CATEI Contact and made available to the CATEI Coordinator on request.

#### 4.3 REVIEWING AND ACTING ON CATEI FEEDBACK

**As academic leaders who are close to the teaching action, Heads of School and Clinical Teaching Coordinators have key roles in reviewing and acting on CATEI feedback for the purpose of recognizing and rewarding course and teaching achievements and for initiating and supporting quality improvement.**

In relation to **courses**, EAA will make available to Heads of School and equivalent course authorities, statistical summaries of the Form A data. Course coordinators are expected to provide Heads of School with course reports, which contain:

- a summary of the data from the rating items;
- a summary of the responses to the open-ended written items, without making reference to the names of individual staff;
- a brief commentary on the highlights in the positive feedback about the course;
- a brief explanation (to the extent possible) of why a course has received negative feedback; and

- a brief summary of planned improvements.

In relation to **teaching**, Heads of School should see summary reports of the rating items only (excluding written comments provided by students). These will be provided by academic staff prior to or during their relevant discussions with the Head of School. The UNSW (Academic Staff) Enterprise Agreement 2003, Section 23 (c and d) states:

*(c) Academic staff will seek evaluative student feedback on their teaching in at least one course each year using teaching forms approved by either the University's Academic Board or by a Faculty Board.*

*(d) Once each year, an employee will provide to his/ her academic supervisor a summary of teaching evaluations from at least one course agreed with the academic supervisor for which they have had some responsibility for teaching.*

The Enterprise Agreement also emphasizes the importance of the annual meeting between the academic employee and the Head of School as part of the Career Development Scheme. This provides an opportunity to have teaching recognized and commended, as well as to plan, initiate, and establish support for quality improvement activities where relevant.

#### 4.4 REPORTING TO THE DEAN

**Heads of School and Clinical Teaching Coordinators have key academic leadership responsibilities for keeping the Dean informed about the quality of teaching and courses in the Faculty.**

Each year the Head of School should provide the Dean with a CATEI Summary Report on

courses and teaching. The Dean needs to have clear knowledge and confidence about the overall quality of teaching in the Faculty and that evaluation processes are yielding effective information and enabling continual improvement. The summary being suggested should include the following:

- the number of courses that received satisfactory feedback via the CATEI Process and the number that did not;
- the number of academic staff who received generally satisfactory feedback on their teaching via the CATEI Process and the number who did not (no names or other identifiers to be provided);
- the names of academic staff who received excellent feedback via the CATEI Process;
- a list of actions taken, or planned, to address improvement needs in particular courses;
- the kind of support offered and developmental actions initiated for academic staff to help improve aspects of their teaching.

## 5 Course Coordinators who are using Form A to evaluate a course

Course coordinators are usually in an excellent position to facilitate continual improvement in courses over time. In addition to doing what they can directly to improve aspects of courses, based on feedback, they need to provide the Head of School with a CATEI Summary Report for their course.

Necessary actions are to:

- a) Negotiate with HoS/clinical teaching coordinator about the timing of evaluation, according to the CATEI calendar.
- b) Discuss the evaluation with all academic staff who contribute to the course.
- c) Place orders for required number of forms with School/site CATEI Contact.
- d) Arrange to collect forms and batch sheets from School/site CATEI Contact.
- e) Organise with teaching staff or administrative staff from clinical school for volunteers to distribute forms in week 12 or near the end of the clinical term.
- f) Prepare Summary Report for HoS/program or course authority based on feedback. This is a key feature of the overall CATEI Process and needs to include:

- A summary of the statistical data;
- a brief summary of the open-ended student comments, with no reference to the names of individual staff;
- a brief commentary on the highlights in the positive feedback about the course;
- a brief explanation (to the extent possible) of why a course has received negative feedback; and
- a brief, clear summary of any planned improvements.

**6 Academic staff who are using Forms B or C to evaluate teaching**

Academic staff are fundamentally important in the CATEI Process because they do the teaching and make decisions about how they will enhance what they do over time. Academic staff can choose to use their CATEI information for a variety of personal and professional purposes.

Such information can be incorporated in their teaching portfolio or records on their teaching accomplishments, used to stimulate consultation with students, provide input for reflection and continuing staff development in teaching, and included in submissions or applications for grants, awards or career advancement.

Necessary actions are to:

- a) Negotiate with the HoS/clinical teaching coordinator about the timing of an evaluation.
- b) Place order for required number of forms with School/site CATEI Contact.
- c) Arrange to collect forms and batch sheet from School/site CATEI Contact.
- d) Organise with students for volunteers to distribute forms in week 12 or equivalent week of the clinical term. The CATEI Process requires students or a third party (not the teacher) to administer the forms.
- e) Present the Summary Report of their CATEI feedback to their academic supervisor (rating item data only) at the agreed time.

