



Faculty of Health Science

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PROJECT MANAGEMENT PLAN

Collaborative Teaching and Learning Models in the Faculty of Health Science

1. OVERVIEW

1.1 PURPOSE

The project aims to encourage greater interaction between Schools within the Faculty of Health Science by facilitating the enhancement and expansion of collaborative teaching and learning in a cost-effective and mutually efficient manner.

The intention is to increase the uptake of collaborative learning and teaching across the Faculty by:

- highlighting some areas of common learning (common content and/or learning outcomes),
- identifying new initiatives and enhancing current pilots to represent good practice and sustainable models of collaborative teaching and learning,
- developing guidelines as user guides to encourage the dissemination of these innovative delivery arrangements; and
- seeking funds to support trials of additional models of collaborative teaching in new areas of common learning and to evaluate the guidelines.

1.2 BACKGROUND

The Faculty of Health Science (FHS) recognises the need to develop model/s across the Faculty to manage the teaching and learning aspects of the following strategic developments in a collaborative, cost effective and mutually efficient manner. The 2007 FHS Strategic Planning Retreat provided the impetus for this project.

The FHS is the fastest growing Faculty at UTAS and there are some compelling reasons for a collaborative approach to teaching and learning across the Faculty, including:

- Increased/increasing student numbers: additional places have been procured in Nursing, Pharmacy, Medicine, Paramedic Studies, Medical Research, Health Science and related courses;
- New areas of growth – e.g. Nursing in Hobart and potentially for Burnie, dentistry, environmental health, potential for physiotherapy and new postgraduate coursework courses;
- Significant regional developments in Tasmania and in Sydney with new or re-furnished facilities planned or currently under development in all three Tasmanian regions and in Sydney;
- Revitalisation of the *Partners in Health* Agreement in order to respond appropriately and effectively to workforce education strategies. These are required to achieve the directions outlined in the Tasmania Health Plan following an extensive review of both acute and primary health care services across the state;
- Development of clinical skills and simulation centres in the three regions of the state and Sydney;
- Issues related to clinical placements and the need for a broader range of placements including private health services, and management of placements (SPMS, Workplace Learning Agreements);
- The Faculty's Common Learning initiatives eg in Complementary Medicine, Ageing and e-Health;
- Emerging trends in interdisciplinary learning and inter-professional education/practice;
- The Faculty's well-established academic rural health agenda and new recurrent funding arrangements as from July 2008;
- Outcomes from professional accreditation of courses such as curriculum reviews in Pharmacy, Nursing, Biomedical Science and the new MBBS course; and
- EDGE 2 focus on excellence and distinctiveness and the current debate about managing the tensions between growth and excellence.

Collaboration for the purpose of this project will occur when staff and students work across Schools within the Faculty to deliver learning experiences and maximise human, physical and financial resources.

Recently, within the Faculty, there have been a range of innovations in collaborative learning and teaching but, for the most part, these have occurred in isolation. They offer a watershed for further learning and growth but may not be sustainable unless integrated and embedded into the culture of the Faculty. Examples of models derived from these initiatives are:

- integrated common units - *Perspectives on Ageing* (for nursing, medical and health life science students) and *e-health (potentially)*;

- team based clinical activity - emergency care scenarios (*Rural Inter-Professional Program Emergency Retreat (RIPPER) and the Rural Clinical School's Emergency Skills Course*);
- common learning outcomes - *Alternative and Complementary Medicine resource website*;
- regional health clinical education clusters – currently being developed in each of the three regions of the state; and
- shared learning/teaching resources e.g. Clinical Skills and Simulation Centres and DVDs (*A Refugee Perspective on Health and Healthcare Scenario on Problem-solving and Collaboration*) and Web-based resource packages (*Responding to Domestic Violence*).

These initiatives will be reviewed. Some will be enhanced as pilots to inform the development of guidelines on how to implement good practice models of collaborative teaching and learning within the Faculty.

2. OBJECTIVES AND SCOPE

2.1 OBJECTIVES

- To increase awareness of and engagement in collaborative teaching and learning across Schools within the Faculty;
- To promote opportunities for common learning (common content and/or outcomes) by distinguishing these from discipline specific learning (different content and/or outcomes);
- To identify areas across the Faculty that will yield teaching and learning efficiencies and promote good practice;
- To develop guidelines for implementing good practice models of collaborative teaching and learning; and
- To improve the efficiency of teaching and learning across the Faculty as a result of collaboration and by sharing human and capital resources between Schools.

