

2023-2026 Higher Education Strategic Plan



Acknowledgement of Country

Health Education and Training Institute acknowledges the Traditional Custodians of the lands where we work and live. We celebrate the diversity of Aboriginal peoples and their ongoing cultures and connections to the lands and waters of NSW.

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**"Education is the most powerful weapon
which you can use to change the world."
Nelson Mandela**



1. Introduction

Our higher education institution (HEI) has evolved significantly in curriculum structure and business focus since the last Strategic Plan. Our student cohorts have grown across both RANZCP and TEQSA accredited courses from 193 individual students at the end of 2018 to reach 663 students by 2023-year end. Our graduations from the Applied Mental Health course have doubled over this time and tripled from the Postgraduate Course in Psychiatry. The involvement of health staff in stackable credit, or microcredentials, has moved from two students in 2018 to 160 in 2022. These are outstanding results of which I am proud.

We are currently developing a Graduate Certificate in Health Education and supporting other NSW Health entities to plan to design and develop other courses, such as the Restorative Justice qualification which will be offered through HETI Higher Education. We are preparing for self-accreditation recognition in late 2024.

HETI has invested in information technology systems for student management and the continued effective operation of the learning management platform. We have a fully developed and accredited AQF8 microcredential structure for our Graduate Certificate and Graduate Diploma in Applied Mental Health Studies with structural changes in development for the Masters degree. I highly value the work and commitment of the Higher Education Team and the insights and contributions of the Higher Education Governing Council.

All these positive improvements continue to enhance HEI for broader significant impacts on the healthcare workforce within, and external to, NSW Health.

Congratulations to the Higher Education team who have worked tirelessly to move our operations to this point.

We all look forward to the next three years.



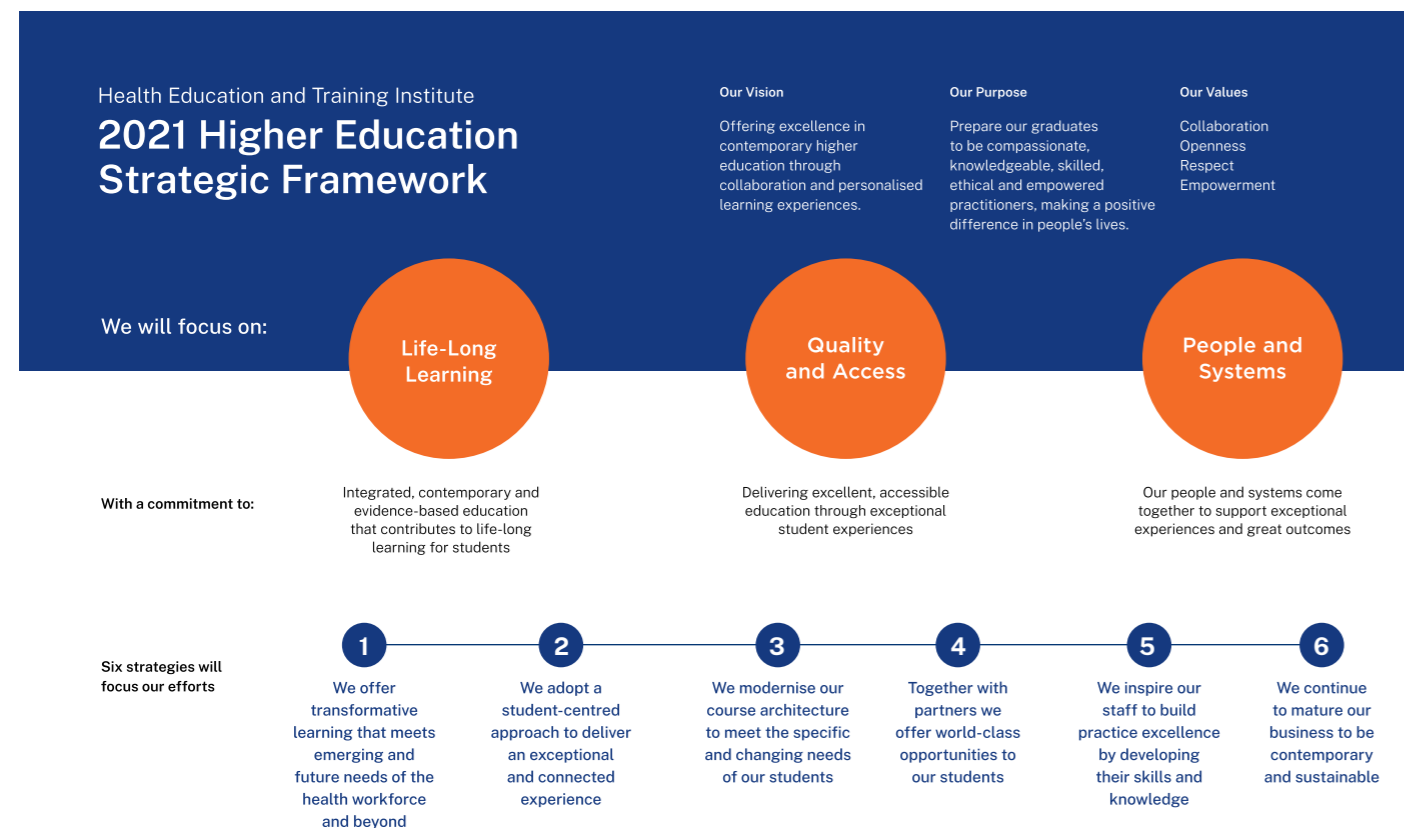
Associate Professor Annette Solman
Chief Executive, Health Education and Training Institute

