

Health Education and Training Institute Higher Education Teaching and Learning Plan 2015 – 2018

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Issued under the authority of the Health Education and Training Institute Higher Education Governing Council

Health Education and Training Institute Higher Education Teaching and Learning Plan 2015 – 2018

Purpose

The Health Education and Training Institute Higher Education Teaching and Learning Plan 2015 – 2018 (the Plan) sets out the Health Education and Training Institute Higher Education approach to education and training. It is intended to provide stability and allow for a period of transition during a time when there are a number of interrelated internal and external changes which present particular challenges:

- the changing regulatory and quality framework with the refocusing of the Tertiary Education Quality and Standards Agency (TEQSA), the revised Higher Education Standards Framework, and compliance with the Australian Qualifications Framework (AQF);
- transition of NSW Institute Of Psychiatry (NSWIOP) into the NSW Health Education and Training Institute and the consequent new application for accreditation as the Health Education and Training Institute Higher Education Provider; and
- implementation of the findings of the: "Review NSW Institute of Psychiatry – August 2013", with the process of review and renewal of the curriculum.

The Plan represents a three year blue print to guide planning and implementation for the delivery of the Health Education and Training Institute's Higher Education offerings, including in the area of mental health.

The plan affirms and extends our commitment to the Health Education and Training Institute Higher Education Plan 2015 – 2017 Mission: to "establish higher education as a critical element of the education available through the Health Education and Training Institute". With the initial offerings of Health Education and Training Institute Higher Education focussing on mental health, the Higher Education Teaching and Learning Plan also affirms our commitment to: Living Well: A Strategic Plan for Mental Health in NSW 2014 – 2024.

Formal review of this Higher Education Teaching and Learning Plan will occur in 2017.

The focus of the Plan

The Plan comprises three key objectives, with implementation strategies, initiatives / actions, performance measures and indicators of success in the following areas:

- a. our students;
- b. our curriculum; and
- c. the quality of our teaching.

Health Education and Training Institute Higher Education will engage in a significant curriculum reform process during the next three years driven by the philosophical premise that: "*All Health Education and Training Institute Higher Education will be workplace integrated and promote inter-professional practice*" (Reference: The HETI Higher Education Plan 2015 – 2017 (Goal 1 & Goal 3); and "*The concept of recovery will be core to the provision of mental health higher education*". (Reference: (i) National Framework for

recovery-oriented mental health services: Guide for Practitioners and Providers, Australian Health Ministers' Advisory Council, 2013 – Domain 4, Capability 4D); (ii) "Living Well: A Strategic Plan for Mental Health in NSW 2014 – 2024 Section 8)

In the area of mental health, reframing of the curriculum will include an evidence based approach to evaluating course and unit offerings, a review of graduate attributes, strengthening of stakeholder engagement through external reference groups and integration of the National Mental Health Core Capabilities. Blended learning will be a feature of the Plan, including fit-for-purpose integration of online offerings to enhance the quality and flexibility of all courses and programs. Application to Practice integration of learning will be guided by the Australian Learning and Teaching Council (ALTC) Good Practice Report: Work integrated learning 2011. Inter-professional practice will be developed using the resources of the Australasian Inter-professional Practice and Education Network (AIPPEN).

The Plan will locate the student experience at the forefront of the quality agenda, underscoring teaching and learning strategy and delivery.

Goals, objectives and elements of the Plan

The Higher Education Teaching and Learning Plan 2015 – 2018 will communicate and realise the:

- NSWIOP Vision: *"A world class workforce for NSW and beyond that supports better mental health and journeys of recovery through partnerships across individuals, practitioners and communities";* and
- Health Education and Training Institute Strategic Plan 2015 - 2017 Vision: *"A world-class workforce for NSW Health which supports improved health outcomes";* and Mission: *"To improve the health of NSW and the working lives of NSW Health staff through education and training".*

The Plan will act as a framework for Health Education and Training Institute Higher Education courses and programs, including the redesign of NSWIOP academic programs and policies, through which the strategic goals and objectives in teaching and learning and academic quality will be operationalised.

Capability building for academic and educational service providers / contractors, along with recognition of teaching and research excellence, will be integral to the success of the Plan.

The goals, objectives and elements outlined in the Plan will be the product of a collaborative process of development, and an attempt to anticipate the needs of the workforce and consumers within the sphere of mental health; and form the basis for future expansion of Health Education and Training Institute Higher Education beyond mental health.

