

Faculty of Medicine Learning and Teaching Plan 2007 – 2010

Vision

By 2010, we will have achieved a vibrant and well-resourced learning environment across campus, the clinical schools and the community that supports superior, inclusive student learning experiences, and a student profile aligned with our strategic direction. We will strive to provide a learning experience that transforms our students and prepares them to be excellent healthcare practitioners and global citizens. Physical infrastructure, information resources and technical support will underpin excellence and innovation in our learning and teaching.

Our Priorities:

- Ensure the medical program is academically rigorous and professionally relevant
- Provide quality environments that encourage independent learning, peer interaction, team building, effective skill development and a sense of enjoyment in learning
- Continue to attract the best students and to provide them with incentives and support through bursaries and scholarships
- Be recognized as a centre of excellence in medical and health science educational research and development
- Develop leaders in research, learning and teaching, patient safety and the profession through our graduate and postgraduate programs
- Support articulation of undergraduate programs with our graduate-entry professional programs
- Support the ongoing education of health professionals through the development of innovative coursework master programs and articulated short courses
- Cultivate cultural diversity through curriculum development, and our student cohort demographics
- Recognize and reward teaching excellence and the scholarship of teaching and learning
- Continue to adapt and respond to student feedback and employer and community needs

Our Values:

- Excellence – of students, learning environment and learning experiences
- Intellectual inquiry
- Academic freedom balanced with commitment to Faculty strategic direction
- Diversity of defensible opinions and values
- Integrity and ethical practice in academic endeavours
- The highest commitment to Professionalism and Patient Safety

Our Principles:

The Faculty of Medicine:

- promotes research-led teaching
- fosters lifelong learning
- offers a complete student experience
- promotes student-centred learning and teaching
- offers an exciting and stimulating environment for learning and teaching
- recognizes and celebrates the diversity of its students
- actively seeks and responds to student evaluation
- is committed to continuous improvement in its learning and teaching
- recognizes that Patient Safety is paramount

There are five goals for the Faculty which align with the University Teaching and Learning Strategy

Goals:

1. Ensure the distinctiveness of the Sydney graduate
2. Support quality and innovative teaching and learning
3. Promote internationalization, cultural diversity and equity
4. Embed research-enhanced learning and teaching
5. Enhance learning in an information rich environment

Goal 1: Ensure the individuality of the Sydney graduate

Strategies	KPIs	Target	Responsibility
Ensure the medical program is academically rigorous and professionally relevant	Complete the overarching review of curriculum by 2007 around new vision. Initiate new curriculum in 2008	Increase engagement of senior academics in teaching and learning on the USyd MP. Achieve all AMC recommendations by 2009, and major curriculum review changes	Dean, A/ Deans (Curriculum), Associate Deans Clinical schools USyd MP Policy Cee
Attract and support high achieving students	Develop a range of programs to extend and challenge academically gifted students	Increase the number of combined degrees offered and student enrolments	Dean, Admission Chair, Director OME
	Increase the Number of scholarships to attract and support students over 2006	Redefine and enhance the Honours system. Re-focus scholarships program to maximize impact.	USyd MP Policy Cee, Admissions Cee,
Enhance the learning community to better support student-student learning interactions	Increase curriculum initiatives to increase opportunities for peer based learning and formative assessment	Improve SCEQ Learning Community Scale	Dean, Course Coordinators, T & L Strategic Working Groups. Director OME
Embed Graduate Attributes in teaching and assessment practices	Recognition in the SCEQ that Graduate Attributes are being attained	Embed Graduate attributes in Learning outcomes database of USyd MP	Dean, T & L Strategic Working Group, Director OME, and Course leaders
	Introduce student portfolios to demonstrates attainment of Graduate Attributes as they relate to professionalism	Online e-portfolio system in place with new USyd MP curriculum 2009 as they relate to professionalism	Assoc Dean (L&T), IT, USyd MP Policy committee and Director OME
	Gather and analyse evidence of G.A. capability from employers of recent graduates	To integrate feedback from data from the Graduate Outcomes survey into courses	Assoc Dean (L&T), and IT, T and L strategic groups. Director OME USyd MP Evaluation Cee
Identify and promote opportunities for interdisciplinary and Interprofessional learning	Review the number of programs that reflect interdisciplinary and Interprofessional learning	Enhance relationships within the Faculties of Health for joint student learning and experiences Introduce relevant and appropriate assessment of IPL	Dean, Assoc Dean (L&T), IPL Strategic group, Course Directors
Establish links with the professions and other key stakeholders	Monitor and compare and benchmark with other Faculties of Medicine. Further develop links with professional colleges, postgraduate councils and government including shared research projects	Audit of existing benchmarking in 2008 and develop new ones re USyd MP program, and selected Masters programs Contracts with the Royal Colleges and Postgraduate Medical Councils for Postgraduate teaching and learning	Dean, Assoc Dean (L&T), and T and L Strategic group, Course Directors
Provide capacity building for Faculty and clinical teachers	Provide education and training in patient safety principles and methods	Increase the proportion of clinicians who integrate teaching patient safety concepts with clinical teaching.	Director Patient Safety CIPHER, USyd MP Policy Cee
Build patient safety principles and methods into the medical curriculum	Review the curriculum and embed patient safety principles and methods throughout the medical program	Patient safety is mandatory assessment in the program	Director Patient Safety CIPHER, USyd MP Policy

