



**UNSW  
Faculty of Medicine**

**Learning and Teaching  
Enhancement Plan  
2008-2010**



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# Introduction

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The UNSW Learning and Teaching Enhancement Plan 2008-2012 has the following priority goals:

- Embedding graduate attributes into programs
- Improving program coherence by ensuring individual courses are integrated and;
- Improving the quality of both informal and formal learning spaces and the virtual learning environment

The Faculty of Medicine Learning and Teaching Enhancement Plan 2008-2010 has been developed following extensive consultation within the Faculty and with allied Faculties, with the various key stakeholders, including Heads of Schools, program authorities, course convenors and student representatives. It is also informed by a comprehensive review of the Faculty's performance indicators. It aims to be an active plan that will promote, support and encourage learning and teaching practice and scholarship within the Faculty over the next three years. To achieve this, the Plan builds on and reflects the priority goals and objectives outlined above from the UNSW Plan (2008-2012) and includes responsibilities for each initiative and appropriate indicator outcomes for each objective.

## *UNSW Priority Goals 2008- 2012*

### *Enhancing programs*

**Goal 1: Provide high quality programs that support graduates in developing skills and attributes necessary for their role in work and society, both local and global**

### *Enhancing spaces*

**Goal 2: Enhance learning and teaching environments - virtual and physical, formal and informal - that will support and encourage learning**

### *Enhancing Teaching*

**Goal 3: Develop and support quality teaching through professional development**

**Goal 4: Recognise and reward quality in teaching**

**Goal 5: Support research in learning and teaching**

### *Abbreviations used within the Plan*

ALTC	Australian Learning and Teaching Council (formerly Carrick Institute)
AMSA	Australian Medical Students' Association
Arc	UNSW Student Organisation
AWG	Assessment Working Group
BABS	School of Biotechnology and Biomolecular Sciences
CATEI	Course and Teaching Evaluation and Improvement Process
CEQ	Course Experience Questionnaire
HESC	Health and Exercise Science Program
ILP	Independent Learning Project
LTPF	Learning and Teaching Performance Fund
MBBS	Bachelor of Medicine Bachelor of Surgery
MedEd	Medical Education Interest Group
MedSEQ	Medical Student Experience Questionnaire
OME	Office of Medical Education
OSCE	Objective Structured Clinical Examination
PEG	Postgraduate Evaluation Group
PEIG	Program Evaluation and Improvement Group
UG/PG	Undergraduate / Postgraduate
RCS	Rural Clinical School
SOMS	School of Medical Sciences
SOTL	Scholarship of Teaching & Learning
SPHCM	School of Public Health and Community Medicine
SSS	Student Satisfaction Survey
UROP	Undergraduate Research Opportunities Program (UNSW)

## Enhancing programs

Goal 1: Provide high quality programs that support graduates in developing skills and attributes necessary for their role in work and society, both local and global