2. HETI Higher Education Strategic Plan 2019 – 2021

The past HETI Higher Education Strategic Plan operated over 2019 to 2021, with an extension agreed to cover 2022 during the impacts of the COVID pandemic. This extension continued into 2023 as NSW Health completed the strategic planning required for the system, including HETI and HETI Higher Education (HETI HE).

Before we begin to outline the HETI Higher Education Strategic Plan for 2023–2026, we will review the achievements, barriers, and enablers of the 2019–

2021 plan. There have been significant changes to the higher education institution over the period of the last Strategic Plan, and the hard work and dedication of the higher education team has produced some exceptional educational material, restructured operational processes, and significantly improved student management and course delivery systems.



2.1 Achievements

There have been significant achievements across the life of the HETI Higher Education Strategic Plan 2019 – 2021 (2022). The summaries of some of the achievements are given below with the focus areas of the 2019 – 2021 strategic plan identified under the headings.

2.1.1 Curriculum Transformation

Transforming learning, Modernise course architecture, World-class opportunities, Student-centred approach

The past three years has seen the transformation of the student experience in the Applied Mental Health Studies Courses. A traditional course model of two 150 hours units per semester with restricted choice of units studied, pace, and style of study has been transitioned at Graduate Certificate and Graduate Diploma level. Students can now engage with the number and style (Knowledge, Foundation or Extended) of the 50 hour units that meet their needs. Each unit is accredited at AQF 8, with clear learning outcomes, constructive alignment, and assessment. All are mapped to Course Outcomes, unit learning objectives and the National Mental Health Core Competency framework. Units can be studied for professional development completed or linked to an Award through engagement with the required assessment (stackable credit).

This curriculum transformation required re-examination and modernisation of every element of Higher Education delivery: student support, policies, student management system, education content and delivery: all whilst maintaining alignment with existing course outcomes and excellence of experience for students needing to transition to the new structure.

The curriculum structure and development process is truly world class. The process includes enhanced inclusion of multiple perspectives within the design and delivery process; for example, the initial unit *8ALK001 Mental health, mental ill health, and suicide* includes perspectives of case studies from multiple professions, those with lived experience, and carers. The improvement model allows for inclusion of other perspectives as they become necessary and/or available.

2.1.2 Student centred operations and support

Student-centred approach, Mature business

Highlights of measurable outcomes during this time include creation of student-centred operations and system support and updating of our IT systems to support both educational and administrative components of the change. This included the new *MyHETIconnect* (see 2.2.3) and integration with

Moodle. It also involved a complete change in the way our Learning Pathways team, Finance team and IT team worked together. This required re-writing workflows and processes and negotiating the interfaces of the various teams and functions.