2.2 OUTCOMES

- Faculty-wide understanding of the benefits associated with collaborative teaching and learning;
- A more cohesive staff with enhanced team work skills;
- Students better prepared for the future health workforce; and
- More effective use of human and capital resources and lower unit costs for learning outcomes/units/activities delivered collaboratively.

2.3 OUTPUTS

- An options paper;
 - highlighting some key areas of common learning (common content and/or learning outcomes);
 - distinguishing these from core discipline specific learning (different content and/or learning outcomes); and
 - surveying relevant models of collaborative teaching and learning.

- An issues paper:
 - identifying avenues for addressing barriers to sustainable, good practice collaborative teaching and learning; and
 - exploring new initiatives and appropriate models for collaborative teaching and learning in respect to:
 - curriculum review process (as in Pharmacy and Nursing),
 - determination of common elements (IPL, discipline specific across first year units or regional clinical education clusters),
 - a clinical focus (e.g. mental health/ageing curriculum); and
 - a theoretical focus (e.g. ethics).

- In each of the above, a set of guidelines (user manual) to increase the uptake of collaborative learning and teaching models. Guidelines will be developed for models selected (*but not exclusively*) from:
 - collaborative curriculum development,
 - team based clinical activity,
 - common learning module/outcome,
 - common learning unit,
 - regional health education clusters,
 - shared learning/teaching resources; and
 - recommended and approved new initiatives.

- An evidence base for collaborative activity and disseminating the results of the pilots.

- An outline for developing a submission for Carrick Institute funds to evaluate the guidelines and test additional models of collaborative teaching and/or learning in new areas of common learning.

2.4 PERFORMANCE MEASURES

OBJECTIVE	PERFORMANCE INDICATOR	EVALUATION TOOLS
To increase awareness of and engagement in collaborative teaching and learning across schools within the Faculty;	<p>Increasing level of staff engagement – in questionnaires, consultations, forums, focus groups, workshops, project working group and pilots.</p> <p>Engagement in the development of guidelines</p> <p>Positive response to workshops promoting guidelines</p>	<ul style="list-style-type: none"> • Staff survey post test responses more positive than pre test. • At least one volunteer to the project working group from each School • Staff involved in pilots actively participate in consultations on enhancing pilots • At least one volunteer from each School to assist with the preparation of guidelines. • At least 50% attendance at school based workshops to promote guidelines.
To promote opportunities for common learning (common content and/or outcomes) by distinguishing these from discipline specific learning (different content and/or outcomes);	<p>Review units/learning outcomes to identify those with:</p> <ul style="list-style-type: none"> • Common content and/or outcomes • Different content and/or outcomes 	<p>Identification of, at least, 2 key areas of commonality across Nursing, Pharmacy and/or Human Life Sciences</p>
To identify areas across the Faculty that will yield teaching and learning efficiencies and promote good practice.	<p>Improve sustainability and uptake of current initiatives.</p>	<ul style="list-style-type: none"> • Recommendations for resolving, at least, 3 outstanding issues such as: <ul style="list-style-type: none"> • funding; • load; and • maintaining the currency of T & L resources
To develop guidelines for implementing good practice models of collaborative teaching and learning;	<p>Guidelines for implementing a model of collaboration and covering as appropriate:</p> <ul style="list-style-type: none"> • content • delivery • management of processes • human resources • financial resources • intellectual property 	<p>A set of guidelines in each of the following areas:</p> <ul style="list-style-type: none"> • curriculum review; • identified common elements (as in IPL, first year units, regional clinical clusters); • with a clinical focus; and • with a theoretical focus.

<p>To improve the efficiency of teaching and learning across the Faculty as a result of collaboration and by sharing human and capital resources between Schools.</p>	<p>Reduced delivery costs</p> <p>Increased use of capital resources between Schools (eg simulation centres)</p>	<ul style="list-style-type: none"> • Lower direct teaching costs per unit for collaborative T & L models compared to delivery in 2007. • Higher rates of usage of major capital items between schools (e.g. simulation centres) in 2008 c.f. 2007
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2.5 SCOPE OF PROJECT