Objective	Initiative	Responsibility	Indicator
1. Embed graduate attributes in programs	<p><b>3802 MBBS Program</b> Graduate capabilities are already embedded in the MBBS program. Planned initiatives include:</p> <ul style="list-style-type: none"> <li>Evaluate impact of learning of graduate capabilities on students' learning. Students to be surveyed as part of MEDSEQ 2008</li> <li>Evaluate the alignment of assessment requirements with graduate capabilities – ensure that assessments align with capabilities</li> </ul>	PEIG AWG	<p>Analysis of data from MEDSEQ 2008.</p> <p>Develop blueprint of all assessments with alignment to capabilities.</p>
	<p><b>3870 HESC Program</b> The Australian Association for Exercise and Sports Science has recently developed accreditation criteria for exercise physiologists. The HESC program is being reviewed to ensure that it complies with these criteria.</p> <ul style="list-style-type: none"> <li>Develop contextually relevant graduate attributes based on accreditation criteria</li> <li>Embed graduate attributes in learning activities and assessment tasks</li> </ul>	HESC Program Authority Head, SOMS A/Dean (Education)	<p>Graduate attributes articulated and incorporated into HESC program and course documentation including learning outcomes, curriculum, learning activities and assessment tasks.</p> <p>Assessment tasks measure the development of graduate attributes.</p>
	<p><b>Postgraduate Coursework Programs</b> The SPHCM has received funding from the LTPF to embed graduate attributes into its postgraduate programs including the Master of Public Health and Masters of Health Management. Planned initiatives include:</p> <ul style="list-style-type: none"> <li>Complete the process of identifying, mapping and aligning graduate attributes with the outcomes, learning strategies and assessments for these two Masters programs</li> <li>Extend this process to other PG programs in: <ul style="list-style-type: none"> <li>Forensic Mental Health</li> <li>Paediatrics</li> <li>Reproductive Medicine</li> <li>Pharmaceutical Medicine</li> </ul> </li> </ul>	A/Dean (Postgraduate coursework) PG course review group PEG Head of Schools Course convenors	<p>Graduate attributes articulated and incorporated into HESC program and course documentation including learning outcomes, curriculum, learning activities and assessment tasks.</p> <p>Assessment tasks measure the development of graduate attributes.</p>

Objective	Initiative	Responsibility	Indicator
<b>2. Promote program coherence and curriculum quality across courses</b>	<b>3802 MBBS Program</b> <ul style="list-style-type: none"> <li>• Maintain systematic process for course evaluations (using CATEI) and ensure feedback loop is complete. Explore mechanisms to improve response rates</li> <li>• Establish processes for continuing evaluation of student feedback received from CATEI, CEQ, SSS and MEDSEQ</li> <li>• Evaluate the student experience and impact on learning of the overall structure of each phase and common elements in each phase. Evaluations are planned for all three Phases: Phase 1 in 2008, Phase 2 in 2009 and Phase 3 in 2010. Focus groups will seek information from both students and staff</li> <li>• The MedSEQ survey seeking feedback on the student experience for all students in the MBBS program is to be repeated in 2008 and subsequently every 2 years</li> <li>• Improve reporting of evaluation results and responses to students and staff</li> <li>• Review current assessment tasks to ensure reliability and validity. Establish ongoing process for evaluation of examination results and assessment item analyses</li> <li>• Improve information provided to students on assessment tasks. Include information in course guides showing clearer relationship of assessment tasks to course objectives. Increase formative assessments</li> </ul>	A/Dean (Education) L&T Fellow OME PEIG Phase 1, 2 and 3 Committees AWG Course convenors	Proportion of courses evaluated; reports from course convenors to appropriate authority; reports to students in course guides; improved response rates.  Faculty reports on evaluation activities.  Publication of feedback results and responses in Phase newsletters and course guides.  Improvement in positive responses through instruments such as CATEI, CEQ, SSS and MEDSEQ  Faculty reports on evaluation of assessment tasks.  Feedback to students on assessment results.  Formative assessments developed for Phases 2 and 3.
	<b>3870 HESC Program</b> <ul style="list-style-type: none"> <li>• Review and restructure the curriculum to ensure coherence and to meet the accreditation requirements</li> <li>• Maintain systematic process for course evaluations (using CATEI) and ensure feedback loop is complete. Explore mechanisms to improve response rates</li> <li>• Establish processes for continuing evaluation of student feedback received from CATEI, CEQ and SSS</li> <li>• Review current assessment tasks to ensure reliability and validity</li> </ul>	HESC Program Authority A/Dean (Education) Head, SOMS HESC course convenors	HESC program and course review introduced with regular review cycles established. HESC program framework articulated in program documentation. High quality web and paper based curriculum resources. Improvement in positive responses through instruments such as CATEI, SSS, CEQ and Graduate Destination Survey.
	<b>Postgraduate Coursework Programs</b> <ul style="list-style-type: none"> <li>• Improve feedback from standard course evaluations (e.g. CATEI) and clarify mechanisms for feedback into course review. Continue use of focus groups to evaluate course and programs.</li> </ul>	A/Dean (Postgraduate coursework) Head of Schools Course convenors PEG	Course review introduced with regular review cycles established. Regular focus groups for evaluation by PEG.