Principles

The Plan is based on the following principles:

1. Learning is the central concept that frames the purposes of teaching and assessment
2. Teaching and Learning is a student centred and social concept. This recognises:

- the importance of student engagement in their own learning;
 - the value of two way interactions between staff and students; and
 - the efficacy of experiential and participatory methods and practices of teaching.
3. Teaching and Learning at Health Education and Training Institute Higher Education will support the educational aspirations of all stakeholders who are consumers, clinicians and service providers, thereby ensuring contemporary relevance of all programs
 4. Teaching and Learning practices will inform the potential of Health Education and Training Institute Higher Education to meet the needs of stakeholders beyond mental health educational offerings
 5. Teaching and Learning at Health Education and Training Institute Higher Education is enriched and demonstrates currency through a research informed curriculum and a focus on the quality of teaching and learning
 6. Health Education and Training Institute Higher Education promotes best practice in teaching and learning, is committed to continual improvement and empowering staff to engage in communities of practice and promote innovation
 7. Health Education and Training Institute Higher Education will ensure that all teaching staff are qualified in the particular field of study at a level more advanced than the qualification being taught. The recognition of equivalent professional experience will also be an essential feature of teacher attributes for HETI Higher Education.
 8. Teaching and Learning is valued, recognised, rewarded and celebrated
 9. Areas of excellence in Teaching and Learning are identified and supported in engaging others both internally and externally
 10. Teaching and Learning at Health Education and Training Institute Higher Education forms part of a whole of organisational commitment to enhancement of the student experience
 11. Teaching and Learning should constantly strive to enhance the quality of graduates and the achievement of high academic standards
 12. Our goals are achieved through partnerships with:
 - a. our students;
 - b. our staff;
 - c. accrediting and other statutory / regulatory bodies;
 - d. Commonwealth and State Government agencies;
 - e. Universities and professional colleges providing teaching and learning and education; and

- f. our mental health higher education programs, partnerships with:
- people with lived experience of mental illness and their supporters;
 - Mental Health services and related community services;
 - NSW Health including the Mental Health and Drug and Alcohol Office (MHDAO);
 - NSW Mental Health Commission;
 - NSW Mental Health Tribunal; and
 - Non-Government Organisations with synergistic goals

AIMS OF THE PLAN

1. For Health Education and Training Institute Higher Education (including the NSW Institute of Psychiatry's mental health care and recovery courses) to be the leader in innovative, inter-professional education;
2. That courses and programs provide a richly interactive and personalised learning experience in which students from diverse backgrounds will learn in ways that best suit them;
3. That courses and programs are based on the distinctive and complementary roles the education provider and workplaces have in shaping and supporting teaching and learning;
4. That the courses and programs provide graduates with real potential, equipping them with skills, capabilities and attributes for their future work and study; and
5. That a range of new delivery modes and new technologies to complement existing education and training be utilised, and in so doing optimise the learner experience and improve access to learning opportunities and pathways.

Objective 1: Our Students

Provide an excellent student learning experience that is engaging, motivating and ensures retention and student success.

| Strategic Goals: | | Initiatives: | Performance Measures: | Measure of Success: |
|------------------|---|--|--|---|
| 1.1 | Ensure that course content is informed by current developments and new ideas in research and practice. | <p>Integrate students' discoveries, opinions and experiences as adult learners, in the learning process through a flexible approach to curriculum design and course content.</p> <p>Curriculum improvement aligns with new ideas and current developments.</p> | <p>Evidence of active participation and enthusiastic engagement in learning activities.</p> <p>Learning activities and assessment processes facilitate creativity and innovation.</p> | Students' discoveries, opinions and experiences are integrated into the learning process through a flexible approach to curriculum design and course content. |
| 1.2 | Design learning experiences that emphasise the interactive, inter-professional and social dimensions of learning, such as group-work and research based assignments, in both real and virtual contexts. | <p>The learning process will require students to collaborate through peer interactions including but not limited to group work, contributions to on-line discussion boards, group based assignments, or peer learning and assessments.</p> <p>Identify opportunities for interactive learning between students in courses within the two Master's Frameworks (Applied Mental Health Studies Framework and Psychiatric Medicine Framework).</p> | Learning activities and assessments support students in becoming independent learners and enable them to take responsibility for their own learning, developing their own critically reflective practice (skills). | <p>Explicit links exist between teaching and learning activities and assessment tasks with learning outcomes.</p> <p>Clinical and educational expertise is integrated in the delivery of education and training programs that support patient centred care.</p> |