PART OF THE PROJECT	NOT PART OF THE PROJECT
<p>The investigation of collaborative teaching and learning models across the Faculty</p> <p><i>Will include:</i></p> <ul style="list-style-type: none"> • Investigating under-graduate teaching and learning where staff and/or students from more than one School in the Faculty work together and engage in shared learning activities/experiences. • Undertaking a literature search on collaborative teaching and learning models. • Reviewing relevant curriculum documentation to identify common learning (common content and/or common outcomes). • Researching and recommending new models/new initiatives in collaborative teaching and learning in areas. • Developing & conducting staff surveys. • Consulting with staff involved in pilots to identify good practice and issues related to collaborative teaching and learning. • Preparing and recommending options to assist in resolving outstanding issues and improve the sustainability of pilots. • Drafting guidelines to encourage the dissemination of good practice collaborative teaching and learning models. • Conducting workshops to promote guidelines, PD and the uptake of collaborative teaching and learning models. • Providing an evidence base and disseminate the results of the pilots. • Preparing papers, workshops, submissions and attend meetings/conference/seminars to promote and expand collaborative teaching and learning across the Faculty. • Engaging discussion/focus groups. • Analysing financial data to determine relative delivery costs. 	<p><i>Will not include:</i></p> <ul style="list-style-type: none"> • Teaching and learning specific to one school and where there is limited interaction with or benefit for other Schools within the Faculty. • Writing curriculum documents. • Managing or organising teaching and learning within schools or at the student level. • Conducting student surveys. • Post-graduate teaching and learning. • Models of collaborative management and administration. • Generic administrative or committee roles. • Devising and collating data on costs.

2.6 ASSUMPTIONS AND CONSTRAINTS

Assumptions:

It is assumed that the project has the support and goodwill of all Schools. The success of this project will depend upon the willingness of Faculty teaching staff to offer time and collaborate in identifying common learning (content and/or outcomes), reviewing pilots, enhancing pilots, preparing guidelines and drafting curriculum documentation (if required). The staff will also need to put up with the project officer asking lots of questions and assuming some involvement in the

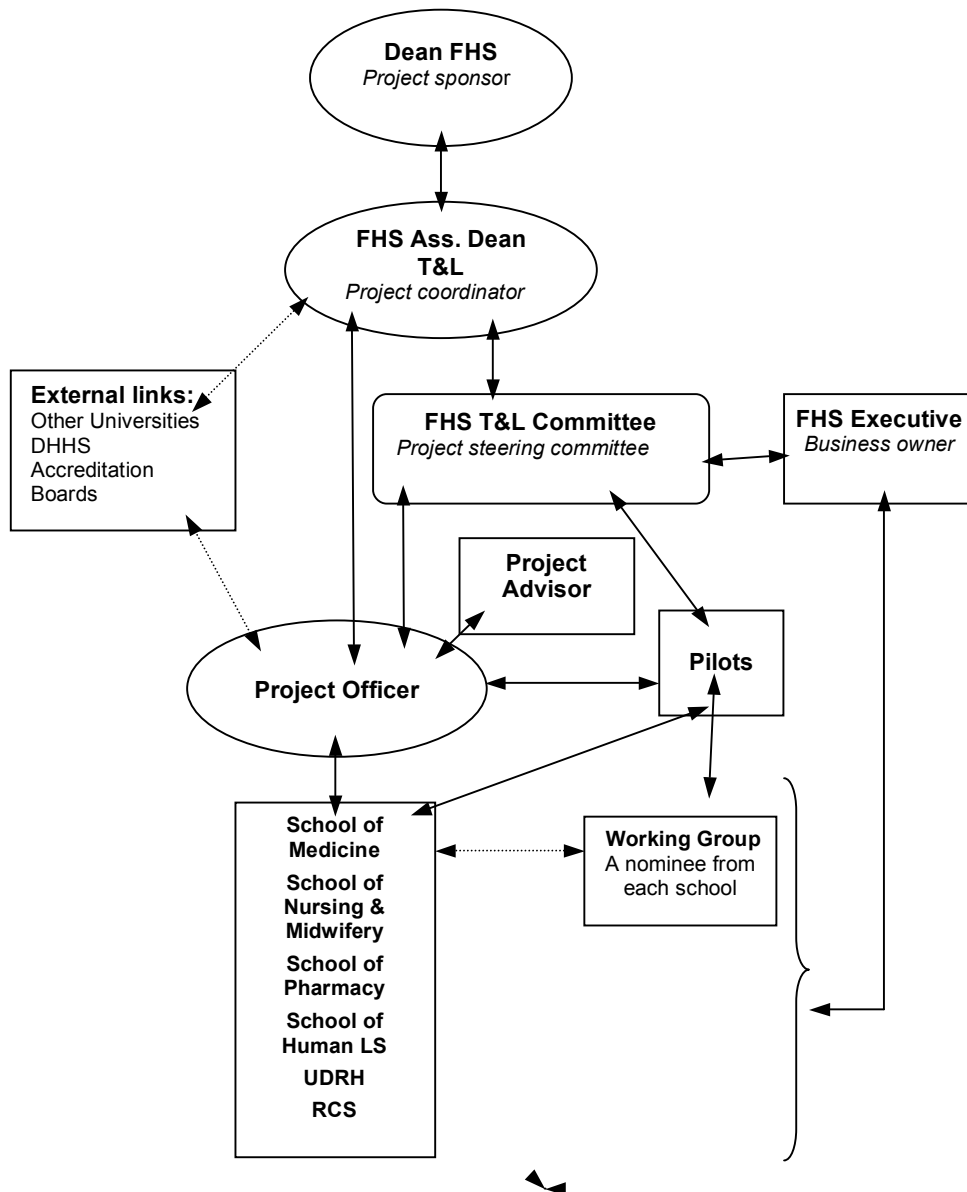
planning of teaching and learning. The Heads of School will be requested to offer a member of staff for a working group to support the project.