Objective	Initiative	Responsibility	Indicator
<p><b>3. Promote a range of learning environments and opportunities beyond the university context, both local and global, that enhances the development of Graduate Attributes</b></p>	<ul style="list-style-type: none"> <li>• Maintain existing opportunities for placements in diverse environments in MBBS program:               <ul style="list-style-type: none"> <li>○ Community-based ILPs</li> <li>○ Community and rural placements</li> <li>○ International placements during elective course</li> </ul> </li> <li>• Investigate feasibility of international placements in HESC program</li> <li>• Investigate twinning arrangements with selected international universities to provide placement opportunities abroad for PG students</li> </ul>	<p>A/Dean (Education) HESC Program Authority A/Dean (Postgraduate coursework)</p>	<p>Increased opportunities for international placements in all programs.</p>
	<ul style="list-style-type: none"> <li>• Encourage students to participate in volunteer activities both within UNSW and in the wider community. Recognise participation as evidence of extra-curricular activity for graduate attributes in portfolio assessments and secondary testamur. Possible activities:               <ul style="list-style-type: none"> <li>○ Arc activities</li> <li>○ MedSoc</li> <li>○ Student mentor program</li> <li>○ Medical Student Aid Project</li> <li>○ AMSA</li> <li>○ Participation in health and education conferences</li> </ul> </li> </ul>	<p>A/Dean (Education) A/Dean (Postgraduate coursework) HESC Program Authority</p>	<p>Students engaged in voluntary activities.  Evidence produced by students in portfolio examinations and secondary testamur.</p>
<p><b>4. Ensure programs incorporate diverse perspectives</b></p>	<ul style="list-style-type: none"> <li>• Maintain existing opportunities for diverse experiences in MBBS program:               <ul style="list-style-type: none"> <li>○ Indigenous health within curriculum consistent with AMC curriculum framework</li> <li>○ Socially and culturally diverse perspectives illustrated through scenarios in Phase 1</li> <li>○ International health issues in Phase 1</li> <li>○ ILPs in areas indirectly related to Medicine</li> <li>○ Diversity of clinical placements in Phase 3</li> <li>○ Requirement for GenEd to be addressed exclusively in areas unrelated to Medicine and health sciences</li> </ul> </li> <li>• Address diversity in review of HESC curriculum</li> <li>• Understanding of diversity is embedded within the MPH and MHM programs. Explore diversity in other PG programs.</li> </ul>	<p>A/Dean (Education) A/Dean (Postgraduate coursework) HESC Program Authority <a href="#">Muru Marri Indigenous Health Unit</a></p>	<p>Evidence of cultural diversity and international perspectives in curriculum, activities and assessment  Increase in student satisfaction across diversity dimensions of UNSW Student Satisfaction Survey, MedSEQ, CATEI and CEQ.</p>