| Strategic Goals: | | Initiatives: | Performance Measures: | Measure of Success: |
|-------------------------|---|--|--|---|
| 1.3 | Strategically and systematically blend online and other e-learning experiences in combination with high quality face-to-face learning environments to enhance student learning. | Ensure that students have access to a rich array of information and learning resources that enable them to engage with the latest disciplinary research, problems and scholarly communities in the field of mental health. | Current disciplinary research findings are integrated into the curriculum. Technology is utilised to facilitate student learning, e.g. podcasts, online course content, discussion boards, virtual mentoring / coaching. | Curriculum content is up to date, relevant and future focused. |
| 1.4 | Facilitate regular interaction between students and between students and staff, other scholars, practitioners, community and consumers. | Make use of strengths based solution focused learning, and other strategies that clearly aim to build skills in analysis, synthesis, evaluation, and hypothesis testing. | Learning activities build skills and knowledge that involve analysis of contemporary issues in health. Learning activities provide knowledge of inter / cross cultural / diversity skills, with reference to the Aboriginal and Torres Strait Island populations and in addition for mental health care and recovery and mental health issues regarding transgenerational trauma, youth aged, LGBTIQ (Lesbian Gay Bisexual Transgender Intersexual Questioning) trauma and abuse. | Findings of regular monitoring of how effectively students are engaging with learning in their courses and programs. |
| 1.5 | Design activities and assessment where students pose research questions and investigate the possible outcomes. | Design curricula that involve students in research activities, or in improvements in clinical practices or approaches adopted in the area of trauma and recovery. | Learning tasks include critical analysis of research studies. | Timely and targeted feedback on assessment that is designed to enhance students' learning and that takes account of individual and diverse learning needs, is provided. |

| Strategic Goals: | | Initiatives: | Performance Measures: | Measure of Success: |
|-------------------------|--|--|--|--|
| 1.6 | Ensure that students have the opportunity to acquire information literacy skills to support all aspects of their learning. | <p>Utilise cooperative and team tasks to increase opportunities for interaction between students in cross-cultural groups.</p> <p>Students learn how to access, utilise, critique and reference information sources.</p> | Opportunities for students to develop oral presentation skills and use of multimedia technologies in a supportive context. | A range of teaching and assessment strategies are used to accommodate different learning styles. |

Objective 2: Our Curriculum

Enhance student engagement and learning through effective curriculum design, pedagogy and assessment strategies.

| Strategic Goals: | Initiatives: | Performance Measures: | Measure of Success: |
|--|--|---|--|
| <p>2.1 Develop and implement a renewed curriculum characterised by innovation, engagement and excellence.</p> <p>Adopt a strategic approach to curriculum development and design including:</p> <ul style="list-style-type: none"> • Leadership by disciplinary experts • Integrating a multi-disciplinary and inter-professional approach • Blended learning • Articulation agreements, streams and pathways of study • Responsiveness to the needs of mental health patients and their carers • Areas of collaboration with other institutions nationally and globally. <p>For mental health higher education programs: Develop a learning strategy for Infant Mental Health assessment and early intervention for prevention of mental illness or other undesired outcomes.</p> | <p>Demonstrate a research-informed approach to teaching and learning by:</p> <ul style="list-style-type: none"> • Integrating current disciplinary and inter-disciplinary research findings into the curriculum • Placing current research in the fields within their historical context, including discredited theories and recent debates • Providing learning tasks that involve critical analysis of research findings • Designing learning activities around contemporary research themes and issues. <p>Assessment processes and early intervention strategies are identified and incorporated into the learning outcomes.</p> | <p>Teaching and assessment activities enable students to become independent learners and take responsibility for their own learning.</p> <p>Learning activities include reference to current theories and practices in mental health care.</p> <p>Inquiry-based learning and assessment activities are integrated with social, cultural and ethical issues and approaches.</p> <p>Clear information about course and assessment requirements, the criteria by which work is to be judged, and the standards expected for high performance, is provided to students.</p> <p>Effective learning and assessment processes are implemented to achieve program objectives.</p> | <p>Curricula, learning tasks, and assessments provide students with opportunities to apply their disciplinary knowledge in real world and mental health practice settings.</p> <p>Goals and objectives of courses and programs are clearly communicated to potential students.</p> <p>Teaching and learning activities and assessment tasks are explicitly linked to learning outcomes.</p> <p>A combination of formative and summative assessments, with opportunity for students to benefit from early feedback.</p> |