Goal 2: Support quality and innovative learning and teaching:

Strategies	KPIs	Target	Responsibility
Restructure the Faculty Education enterprise to re focus on excellence in teaching and learning	Creation of new Office of Medical Education (OME) led by newly appointed Associate Dean (Curriculum)	Educational strategy to ensure focus on continuing quality improvement in USyd MP by Dec 2007	Dean, Director OME, Associate Dean (L&T), Associate Deans (Clinical Schools), USyd MP Policy Committee
	Creation of medical education nodes in each of clinical schools integrated with OME	Improvement in SCEQ	
Maintain systematic processes for quality enhancement (Q.E.)	Teaching Performance Indicators (TPI) – reported and used for strategic allocation of funding	Improve TPI over 2006	Dean, Assoc Dean (L &T) Strategic Learning and Teaching Committee
Preparation for Academic Board Phase 3 Reviews	Systematic regular review process for programs and Units of Study	Re-establish and refine review process developed for Masters program 2007.	Dean, Heads of School Associate Dean Post Grad
	Measure and enhance quality through review, collaboration, benchmarking and alliances	Monitor and report on outcomes of benchmarking and review exercises	Dean, Assoc Dean (L&T), Strategic L and T Committee, Course Directors
	Established & effective processes for Q.E. in T&L in place in all faculties	Reviewed and reported to Academic Board by 2008	Dean and Assoc Dean (L&T). Strategic L and T Committee
Enhance opportunities for the dissemination of best practice in L&T	Convene forums, seminar programs and invitations to liaise and advise with other institutions	At least 2 forums and seminar programs per annum Follow-up initiatives reported at forums	Dean and Assoc Dean (L&T)
Continue to promote and support student-centred teaching	Improved scores in the SCEQ and Unit of Study Evaluations (USE)	Improve results over 2006 Process for managing poor performing units and courses in place by 2008	Dean, Evaluation Heads, Assoc Dean (Curriculum) Associate Dean PG
Develop and monitor an optimal student-staff ratio	Establish student-staff ratio across various discipline areas	Audit existing student-staff ratio 2007	Dean and Heads of School
Provision of quality student learning environments	Completion of new PBL rooms in Edward Ford Upgrading of clinical skills labs	Coinciding opening/planning of new Facilities with revised curriculum	Dean, Associate Dean (Infrastructure)
Recognize and support quality teaching	Increase the number of academic staff with teaching qualifications in higher education, particularly medical and health Provision of protected time to undertake teaching qualifications for key staff	Create database 2008 and promote uptake to existing Faculty Grad Cert/Diploma Master's Program.	Dean, Assoc Dean (Clin School) Heads of Discipline, Assoc Dean (L&T)
	Increase the number of staff achieving internal and external recognition	Create database 2008. Promote Uptake of Carrick and other external awards	Dean, Assoc Dean (L&T). Heads of Disciplines, Assoc Dean (Clin Schools)
Play a role in the life long learning of medical graduates	Impact on the development of postgraduate training of health professionals including JMOs, vocational training and continuing professional development	Win significant tenders in the development of postgraduate medical training Be awarded grants to support research and development in postgraduate medical training	Director of CIPHER