Objective	Initiative	Responsibility	Indicator
<p>5. Enrich student's learning experiences through exposure to research</p>	<ul style="list-style-type: none"> <li>• Enhance research experience in the MBBS program:               <ul style="list-style-type: none"> <li>○ Include coursework in ILP to support students' research skills and methods</li> <li>○ Continue to encourage students to do BSc (Med) Honours</li> <li>○ Consider supporting suitable BSc (Med) Hons students to interrupt MBBS to complete PhD</li> </ul> </li> <li>• Review and report on the effectiveness of the Research Practicum in the HESC program</li> <li>• Promote UROP placements for non-MBBS students</li> <li>• Promote engagement of students in PG programs in local research studies and local PhDs and strengthen research methodology teaching.</li> </ul>	<p>A/Dean (Education) A/Dean (Postgraduate coursework) HESC Program Authority ILP and BSc (Med) Hons convener</p>	<p>ILP coursework developed and evaluated.</p> <p>Non-MBBS students undertaking UROP placements.</p> <p>Publications and/or conference abstracts / presentations resulting from ILP, BSc (Med) Hons.</p> <p>MBBS students completing PhD prior to graduation.</p> <p>PG coursework students progressing to PhD.</p>
	<p>Ensure teaching and curricula include current research and practice in the discipline. Specifically:</p> <ul style="list-style-type: none"> <li>• Evaluate impact of self-directed learning and critical evaluation as a graduate capability in MBBS program. Also evaluate learning and teaching of the Quality of Medical Practice element (teaching evidence-based medicine and medical statistics) which is prominent through all 3 phases of the program</li> <li>• Review and report on the research-based group project in Health Maintenance A in Phase 1</li> <li>• Develop assessments that encourage students to learn about research in the Schools and promote this by recording their experiences of research on UNSW YouTube or as podcasts on the UNSW website</li> <li>• Increase lectures by active researchers in both UG and PG courses</li> </ul>	<p>Heads of School Course Convenors QMP convener</p>	<p>Increased uptake of research based assignments and projects in the 3802 program.</p> <p>Report on evaluation of QMP element and HM group project.</p> <p>Improved SSS results for questions on research-teaching nexus.</p>

## Enhancing spaces

Goal 2: Enhance learning and teaching environments – virtual and physical, formal and informal – that will support and encourage learning

Objective	Initiative	Responsibility	Indicator
1. Improve the virtual learning experience for staff and students across the faculty	<p>Consolidate and improve the eMed system. Planned initiatives include:</p> <ul style="list-style-type: none"> <li>• Embedding content resources in Map</li> <li>• Improvement in archiving system</li> <li>• Development of assessment item bank</li> <li>• Refinements required for Phase 3</li> <li>• Develop tools to assist in allocation of clinical placements</li> <li>• Develop linked graphical display of eMed Map to assist students in integrating their learning activities and discipline content</li> <li>• Explore opportunities for eMed to support other UG and PG programs</li> </ul>	eMed Reference Group MCSU	<p>Monitoring of statistics on usage of eMed.</p> <p>Improvement in feedback from Faculty MedSEQ survey and UNSW Student Satisfaction Survey regarding educational technology and IT Services.</p> <p>Improvement in staff feedback regarding educational technology and IT Services.</p>
	<p>Develop innovative virtual learning projects to support MBBS program. Planned initiatives include:</p> <ul style="list-style-type: none"> <li>• Wikipedia project in Phase 1. This project will result in the development of a Wikipedia of biomedical sciences. The Wikipedia will be developed through assessments (individual assignments) to promote peer feedback learning</li> <li>• Virtual Patient Project for Phase 2. This project is currently funded as a pilot and will be rolled out for Phase 2</li> <li>• Use of Web 2.0 technologies to support peer assisted learning</li> </ul>	L&T Fellow Wikipedia & Virtual Patient project teams MCSU	Improvement in feedback from Faculty MedSEQ survey and UNSW Student Satisfaction Survey regarding educational technology and IT Services.
	<p>Increase use of UNSW virtual resources including YouTube and UNSWTV. Planned initiatives include:</p> <ul style="list-style-type: none"> <li>• Recording of campus-based teaching activities for broadcast to Rural Clinical School</li> <li>• Investigate the feasibility of providing state of the art conferencing facilities so that rural students are involved real-time with lectures in Phases 2 and 3 of the Medical Program</li> <li>• Use of these resources as repository for recordings of lectures and tutorials from UG and PG courses</li> <li>• Investigate the use of student keypad technology for face to face teaching activities</li> <li>• Recording of student initiatives to promote peer-assisted learning</li> </ul>	L&T Fellow Heads of Schools Program authorities	

