

**Faculty FRLT Portfolio 2011: Part F**

**Revised Faculty Learning and Teaching Enhancement Plan**

**2011 – 2012**

**Faculty of Medicine**

**Prepared for**

**Faculty of Medicine**

**by**

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# Introduction

In preparing the 2011-2012 Faculty Learning and Teaching Enhancement Plan, the Faculty has again sought to focus on initiatives to enhance L&T within specifically targeted areas rather than provide an outline of its overall direction in maintaining excellence in L&T. However it is noted that some objectives of the 2010-2011 FLTEP have not been completely met or are still relevant and ongoing. Accordingly where appropriate some objectives from 2010-2011 FLTEP have been modified for the 2011-2012 FLTEP.

The review of the 2010-2011 FLTEP made the following recommendations:

- develop specific standards, targets and indicators in all four learning and teaching areas to guide planning and resource allocation, and to enable monitoring of changes and improvements over the longer term, for example, by specifying what level of “increase” is intended to be achieved for a particular outcome.
- develop evaluation criteria for monitoring the “effectiveness” of initiatives, for example, simulation, introduction of keypads, on-line courses etc.

The Faculty acknowledges the need for standards and evaluation criteria in a plan. The 2011-2012 FLTEP does incorporate detail on these parameters. However there is a reluctance to specify quantitative expectations based on standards which are largely qualitative in nature and evaluations which similarly are often qualitative or at least provide statistically unreliable data. As part of its ongoing quality processes, the Faculty has defined a set of indicators (as noted in the Introduction to Part A) and uses quantitative data from student outcomes and surveys to monitor progress. Specific objectives as articulated in the FLTEP necessitate more customised evaluations though data from these are intrinsically less reliable due to sampling.

# Priority Goals for Faculty

## Enhancing Curriculum (Programs and Courses)

Goal C1: Improve the educational integrity and efficiency of assessment practice

Goal C2: Alignment of graduate capabilities with course objectives and assessments

## Enhancing Learning (Student Experience and Outcomes)

Goal L1: Improve student learning outcomes

Goal L2: Improve student experience of learning

Goal L3: Increase student engagement with scholarly activities

## Enhancing Teaching (Staff Practice and Scholarship)

Goal T1: Develop and support teaching quality through professional development

Goal T2: Encourage, support and recognise scholarship and development in teaching and learning

## Enhancing Infrastructure for Learning and Teaching (Organisational, Physical, & Virtual)

Goal IS1: Improve institutional infrastructure to support online learning and teaching