| Strategic Goals: | | Initiatives: | Performance Measures: | Measure of Success: |
|-------------------------|--|--|--|---|
| 2.2 | Liaise with community / professional partners and leaders. | <p>Invite people with lived experience of mental illness, leading clinicians and mental health practitioners to present guest lectures, seminars or other learning activities.</p> <p>Encourage students to apply their inter-disciplinary knowledge and skills through active involvement in community projects or volunteering.</p> | Materials and learning experiences draw on information from other disciplines relevant to the area of study. | <p>Learning outcomes are clearly aligned with the graduate attributes.</p> <p>Relevant discipline specific capabilities associated with each course, are identified and made explicit to prospective and enrolled students.</p> |
| 2.3 | Monitor and review the curriculum for continual improvement. | <p>Apply a quality assurance process to ensure that the curriculum is agile and responsive to the expressed needs of stakeholders.</p> <p>Engage with specific stakeholder groups to explore opportunities to provide new learning which meets the emerging needs of health professionals and consumers, with an initial focus on mental health.</p> | <p>A comprehensive review includes the design and content of each unit of study, the expected learning outcomes, the methods of assessment of those outcomes, the extent of students' achievements of learning outcomes.</p> <p>To inform mental health higher education courses and programs, the review also takes into account the emerging developments in the field of mental health and education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study.</p> | <p>Accredited units and streams of studies are comprehensively reviewed every three years.</p> <p>These reviews are overseen by the Higher Education Academic Board.</p> <p>Comprehensive reviews of units of study are informed and supported by regular interim monitoring, of the quality of teaching and supervision of research students, student progress and overall delivery of units of study within each academic stream.</p> |

| Strategic Goals: | Initiatives: | Performance Measures: | Measure of Success: |
|-------------------------|--|---|--|
| 2.4 | <p>Course and program assessments will be regularly reviewed through consultation with stakeholder groups (including consumer, community, business, government and NGO's, the professions, graduates and students); ensuring that they provide relevance and student engagement.</p> | <p>Communicate to students the findings of consultancies or reviews, and the outcomes of special projects, to foster awareness and understanding of these initiatives and for their potential relevance to teaching and learning courses and / or programs.</p> | <p>Assessment design that is fair and has appropriate standards for the discipline and AQF level.</p> <p>Ensure the appropriate spread and type of assessment tasks, considering student workloads within and across subjects in the timing of assessments.</p> <p>Make use of a range of teaching and assessment strategies to take into account different learning styles.</p> <p>Where possible, provide flexibility in terms of delivery of course content and type / timing of assessment.</p> <p>Assessment processes are valid and reliable, and maintain academic standards at the highest level appropriate.</p> <p>Reliable processes for marking and assignment of grades, with consistent and systematic moderation processes used within and across courses.</p> <p>Students are made aware of issues and policies relating to academic integrity and penalties associated with breaches.</p> <p>Proportion of courses / units with evidence of engaged learning.</p> |

Objective 3: The quality of our teaching

Assuring quality teaching through on-going enhancement of the teaching capability of staff.

| Strategic Goals: | Initiatives: | Performance Measures: | Measure of Success: |
|--|--|--|---|
| <p>3.1 Continuously improve teaching practice through participation in professional development, and critical reflection informed by a range of evaluation approaches.</p> <p>Monitoring and evaluation form part of a continuous process to ensure that responsiveness to changes and emerging needs.</p> <p>For our mental health higher education offerings this will focus on the changes in recovery frameworks, and ensure we are able to meet the emerging needs of the NSW Mental Health Workforce.</p> <p>Identify key capability needs among teaching staff and develop professional development strategies.</p> | <p>Regularly monitor how effectively students are engaging with learning in their courses and programs.</p> <p>Seek feedback from students and peers and engage in a continuous cycle of improvement by identifying strengths and weaknesses and responding accordingly.</p> <p>Make use of peer mentoring and peer observation strategies to improve teaching practice.</p> <p>Build cross-disciplinary connections between courses and disciplines to ensure that students have maximum exposure to a range of learning and social experiences.</p> <p>Develop resources for the ongoing professional development of teaching staff.</p> | <p>Student feedback about teaching, courses and programs informs changes to curricula and teaching.</p> <p>Students are informed on how their feedback has resulted in improvements in courses.</p> <p>Attend and contribute to teaching and learning seminars at other tertiary institutions.</p> <p>For our mental health higher education offerings participate in mental health and university networks in the scholarship of teaching and learning.</p> <p>Staff are able to access readily available resources and ongoing opportunities for professional development, and staff are rewarded for their continual improvement in teaching practices.</p> | <p>Quality assurance policy and processes are in place which measures teaching performance.</p> <p>Capability frameworks are applied to enhance teaching quality.</p> <p>Career pathways, including those for Aboriginal and Torres Strait Islanders, and professional development for academic and professional staff to enhance quality of teaching, assessment and design, are identified and enabled.</p> <p>Evidenced based approach to teaching, sharing of best practice and support for improved teaching quality.</p> <p>On-going implementation of professional development plans for teaching staff.</p> |