Goal 3: Promote Internationalization, Cultural Diversity and Equity:

Strategies	KPIs	Target	Responsibility
Identify opportunities to incorporate International and intercultural dimensions to the student experience beyond the University of Sydney learning context	Delivery of strategy of Faculties of Health (International Office) as it relates to Medicine Expand opportunities for international placements	Increase number of universities that USyd will partner with. Increase number of active memorandum or letters of understanding	Dean, Faculties of Health International Office, Educational Business Development, CIPHER
	Improvement in opportunities for Study Abroad and internships	Increasing number of University of Sydney students engaging in Study Abroad and internships over 2006	Dean, Stage Co-coordinator, Faculties of Health International, Degree Directors
Promote value of diversity, including cultural diversity, in curriculum content and learning experiences	Audit of Unit of Study outlines for evidence of cultural diversity in curriculum & learning activities	Audit by 2009 Adoption of Medical Dean Curriculum framework re Indigenous fully by 2008	Dean, and Heads of School
	Incentives provided for teachers demonstrating evidence of a curriculum that values cultural diversity and inclusive teaching practices	Audit current incentives and enhance 2007 Create new incentives for 2008	Dean and Heads of School
Provide student support programs which are inclusive and support equity and diversity	Improvement in DEST Equity Indicators	Increase over 2006 results	Director Student Services, Sub dean (international) Yurang Yurang and Dean
	Improved participation by Indigenous students in all courses	Improvement in DEST Indicators	Dean, Indigenous Health Education Unit
	Inclusive programs supporting equity and diversity are offered to students	Use ITL audit data 2008 to enhance current practice	Director Student Services, 8 ITL and Dean
Promote international accreditation and recognition of programs	Number of internationally accredited programs	Maintain and increase	Dean, Faculties of Health International Office, Ed Business Development
Provide professional development for staff in a diverse environment	Development of guidelines for teaching about diversity for diversity and through diversity	Adopt University guidelines Staff development program initiated 2008	PVC (L&T) and ITL Working Group on Diversity
	Integration of International, inter-cultural, equity and diversity perspectives in core staff professional development programs	In conjunction with ITL and SydneyLearning ensure adoption by OME, CIPHER and Clinical School staff development	ITL and SydneyLearning. Assoc Dean (L&T)

Goal 4: Embed Research-enhanced Learning and Teaching:

Strategies	KPIs	Target	Responsibility
Be recognized as a centre of excellence in medical and health science educational research and development	Increase the output of internationally recognized health educational research Increase the number and quality of educational research and development grants Increase the output of research that affects policy (effective research).	To be nationally and Internationally recognized as leading educational R&D centre in Australia, and highly ranked in the world.	Associate Dean (L&T), Head of CIPHER
Promote and encourage research that reflects the Scholarship of Teaching	Increase in the proportion of teaching staff who are research active and publishing in the area of the scholarship of teaching	Establish teaching staff database in 2008 Actively participate in conferences to disseminate All education research researchers in one cluster	Dean, Associate Dean (Research). Head of CIPHER
	Maximise uptake of available funds for the Scholarship of Teaching in the Scholarship Index across campus and clinical schools	Scholarship of teaching research included in RQF. Steady increase in research output across Faculty.	Dean, Assoc Dean (L&T) and Assoc Dean (Clinical Schools)
	Review promotions criteria to ensure scholarship of teaching is a recognized research activity across the Faculty	Clarified Promotions Criteria Indicators of promotions based on scholarship of teaching	Dean, Assoc Dean (L&T) and (Research)
Build opportunities for students that reflect the strengths of a research-intensive University through research-led learning	Improvement in the recognition of research-led teaching in the SCEQ	Increase over 2006 results	Strategic Learning and Teaching Group
	Creation of best practice guidance in research-led learning	Integration of Faculty education websites with University best practice guidelines	Associate Dean (L &T).Strategic Teaching and Learning Group. Assoc Dean IT
	Increase access to University-created research data and publications	Increase in growth of Sydney eScholarship over 2006	University Library, Strategic L and T Group
Explore and promote opportunities for students at the Undergraduate and Post-Graduate Coursework level to be involved in research	Audit of best practice in the provision of research opportunities for undergraduate and post-graduate coursework students	Audit in 2008	Associate Dean (Research), Strategic Teaching and Learning Group and Course Coordinators
	Funding for research during coursework (e.g. seed funds, sponsorship, scholarships)	Allocation of funds for student research projects in coursework in all faculties by 2010	Associate Dean (Research), Strategic Teaching and Learning Group

Goal 5: Enhance Learning in an Information Rich Environment:

Strategies	KPIs	Target	Responsibility
Promote a vibrant student experience both on campus, in the clinical school, and in the community	Extend the number of unstructured learning spaces for students	Improve student feedback in CEQ Increased student satisfaction with technology that helps them learn in SCEQ Improve relationship with NSW Health IT providers	Dean, Associate Dean (Infrastructure), Associate Dean (IT)
Ensure that the USyd MP website supports the student experience on campus, in the clinical school, and in the community to the highest standards	Redevelop the USyd MP Content Management System to ensure it delivers on the requirements of the new curriculum	Addition of Interactive Learning Outcomes Database by 2008. Integration of student databases e.g. admissions, assessment, MSOD by 2008	Associate Dean IT, Director OME, Associate Dean (Land T)
Develop a whole of Faculty approach to blended learning	Numbers of Units of Study defined as “blended” ¹ increases	Increase over 2006 results	Strategic Teaching and Learning Group, Associate Dean P/G
	Outline a clear strategy for eLearning for the Faculty	Policy/Strategy developed and communicated 2007-2008	Associate Dean (IT), Strategic Teaching and Learning Group
Ensure the development and maintenance of flexible physical and virtual teaching spaces	Large and small space AV/ICT standards developed for teaching spaces, their support and usage	Standards developed 2008	Associate Dean IT, Associate Dean (Infrastructure)
	Increase the percentage of teaching spaces in campus and clinical schools that meet minimum standards for AV/ICT	Audit of teaching spaces 2008 Increase by 50% the number of flexible teaching spaces by 2010	Associate Dean IT, Associate Dean (Infrastructure)
	Define and develop standards of access to University intranet in learning spaces	Definitions and standards developed 2008, particularly in relation to on-line assessment	Associate Dean IT
Provide access to quality information resources	Improved access to better quality Web-based and digital resources	Budget for digital resources maintained and increased	Associate Dean IT, Course Co-ordinators
	Increased development of purpose-built resources by University or through collaboration	Doubling in internally created digital learning resources by 2009	Associate Dean IT, Associate Dean (Infrastructure) Heads of Disciplines, Library
	Improve access to data on student progress for both quality assurance and curriculum research	To have a system for the USyd MP which allows student tracking throughout course by 2009	Associate Dean (IT), Associate Dean (Land T), Director OME, Course Directors