Constraints:

Although this is a project with defined outcomes, these are obviously open-ended. Each will have achieved a level of accomplishment by the project completion but the activities will need maintenance if they are to continue.

3. PROJECT MANAGEMENT PLAN

GOVERNANCE STRUCTURE



PROJECT MANAGEMENT

- Project Steering Committee: FHS Teaching & Learning Committee**
 Assoc. Dean Teaching and Learning, FHS (chair)
 Prof Judi Walker, Outgoing Chair
 Assoc. Prof. Dominic Geraghty (HLS)
 Director MEU (SOM)
 Assoc. Prof. Ms Judy Sankey (SNM)

Mr Peter Tenni (SOP)
 Ms Sue Whetton (UDRH)
 Mr Ian Bollard (Librarian)
 Ms Jo Osborne
 CALT representative
 Student Representative (RUSTICA)

Project Coordinator: Assoc. Dean Teaching and Learning, FHS

Project Advisor: Ms Jo Osborne

Project Officer: Ms Glenyse Frost

3.2 QUALITY ASSURANCE

Quality assurance will be provided through monitoring and review by the FHS Teaching & Learning Committee, which acts as the Steering Committee for this project.

4. STAKEHOLDER MANAGEMENT PLAN

4.1 STAKEHOLDER IDENTIFICATION AND CLASSIFICATION

LEVEL	IMPACT OR INVOLVEMENT	STAKEHOLDERS
1.	The target group for profession development and critical in terms of engagement in consultation, participation in workshops, /surveys, enhancement of pilots, development of guidelines, curriculum, proposals and submissions.	Teaching and clinical staff of FHS
1.	Critical in terms of engagement, promoting project to Schools, providing support (including staff for proposed working group and pilots) and longevity of outcomes	Heads and Deputy Heads of Schools and Directors of UDRH and RCS
1.	Critical in providing research and technical expertise for the literature search, development of guidelines and preparations of submissions/papers/proposals	Research staff across Faculty CALT Universities with IDL & IPL experience
1.	Critical to ensure proposed changes to teaching and learning can be supported by feasible and efficient administrative arrangements.	Executive officers and administrative staff in Schools
2.	Engagement in surveys, pilots and impact of outcomes	Students Partners in Health
2.	Overall support for the project and longevity of the outcomes	FHS leadership team
2.	Accountability for outputs (as project sponsor) and contribution to EDGE V2 and UTAS Plan 2008-2010	UTAS
2.	Impact on professional standards	Professional Associations

4.2 STAKEHOLDER COMMUNICATIONS AND MANAGEMENT

Communication primarily relies on the Project Officer communicating directly with stakeholders on their involvement. She requests assistance from Heads of Schools and Centres, and the T&L Committee in passing on information appropriately to their departments and in identifying key participants to the various activities.

Project Officer will report on a regular basis to the Project Advisor, Project Coordinator (ADTL) and the Steering Committee.