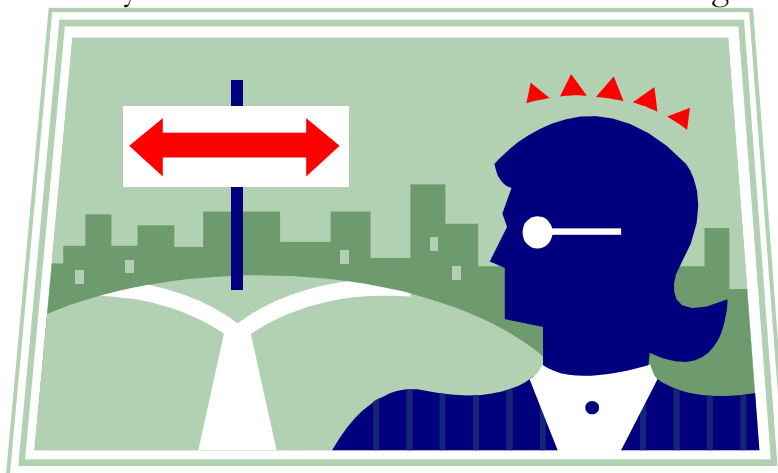
## **7 Student Volunteers**

Necessary actions are to:

- a) Brief class and distribute forms in week 12 of the session or equivalent week of clinical term according to the School/site evaluation schedule.
- b) The instructions for administering the forms, cover sheet and blank CATEI forms are given to a student volunteer who has agreed to administer the evaluation in class.
- c) Ensure that the teacher is not in the room during the 10-15 minutes that students are completing the evaluation form.
- d) The student volunteer collects the forms, ensures they are the correct way up, places them in sealed envelope, completes batch sheet, and returns them immediately to the School/site CATEI contact.

## Guidance On When To Use The CATEI Forms

**C**ourse Coordinators should use **Form A Evaluation of a Course** for end-of-session evaluation of courses. It has wide applicability for certain summative and general (first-level) formative evaluation purposes in the pre-clinical and clinical years as well as in the New Medicine Program.



**Lecturers** should use **Form B Large Group Teaching** if they give a series of lectures (at least 3) in a single session. It is not suitable for lecturers who give fewer than 3 lectures per session. This is the case in many post-graduate courses and much clinical teaching. The Faculty's CATEI Coordinator can advise on suitable arrangements for these staff.

**Tutors** should use **Form C Small Group Teaching** if they give a series of tutorials (at least 3 per session) to a small group of 10 - 25 students. It is not suited to most clinical teaching situations as lecturers/tutors have too few students or give too few tutorials within the term/session. The Faculty's CATEI Coordinator can advise on suitable arrangements for these staff.

The Faculty's Program Evaluation and Improvement Group (PEIG) is currently considering more effective ways to collect student feedback on clinical teaching in a standardized way across all Clinical Schools.

CATEI Forms and processes may not be ideal for collecting feedback when:

- the course is running for the first time;
- the course has been significantly updated; or
- the teacher is new and teaching for the first time.

If the CATEI forms are used in such situations, care should be taken when interpreting and/or using data.

In these cases, where formative feedback is called for, the CATEI Coordinator can advise on resources and processes if required.

## Section

# 7

## Faculty CATEI Contacts & EAA Information

Any further information required on CATEI processes can be obtained from:

**Leah Bloomfield** (9385 2504 [l.bloomfield@unsw.edu.au](mailto:l.bloomfield@unsw.edu.au)),  
Faculty of Medicine representative on the UNSW CATEI Implementation  
Group or

**Margaret Cunningham** (9385 1766 [m.cunningham@unsw.edu.au](mailto:m.cunningham@unsw.edu.au)),  
Faculty Program Evaluation and Improvement Group and Faculty CATEI  
Coordinator.

### **EAA**

Sally Matheson  
Data Processing  
Educational Assessment Australia  
The University of New South Wales  
Telephone: (+61 2) 8344 1044  
Facsimile: (+61 2) 8344 1090

### **Address**

12-22 Rothschild Avenue  
ROSEBERY NSW 2018  
AUSTRALIA

### **Postal Address**

Educational Assessment Australia  
PO BOX 8020  
ALEXANDRIA NSW 2015  
E-mail: [data.processing@eaa.unsw.edu.au](mailto:data.processing@eaa.unsw.edu.au)



School/Site	CATEI Contact	Contact Details
Clinical School - POW	Jenny Ryall	9382 2645 <a href="mailto:j.ryall@unsw.edu.au">j.ryall@unsw.edu.au</a>
Clinical School - St George	Jenny Schembri	9350 1855 <a href="mailto:j.schembri@unsw.edu.au">j.schembri@unsw.edu.au</a>
Clinical School - St Vincents	Dr Joanne Joseph	8382 2378 <a href="mailto:j.joseph@garvan.unsw.edu.au">j.joseph@garvan.unsw.edu.au</a>
Clinical School - SWS	Adriana Weissen	9828 3847 <a href="mailto:a.weissen@unsw.edu.au">a.weissen@unsw.edu.au</a>
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SOMS - Anatomy	Assoc. Prof. Ken Ashwell	9385 2482 <a href="mailto:k.ashwell@unsw.edu.au">k.ashwell@unsw.edu.au</a>
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