Objective	Initiative	Responsibility	Indicator
<p><i>1. Improve the virtual learning experience for staff and students across the faculty (continued)</i></p>	<ul style="list-style-type: none"> <li>• Evaluate and develop the online learning environment for the MPH during 2008. Extend this review, as and when possible, to other PG courses in need of review of the online environment and resources / WebVista support</li> <li>• Review use of current online resources, including WebTeach and "Delicious" software, in light of UNSW WebVista changes</li> </ul>	<p>PG Program Authorities A/Dean (Postgraduate coursework)</p>	<p>Increased availability and uptake of recorded lectures. Improved SSS and CEQ results for the questions re online resources in relevant courses (e.g. PG).</p>
<p><b>2. Ensure the quality of formal and informal, physical and virtual learning spaces to promote student and staff engagement</b></p>	<p>Planned initiatives to improve physical learning spaces include:</p> <ul style="list-style-type: none"> <li>• Redevelop the Wallace Wurth building to establish a teaching precinct with improved teaching facilities and study spaces for students</li> <li>• Establish a commons for teaching staff in SOMS</li> <li>• Relocate or redevelop the Arthur Street Clinical Skills Centre to improve functional layout as a simulation centre for student learning</li> <li>• Aim to co-locate all scenario group rooms, preferably on lower level of Matthews building</li> <li>• PG: need to source larger teaching spaces with group seating (&gt;40 seats)</li> </ul> <p>Develop informal student spaces, especially following loss of Med lawn as space for informal and group study. Specifically, the Wallace Wurth (basement) redevelopment to include informal student spaces</p>	<p>Senior Associate Dean A/Dean (Education) Heads of Schools</p>	<p>Improved Faculty MedSEQ survey and SSS results in 2008-10 for physical and virtual learning spaces.</p>

## Enhancing teaching

### GOAL 3: Develop and support quality teaching through professional development

Objective	Initiative	Responsibility	Indicator
<b>1. Provide engaging and relevant professional development opportunities that span an academic's career</b>	Assist in the development of professional development initiatives and courses to develop capabilities particularly those in priority areas. Planned initiatives include: <ul style="list-style-type: none"> <li>• Apply for funding to develop Clinical FULT program to support professional development for clinical academics and conjoint clinical teaching staff</li> <li>• Improve current induction process for new staff and develop a peer process to support teachers</li> <li>• Improve professional development opportunities for sessional and contract / fractional staff</li> <li>• Promote and support enrolment in GCULT and MPhil (HE)</li> <li>• Promote and support attendance at internal and external conferences and workshops</li> </ul>	A/Dean (Education) A/Dean (Postgraduate coursework) L&T Fellow Heads of School	Implement and evaluate Clinical FULT.  Staff induction processes in learning and teaching developed, implemented and evaluated.  Develop the current Faculty website for induction of new academics to include more specific assistance with IT and learning systems used in the Faculty  Progressive participation in professional development programs in FULT, GCULT, UNILT, MPhil(HE).  Staff feedback on improvement in professional development.
	Promote innovative teaching approaches which draw on professional development activities.		Improvement in feedback from MedSEQ, SSS and CEQ on quality of teaching.
<b>2. Further promote engagement in activities across the University and within Faculties to draw from Faculty expertise to locate development within disciplinary areas</b>	Increase the exchange of ideas and dissemination of good practice and research by promoting and supporting learning and teaching collaborative communities within the Faculty. Planned initiatives include: <ul style="list-style-type: none"> <li>• Improve and maintain the Medical Education (MedEd) Interest Group</li> <li>• Develop other forum for networking and discussion of L&amp;T at School level</li> <li>• Develop a Faculty-based database of individual's learning and teaching and SOTL, plus all L&amp;T indicators related to individuals</li> <li>• UNSW L&amp;T Forum – encourage active participation and attendance of this UNSW-wide forum</li> </ul>	A/Dean (Education) A/Dean (Postgraduate coursework) L&T Fellow Heads of School	Increased participation in learning and teaching events and activities.