## Enhancing Curricula (Programs and Courses)

### Goal C1: Improve the educational integrity and efficiency of assessment practice

Objective	Strategies	Indicators of Achievement	Dates	Responsibility
<b><i>C1.1 Improved validity and efficiency of assessments.</i></b>	<ul style="list-style-type: none"> <li>Establish a service within MESO which provides advice on the design and implementation of assessment practices.</li> <li>Organise workshops for staff on assessment item design (e.g. writing MCQs).</li> <li>Use psychometric analyses to evaluate assessments and recommend improvements to staff.</li> <li>Extend the use of eMed Map to the ExPhys program to monitor the alignment of assessment tasks and graduate capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Reports on assessments based on analyses of course results.</li> <li>Improvements in quality of assessment items and course results.</li> <li>Increased efficiency of assessment practices based on valid data.</li> <li>Initial extension of eMed Map to capture ExPhys program assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Implement service and workshops throughout 2012.</li> <li>eMed Map revision by end of 2012.</li> </ul>	<ul style="list-style-type: none"> <li>ADE</li> <li>Assessment Working Group</li> <li>eMed Reference Group</li> </ul>
<b><i>C1.2 Improved reliability of grading students' assignments in Phase 1 of the Medicine program.</i></b>	<ul style="list-style-type: none"> <li>Analyse all available data on assignments to identify common patterns of grading and sources of variability.</li> <li>Based on above analyses, determine appropriate methods to improve reliability (e.g. revise assessment criteria, rater training).</li> </ul>	<ul style="list-style-type: none"> <li>Report on analyses.</li> <li>Measures implemented to improve reliability of grading.</li> <li>Improvements in reliability of grades (not evident until 2013-2014).</li> </ul>	<ul style="list-style-type: none"> <li>Analyses to be completed early in 2012.</li> <li>Review of analyses and implementation of measures by end 2012.</li> </ul>	<ul style="list-style-type: none"> <li>ADE</li> <li>Program authority</li> <li>Assessment Working Group</li> </ul>
<b><i>C1.3 Improved workplace assessments in clinical placements in both Medicine and Exercise Physiology.</i></b>	<ul style="list-style-type: none"> <li>Complete review of current workplace assessments in Phase 3 of MBBS program.</li> <li>Develop and evaluate appropriate assessments for ExPhys program.</li> </ul>	<ul style="list-style-type: none"> <li>Improved student feedback on Phase 3 assessments.</li> <li>Introduction of workplace assessments in ExPhys program.</li> </ul>	<ul style="list-style-type: none"> <li>Implement revised practices in MBBS and new practices in ExPhys in early 2012.</li> </ul>	<ul style="list-style-type: none"> <li>ADE</li> <li>Program authority</li> <li>Assessment Working Group</li> </ul>
<b><i>C1.4 Improved selection process for the Medicine program.</i></b>	<ul style="list-style-type: none"> <li>Complete the analyses of the reliability and validity of the selection process.</li> <li>Identify any factors affecting the reliability and validity of the selection process for modification.</li> </ul>	<ul style="list-style-type: none"> <li>Statistical report on analyses.</li> <li>Report from Admissions and Selection Committee recommending any changes to the selection process.</li> </ul>	<ul style="list-style-type: none"> <li>The final report to be completed early in 2012.</li> </ul>	<ul style="list-style-type: none"> <li>ADE</li> <li>Program authority</li> <li>Admissions and Selection Committee</li> </ul>

**Goal C2: Alignment of graduate capabilities with course objectives and assessments**

Objective	Strategies	Indicators of Achievement	Dates	Responsibility
<b><i>C2.1 Process of alignment completed for all postgraduate coursework programs.</i></b>	<ul style="list-style-type: none"> <li>• Complete mapping and aligning the graduate attributes to outcomes in the MFMH, MMed (Drug Dev) and MRepMed.</li> <li>• Review assessment practices in PG coursework programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduate attributes mapped for all postgraduate coursework programs.</li> </ul>	<ul style="list-style-type: none"> <li>• End 2012</li> </ul>	<ul style="list-style-type: none"> <li>• AD (PG coursework)</li> <li>• Program authority</li> </ul>

## Enhancing Learning (Student Experience and Outcomes)

### Goal L1: Improve student learning outcomes

Objective	Strategies	Indicators of Achievement	Dates	Responsibility
<b><i>L1.1 Improved feedback on student's achievements in graduate capabilities across the Medicine program.</i></b>	<ul style="list-style-type: none"> <li>Utilise all existing student outcomes to provide a more reliable assessment of students' achievement of the graduate capabilities.</li> <li>Develop a reporting mechanism for integrated assessment outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Development of a report which can be included with the AHEGS to document performance against the graduate capabilities.</li> </ul>	<ul style="list-style-type: none"> <li>End 2012; aim to implement for 2013 graduating cohort.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Working Group</li> <li>Curriculum Development Committee</li> </ul>
<b><i>L1.2 Improved feedback on development of students' clinical knowledge during the Medicine program.</i></b>	<ul style="list-style-type: none"> <li>Develop a scale which measures clinical knowledge and is applicable across the three phase examinations.</li> <li>Use this scale to provide feedback to students on their progress.</li> </ul>	<ul style="list-style-type: none"> <li>Development of a Rasch-based longitudinal scale.</li> </ul>	<ul style="list-style-type: none"> <li>Pilot scale using 2012 exams.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Working Group</li> <li>Curriculum Development Committee</li> </ul>