| Strategic Goals: | | Initiatives: | Performance Measures: | Measure of Success: |
|-------------------------|--|--|--|---|
| 3.2 | Systematically obtain student feedback about teaching, courses and programs to examine and justify possible changes to curricula and teaching. | <p>Investigate student learning more formally by designing action research studies to address particular issues or problems that have been identified as directly impacting on quality teaching.</p> <p>Regularly monitor how effectively students are engaging with learning in their courses and programs.</p> | <p>Improvements are identified and implemented as an outcome of continuous student and peer feedback.</p> <p>Course review processes focus on course improvement plans and outcomes.</p> | <p>Student progression and retention rates.</p> <p>Student satisfaction with quality of experience at unit and framework level.</p> <p>Student ratings on the quality of their learning framework experience, including high level of teaching excellence and generic capability ratings.</p> |
| 3.3 | Promote free intellectual enquiry and enhance the ability of students to think critically, behave ethically and make informed decisions. | <p>Promote critical thinking in all aspects of teaching.</p> <p>Promote free intellectual enquiry via research informed teaching.</p> <p>Manage the integrity of online assessment.</p> | <p>Course and unit outlines are informed by the latest research and professional practice.</p> <p>Plagiarism and misconduct are monitored.</p> | Evidence of a robust, vibrant and supportive learning environment functioning for students. |

| Strategic Goals: | | Initiatives: | Performance Measures: | Measure of Success: |
|-------------------------|---|---|--|---|
| 3.4 | Application to Practice Learning methodologies and educational activities are integrated with theoretical learning and teaching practice, for application in the workplace. | <p>Teaching practices support adult learning principles.</p> <p>Learning builds upon the students' current and / or future work environments.</p> <p>Learning is relevant to contemporary mental health disciplines and draws on the richness of personal and workplace experiences represented in the classroom, and involves students co-constructing their learning experiences.</p> | <p>Evaluate the effectiveness of application to practice learning in all programs for quality assurance.</p> <p>Engage with local, national and international communities to build and maintain the relationships which optimise successful learning.</p> <p>Develop innovative methods to engage workplaces and their staff in supporting application to practice learning. .</p> | <p>Purposeful, high quality application to practice learning is embedded within programs through partnerships with mental health service providers.</p> <p>Applied to practice learning opportunities featured in WIL increase student engagement and the attainment of graduate attributes.</p> |
| 3.5 | Develop graduate attributes in students. | <p>Disseminate and encourage reference to graduate attributes to ensure that they are widely known and understood.</p> <p>Develop learning outcomes for each study program that mirror Bloom's revised taxonomy and align with graduate attributes.</p> <p>Incorporate graduate attributes into all future course development and assessment construction.</p> | <p>Completion of learning outcomes.</p> <p>Unit outlines demonstrate alignment.</p> <p>Develop a leadership qualification for graduates.</p> | <p>Surveys of staff and students reveal increased awareness of graduate attributes across the Health Education and Training Institute Higher Education over successive years.</p> <p>Graduate attributes are reviewed and applied to curriculum mapping to ensure integration in all courses.</p> |

Related Documents:

Health Education and Training Institute Higher Education Plan 2015 - 2017

Health Education and Training Institute Strategic Plan 2015 - 2017

Living Well: A Strategic Plan for Mental Health in NSW 2014 - 2024

Australian Learning and Teaching Council (ALTC) Good Practice Report: Work integrated learning 2011

Source Documents:

Deakin University, Teaching and Learning Plan 2008 - 2012

University of Canterbury, Learning & Teaching Plan 2006 - 2008

University of New England, Teaching and Learning Plan 2007 - 2010

University of Tasmania, Teaching and Learning Plan 2008 - 2010

University of Western Sydney, Teaching and Learning Plan 2012 - 2014

Griffith University, Teaching and Learning Plan 2012 - 2014