Objective	Initiative	Responsibility	Indicator
3. Enhance understanding and capability to teach in a diverse environment	Improve understanding of Indigenous peoples, their knowledge, cultures and histories through professional development that enhances teaching of Indigenous health issues.	<a href="#">Muru Marri Indigenous Health Unit</a>	Increased promotion of, and support for Indigenous perspectives in professional development programs.
4. Support teaching and student learning through a range of academic support services	<ul style="list-style-type: none"> <li>• Evaluate student and staff support services as part of MEDSEQ and the focus groups evaluating each Phase of the MBBS program</li> <li>• Improve efficiency of student support services through amalgamation of Office of Medical Education with the Faculty Office</li> <li>• Reassess existing communication processes to address reported problems with information resources</li> <li>• Increase engagement with school-based services especially clinical schools. Provide greater support to clinical school administrators in use of eMed</li> <li>• Review integration of academic skills learning in Foundations with Learning Centre</li> <li>• Continue to seek user feedback on eMed and develop accordingly</li> <li>• Monitor quality of information provided in course outlines</li> </ul>	A/Dean (Education) OME PEIG	Improved MedSEQ and SSS results for support services.

## GOAL 4: Recognise and reward quality teaching

Objective	Initiative	Responsibility	Indicator
1. Collect, disseminate and reward good practice and research in learning and teaching	<ul style="list-style-type: none"> <li>Recognise good practice and research in L&amp;T through Faculty website, and MedEd meetings and newsletter</li> <li>Hold an annual forum to showcase Faculty-based research in L&amp;T</li> <li>Promote the use of the new Summit website and UNSWorks database for the collation, dissemination and networking of research carried out in L&amp;T in the Faculty</li> </ul>	L&T Fellow Faculty outreach librarian	Ongoing dissemination of L&T activities.  Increased uploading of L&T and medical education research into the Medicine area of UNSWorks.
	<ul style="list-style-type: none"> <li>Continue Faculty Awards for excellence in learning and teaching</li> <li>Promote the awards by publishing the names and bios of the awardees in the Faculty newsletter, the MedEd Newsletter and more permanently on the Faculty website</li> <li>Schools to recognise good practice in teaching through school-based awards – including sessional and conjoint staff</li> </ul>	A/Dean (Education) L&T Fellow Heads of Schools	Ongoing Faculty awards.  Development of new School L&T awards.
2. Increase participation and success in securing grants focused on learning and teaching and awards recognising teaching excellence	<ul style="list-style-type: none"> <li>Promote and support ALTC (Carrick) applications and initiatives within the Faculty and encourage cross-faculty and extra-institutional team applications</li> <li>Promote and support applications for VCATE awards</li> <li>Maintain information for available awards and grants on the Faculty website</li> </ul>	A/Dean (Education) L&T Fellow	Number of applications for grants and awards in the area of learning and teaching.
3. Ensure high quality teaching is recognised in appointment and rewarded in promotion	<ul style="list-style-type: none"> <li>Review existing professional development activities to ensure that teaching is appropriately recognised</li> <li>Review Faculty promotion processes to ensure that teaching is appropriately rewarded</li> </ul>	Senior Assoc Dean	Professional development plan includes L&T activities.  Promotions based on L&T activities.

## GOAL 5: Support Research-informed Learning and Teaching

Objective	Initiative	Responsibility	Indicator
<p>1. Support staff to investigate learning and teaching and reward research that embodies the scholarship of learning and teaching</p>	<p>Promote and encourage research in learning and teaching within and across fields of study in the Faculty. Specifically:</p> <ul style="list-style-type: none"> <li>• Conduct seminars on research methodologies in education research</li> <li>• Hold an annual forum to showcase Faculty-based research in L&amp;T</li> <li>• Promote and support applications for research projects to LTPF and ALTC</li> </ul>	<p>A/Dean (Education) A/Dean (Postgraduate coursework) L&amp;T Fellow Heads of School</p>	<p>Professional development courses and resources that promote and encourage the adaptation of research on learning and teaching.</p> <p>Research grants and publications.</p>