### Goal L2: Improve student experience of learning

Objective	Strategies	Indicators of Achievement	Dates	Responsibility
<b><i>L2.1 More support for Medicine students at risk of academic non-progression.</i></b>	<ul style="list-style-type: none"> <li>Use factors determined from previous projects for identifying at-risk students.</li> <li>Utilise existing academic and other services to support these students.</li> </ul>	<ul style="list-style-type: none"> <li>At risk students identified early and referred for appropriate support.</li> <li>Improvement in student outcomes in later phases of the program.</li> </ul>	<ul style="list-style-type: none"> <li>Risk factor identification completed by early 2012 and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Working Group</li> <li>Curriculum Development Committee</li> </ul>
<b><i>L2.2 Improved clinical reasoning skills in students in both MBBS and ExPhys programs.</i></b>	<ul style="list-style-type: none"> <li>Introduce more structured approach to teaching clinical reasoning skills in MBBS program using case-method tutorials and virtual patients.</li> <li>Evaluate the effectiveness of case-method tutorials in ExPhys courses (HESC3532 and HESC3592).</li> </ul>	<ul style="list-style-type: none"> <li>Increased course content.</li> <li>Study feedback.</li> <li>Improved student outcomes based on appropriate assessments.</li> </ul>	<ul style="list-style-type: none"> <li>End 2012</li> </ul>	<ul style="list-style-type: none"> <li>Program authority</li> <li>Curriculum committees</li> </ul>

**Goal L3: Increase student engagement with scholarly activities**

Objective	Strategies	Indicators of Achievement	Dates	Responsibility
<b><i>L3.1 Increased student engagement with and understanding of research.</i></b>	<ul style="list-style-type: none"> <li>• Complete and roll out the Research Module developed in 2011 in the Medicine program for Phase 1 and ILP/Hons students.</li> <li>• Adapt the module for ExPhys and MedSc students.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved understanding of key research content as assessed in formative assessment (e.g. adaptive elearning tutorials in the module) and in formal assessment (examinations).</li> <li>• Roll out module and evaluate to relevant Science courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Roll out in 2012 and evaluate throughout 2012 and 2013.</li> </ul>	<ul style="list-style-type: none"> <li>• L&amp;T Fellow</li> <li>• Course convenors</li> </ul>
<b><i>L3.2 Increased peer teaching.</i></b>	<ul style="list-style-type: none"> <li>• Implement a program for developing teaching skills in senior medical students.</li> </ul>	<ul style="list-style-type: none"> <li>• Final year students participating in teaching skills workshops and supporting mid-program students in developing clinical skills.</li> <li>• Evaluations from senior and mid-program students on peer teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement during first iteration of the Clinical Transition course.</li> </ul>	<ul style="list-style-type: none"> <li>• MESO academic staff responsible for Clinical Transition course.</li> </ul>

## Enhancing Teaching (Staff Practice and Scholarship)

### Goal T1: Develop and support teaching quality through professional development

Objective	Strategies	Indicators of Achievement	Dates	Responsibility
<b><i>T1.1 Increased professional development activities for sessional teaching staff.</i></b>	<ul style="list-style-type: none"> <li>Review current professional development activities for sessional staff.</li> <li>Promote participation by sessional staff at existing relevant professional development activities.</li> <li>Explore need for specific activities.</li> </ul>	<ul style="list-style-type: none"> <li>Report on sessional teaching staff professional development activities.</li> <li>Increased participation by sessional teaching staff at activities.</li> </ul>	<ul style="list-style-type: none"> <li>Report on activities by mid- 2012.</li> <li>Improved participation through the year.</li> </ul>	<ul style="list-style-type: none"> <li>L&amp;T Fellow</li> <li>ADE</li> </ul>
<b><i>T1.2 Improved professional development for new teaching staff.</i></b>	<ul style="list-style-type: none"> <li>Maintain existing activities for new teaching staff.</li> <li>Organise workshop sessions on key teaching issues throughout the year.</li> <li>Develop and manage a formal mentoring program for new teaching staff.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance and evaluations for the induction training days and extra workshops.</li> <li>Data on number of staff with mentors.</li> <li>Improvements in teaching evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring program to commence early 2012.</li> </ul>	<ul style="list-style-type: none"> <li>L&amp;T Fellow</li> <li>ADE</li> </ul>