COMMUNICATION PLAN

STAKEHOLDER GROUP	INTERESTS & CONCERNS OF STAKEHOLDER GROUP	METHOD OF COMMUNICATION
Staff Teaching Staff	May not have the opportunity to have input into something that may directly impact them No time for additional demands Required to implement new teaching arrangements without adequate support or training	Site on Faculty web page and links to Schools' web pages to promote, monitor progress & receive feedback Ongoing presentations at staff meetings, forums, seminars Informal discussion groups (virtual & face-to-face) Working group comprising representatives from all schools and pilots Workshops to develop and test guidelines
Staff involved in pilots	Ownership and recognition of their innovations will be diminished or lost.	Ongoing liaison around issues and development of guidelines Nominations for university awards/conferences. High profile public acknowledgements
Executive officers and admin staff	Changes will not increase workload and/or are not too difficult to organise and administer	Ongoing consultations via workshops and staff meetings
Heads and Deputy Heads of Schools	Loss of control and funding Project may be of limited benefit to individual Schools	Ongoing one-on-one meetings
CALT & Research Staff	Value of input not recognised	Public acknowledgments and participation in presentations
FHS/UTAS Executive	Project may have limited impact and may not represent value for money.	Ongoing progress reports to Faculty Executive meetings highlighting milestones & impact. Invited to staff/public presentations & project celebrations.

5. BUDGET AND EXPENDITURE

5.1 BUDGET SUMMARY

ITEM	BUDGET PROVISION
Project Co-ordination	60%
Travel/Accommodation	5%
Technical support & equipment <i>(including editing and graphic design)</i>	25%
Health content expertise	10%

6. RISK MANAGEMENT PLAN

6.1 RISK IDENTIFICATION

RISK	LIKELIHOOD			SERIOUSNESS			ASSESSMENT
	High (3)	Mod (2)	Low (1)	High (3)	Mod (2)	Low (1)	
Teaching staff unable or unwilling to provide expertise, participate in consultations/surveys or review and enhance pilots/guidelines	X			X			9
Heads of School unable or unwilling to promote project and provide support/staff		X		X			6
Difficulty in identifying sufficient areas of common interest with faculty-wide support	X			X			9
Difficulty in accessing outside expertise and technical support		X			X		4
Demanding workload and tight timelines		X		X			6
Time wasted on peripheral issues/activities		X			X		4
Key personnel withdraw from project	X			X			9

6.2 RISK MANAGEMENT PLAN

Risk	RISK MANAGEMENT STRATEGY
Teaching staff unable or unwilling to provide expertise, participate in consultations/surveys or review and enhance pilots/guidelines	<p>Consultation with staff (staff meeting/forums) by end of February 2008 to gauge initial level of interest and to identify anticipated benefits/issues as well as <i>agents of change</i> at the school level</p> <p>Communications will be ongoing – progress reports as standing items for staff meetings, cross school working group of volunteers/agents of change, forums and PD workshops</p> <p>Project intends to build on existing activities/models</p> <p>Participation will be voluntary but there will be multiple entry and exit points</p> <p>Efforts recognised and rewarded at Faculty level.</p>
Heads of School unable or unwilling to promote project and provide support/staff	<p>One-on-one consultations with Heads of School and members of the FT & LC to identify anticipated benefits and issues. By the end of 2007, gain in principle commitment and support from Heads of School and nominee for the project working group.</p>
Difficulty in identifying sufficient areas of common interest with faculty-wide support	<p>Principally, the pilots will be based on existing initiatives in collaborative learning and teaching eg Perspectives on Ageing, e-health, RIPPER, RCS Emergency Skills course, Complementary and Alternative Medicine, MBBS/Nursing Curriculum Reviews, Regional clusters etc</p> <p>Participation will be voluntary</p> <p>Budget allocation for time release (if essential)</p> <p>Pilots promoted internally and externally. Recognise and reward significant contributions at Faculty and UTAS level eg papers/conferences.</p>
Difficulty in accessing outside expertise and technical support	<p>Budget allocation for purchasing technical/expert support at critical times including an editor and graphic designer for the guidelines.</p>
Demanding workload and tight timelines	<p>Steering Committee to review output requirements following presentation of issues paper and after completion of first set of guidelines.</p> <p>Unused budget could be used to extend the term of employment of the project officer to end of December 2008.</p>
Time wasted on peripheral issues/activities	<p>Issues related to ambiguity of scope will be referred to Chair of T & L Committee and T & L Committee is required to approve any extension of scope.</p>
Key personnel withdraw from project	<p>Establish a team with overlapping functions and interests to ensure continuity and a sustainable level of effort and creativity.</p>

