

FHS Teaching & Learning Development Focus for 2008

Development Areas	Key Tasks to address (cross-referenced to Faculty Plan initiatives)	Match with UT&L plan
<p>1. Foster strategic and collaborative approaches to course development and curriculum review <i>Excellence</i> <i>Distinctiveness</i> <i>(Growth)</i></p>	<ul style="list-style-type: none"> ▪ Implement Major Faculty Project in T&L with objectives to: <ul style="list-style-type: none"> - increase engagement in collaborative T&L; - promote opportunities for common learning; - identify potential areas across Faculty for T&L efficiencies and synergies; - develop guidelines for good practice models; - collaborate for improved T&L efficiency; and to: develop Carrick Grant submission as outcome of Major Faculty project. <p><i>11.1, 29.1</i></p> ▪ Expand post-graduate coursework programs providing multi-disciplinary PD opportunities. <i>14.1</i> ▪ Implement identified undergraduate Health Science options to meet workforce needs. <i>11.2, 27.1</i> 	<ul style="list-style-type: none"> Fosters interdisciplinary collaboration Employs flexible delivery strategies Promotes distinctive post-graduate coursework programs
<p>2. Teaching & learning performance <i>Excellence</i> <i>Engagement</i></p>	<ul style="list-style-type: none"> ▪ Align Faculty assessment procedures and School practice to University guidelines. * ▪ Plan for teaching improvement by building evaluation feedback into performance management process. <i>5.1</i> ▪ Further develop policies and support services to students at risk of underachievement. <i>2.1</i> 	<ul style="list-style-type: none"> Enhances performance management Addresses assessment issues Improves student retention and support Improves student support for those 'at risk'
<p>3. Teaching excellence <i>Excellence</i> <i>Distinctiveness</i></p>	<ul style="list-style-type: none"> ▪ Continue development of Grad Cert L&T for Health Professionals. <i>6.1, 6.2</i> ▪ Customise PD resources for sessional teachers in Health Sciences. <i>6.1</i> ▪ Support good practice in developing flexible delivery models. <i>42</i> ♦ ▪ Continue successful targeting of Teaching Merit Awards and Teaching Development Grants. <i>5.1, 6.1, 6.2</i> ▪ Further enhance culture of T&L support for general and technical staff. <i>6.3</i> 	<ul style="list-style-type: none"> Strengthens support to teaching development Recognises and rewards leadership in T&L Provides route to Carrick awards Improves system for flexible delivery
<p>4. Health workforce education and development <i>Engagement</i> <i>Distinctiveness</i> <i>(Growth)</i></p>	<ul style="list-style-type: none"> ▪ Complete review of Partners in Health and implement new agreement. <i>26.1, 27.1, 27.2</i> ▪ Maintain high level input on health and workforce education into the Tasmanian Health Plan. <i>27.1, 27.2</i> ▪ Foster collaboration and communication with accrediting and professional bodies. <i>26.2, 27.1</i> 	<ul style="list-style-type: none"> Develops distinctive, innovative learning opportunities Engages with the community of health professionals Develops strategic partnerships to strengthen theme areas.
<p>5. Innovations <i>Excellence</i> <i>Distinctiveness</i></p>	<ul style="list-style-type: none"> ▪ Develop models for common learning and cross-disciplinary delivery innovations [<i>cf 1</i>]. <i>11.1</i> ▪ Establish expertise in practice and educational research through regional Clinical Skills & Simulation Centres. <i>19.1</i> 	<ul style="list-style-type: none"> Provides distinctive, innovative learning opportunities Strengthens clinical and educational research skills Meets professional skills needs

* - Assessment guidelines come under strategy 6 in UT&L plan, but don't appear in FT&L plan.

♦ - Not listed in FT&L plan but activity could be included to support UT&L plan item 42.