### Goal T2: Encourage, support and recognise scholarship and development in teaching and learning

Objective	Strategies	Indicators of Achievement	Dates	Responsibility
<b><i>T2.1 Increase in medical education research.</i></b>	<ul style="list-style-type: none"> <li>Promote more informal opportunities for collaboration.</li> <li>MedEd seminars and workshops on research skills such as study design and research writing.</li> <li>Arrange information sessions and support during peak grant writing times.</li> <li>Medicine Education Research Unit (MERU) to support researchers in schools.</li> </ul>	<ul style="list-style-type: none"> <li>Increase in applications for internal and external funding.</li> <li>Participation in informal meetings, MedEd seminars and information sessions.</li> <li>Increase in conference presentations and journal publications per year.</li> </ul>	<ul style="list-style-type: none"> <li>End 2012</li> </ul>	<ul style="list-style-type: none"> <li>ADE</li> <li>MERU</li> </ul>

## Enhancing Infrastructure for Learning and Teaching (Organisational, Physical & Virtual)

### Goal IS1: Improve institutional infrastructure to support online learning and teaching

Objective	Strategies	Indicators of Achievement	Dates	Responsibility
<b><i>IS1.1 Increase in effective innovative teaching practices especially elearning.</i></b>	<ul style="list-style-type: none"> <li>Promote innovative practices through MedEd newsletter and seminars.</li> <li>Promote cross-Faculty collaboration especially with Science.</li> <li>MedTELT committee to oversee and guide the development and evaluation of innovative elearning.</li> </ul>	<ul style="list-style-type: none"> <li>MedEd activities including cross-Faculty seminars.</li> <li>Increased use and evaluation of elearning methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>End 2012</li> </ul>	<ul style="list-style-type: none"> <li>L&amp;T Fellow</li> <li>MedTELT Committee</li> </ul>
<b><i>IS1.3 Increased utilisation of adaptive elearning tutorials</i></b>	<ul style="list-style-type: none"> <li>Train staff in developing new tutorials supported by MESO.</li> <li>Share examples of adaptive tutorials within faculty to promote greater interest and uptake.</li> </ul>	<ul style="list-style-type: none"> <li>Number of adaptive tutorials.</li> <li>Student satisfaction with tutorials.</li> </ul>	<ul style="list-style-type: none"> <li>End 2012</li> </ul>	<ul style="list-style-type: none"> <li>L&amp;T Fellow</li> <li>MedTELT Committee</li> </ul>
<b><i>IS1.3 Expansion of virtual laboratory in ExPhys program.</i></b>	<ul style="list-style-type: none"> <li>Utilise virtual laboratory in ExPhys courses (HESC1501, HESC1511, HESC2501, HESC3541) to supplement laboratory classes and to facilitate formative assessment of clinical procedural and technical skills in exercise testing.</li> <li>Develop a library of virtual patients to authentically simulate exercise responses in simulated exercise tests.</li> </ul>	<ul style="list-style-type: none"> <li>Development of new virtual laboratory modules and virtual patients.</li> </ul>	<ul style="list-style-type: none"> <li>End 2012</li> </ul>	<ul style="list-style-type: none"> <li>Program authority</li> <li>MedTELT Committee</li> </ul>