7. DEVELOPMENT PLAN

7.1 KEY TASKS

<u>PHASE 1: INITIATE</u>		
Key activities	Responsibility	Scheduled finish
<ul style="list-style-type: none"> • Identify scope of project • Draft project plan • Submit draft plan to T & L Committee for comment • Consult (one-on-one) with Heads of Schools, UDRH & RCS • Consult with members of T & L Committee • Finalise project plan for approval 	Project Officer in consultation with Heads of Schools and T & L committee	<p>Discuss draft with T & L Committee on 29 November</p> <p>Resubmit plan by 21 December 2007 for out-of-sessions approval</p>
<u>PHASE 2 REVIEW</u>		
Key activities	Responsibility	Scheduled finish
<ul style="list-style-type: none"> • Conduct literature search on collaborative learning and teaching models. • Consult schools to streamline process for identifying possible areas of common learning • Review relevant documents in consultation Project Working Group, CALT & MEU to identify units/outcomes as either: <ul style="list-style-type: none"> ○ Areas of common learning – Common content and/or outcomes ○ Discipline specific learning- different content and/or outcomes • Prepare and circulate staff pre-test • Prepare options paper on: <ul style="list-style-type: none"> • Key areas of common learning and discipline specific learning • Scope for new models and new initiatives • Recommended models/initiatives 	<p>Project Officer with support from Project Working Group, CALT & MEU</p> <p>Project Officer</p> <p>Project Officer, project working group and Schools</p>	<p>End of January 2008</p> <p>Present project to School Staff meetings by end of February</p> <p>February – mid March</p> <p>Present draft paper to T & L Committee – 28 March meeting</p>
<u>PHASE 3: ENHANCE</u>		

Key activities	Responsibility	Scheduled finish
<ul style="list-style-type: none"> • Prepare guidelines in consultation with staff involved in pilots of collaborative learning and teaching as user guides on how to implement good practice, collaborative learning and teaching models. Guidelines will cover as appropriate: <ul style="list-style-type: none"> ○ Content ○ Delivery ○ Management processes ○ Human resources ○ Financial resources ○ Intellectual property • Workshop draft guidelines with teams involved in pilots, Heads of School and T & L Committee and nominees from all schools • Workshop guidelines with Faculty teaching staff • Graphic design and editing of guidelines • Publish guidelines and results of pilots 	<p>Pilot teams in consultation with project officer.</p> <p>Project Officer, Working Group and Pilot teams – Guidelines will be rolled out sequentially with drafting, consultation and review processes undertaken over a 4 week period</p>	<p>Draft Guideline 1 - Completed and reviewed by FT & LC by May 30</p> <p>Draft Guideline 2 - Completed and reviewed by FT&LC by 4 July</p> <p>Draft Guideline 3 - Completed and reviewed by FT&LC by 1 August</p> <p>Draft Guideline 4 - Completed and reviewed by FT&LC by 29 August</p> <p>Final Guidelines approval by FT & LC by 26 September</p> <p>Workshop guidelines during September</p> <p>Late September</p> <p>October 30</p>

PHASE 5 EXPAND

Key activities	Responsibility	Scheduled finish
<ul style="list-style-type: none"> • Canvass staff and seek expression of interest for implementing guidelines in 2009 and/or 2010 • Develop draft plan for implementation in 2009 and/or 2010 • Develop outline for a Carrick Institute submission to evaluate guidelines and trial additional models of collaborative learning and teaching in new areas of common learning 	<p>Project Officer</p> <p>Project Officer and interested Faculty staff</p>	<p>By September 30</p> <p>By October 14</p> <p>Draft outline for Carrick Institute submission & present to FT & L C on 24 October</p>

PHASE 6 EVALUATE

Key activities	Responsibility	Scheduled finish
<ul style="list-style-type: none"> • Evaluate project processes and impact by surveying staff and conducting focus groups of critical stakeholders • Deliver, collate and analyse staff post survey • Publish feedback from stakeholders and recommended improvements (on intranet) 	<p>Project Officer</p> <p>Project Officer with technical support (if required).</p>	<p>October week 1</p> <p>October week 3</p> <p>October 30</p>

8. Acknowledgement

Jo Osborne, the project advisor, provided the template, some text and ongoing advice. Associate Professors Rosalind Bull and Craig Zimitat provided technical advice and relevant literature.