2.1.3 New Student Management System: MyHETIconnect

Mature business, Student-centred approach

A new student management system, *MyHETIconnect*, was implemented in late 2019 to further enhance and support HETI Higher Education operations. *MyHETIconnect* provides major enhancements to support the entire student lifecycle from admissions to graduation.

Since go-live in December 2019 *MyHETIconnect* has undergone several phases of development which has resulted in streamlining student admissions and enrolment; and enhanced student management for staff via dashboards, student notes, class lists, finance improvements, FEE-HELP and reporting.

MyHETIconnect has been vital in enabling HETI Higher Education to comply with statutory reporting requirements which came into effect with the transition to TCSI reporting.

With the new student management system, scholarship management has been moved from individual and manual forms to being managed directly within the Student Management System. This has allowed for a more transparent view of scholarship uptake along with integration into other parts of the student records and experience. Allocation of scholarships has improved transparency and equitable access, and reporting to Providers is now a much easier process and more accurate process.

Regular improvements continue to be developed, further embedding *MyHETIconnect* as a crucial system to support students and staff in the HETI Higher Education offerings.

2.1.4 Professional development opportunities

Modernise course architecture, Student-centred approach, World class opportunities

The development of the microcredential curriculum structure has resulted in offering a broad range of units that support just-in-time professional development of NSW Health clinicians and professionals external to NSW Health. Over 58 units are now available for enrolment for professional development, with students able to choose the depth of reflection or assessment most appropriate for their goals. This approach has enabled partnerships with the Agency for Clinical Innovation and Ministry of Health to offer scholarships to NSW Health staff to meet identified areas of workforce development need such as Trauma Informed Care. The number of professional development enrolments has increased from three in 2019 to 207 in 2023.

2.1.5 Team Higher Education

Inspire practice excellence, Mature business

Our higher education team has made significant strides in creating an exceptional environment for our postgraduate mental health and psychiatric medicine students. We are proud to recognise the wins achieved across the board, from our academic staff to IT admin and finance, which illustrate a maturing business focused on practice excellence. The Higher Education Team was recognised with the 2022 HETI Chief Executive Award for the work of the team in creating the microcredential structure and associated systems and processes. The work of the team is continuously validated in the outstanding feedback and ratings in the national Quality of Learning and Teaching indicator surveys. The last Student Experience Survey ranks us at the top of both Higher Education and non-Higher Education providers in Australia.

One of our greatest accomplishments has been the development and seamless integration of systems and processes from admission to graduation and beyond. The integration of different groups from across HETI have enabled our team to provide a more comprehensive and efficient learning experience for our students. Close collaboration between our academic, IT, admin and finance teams has been pivotal in streamlining key processes, ensuring that our students receive the highest level of support as they navigate their educational journey. The most important example demonstrating such tight cooperation is the work to develop the financial aspects of the *MyHETIConnect* system. This resulted in a streamlined end to end process from generation of invoice/credit note to payment. We developed a new payment gateway, new payment plan, FEE-HELP and scholarship auto allocations to improve the efficiency

for busy students to manage their finances, we also have comprehensive coverage in process to ensure integrity of data reported to the Ministry and into TCSI.

Through regular team meetings, cross-functional collaborations, and team-building activities, we have created a culture of trust and camaraderie. This spirit of unity has not only elevated the quality of our programs but has also inspired our students to strive for excellence in their professional practice.

As we celebrate these wins, we remain committed to nurturing student-centredness and an environment that fosters excellence, innovation, and continuous improvement. By working together, we will continue to shape the future of mental health and psychiatric medicine education, creating positive change for our students and the communities they serve.

2.1.6 Student Numbers

Mature business

The Mental Health Portfolio recorded a healthy increase in enrolments across our course offerings since 2019. The gradual yet steady rise is testament to the growing recognition and trust in our postgraduate mental health and psychiatric medicine programs. For instance, our total student numbers has risen from 192 in 2019 to 672 currently in 2023. Included in these headcounts is those students who are engaged for the purposes of professional development. In 2019 we had three PD students; in 2023 we currently have 212. This increase is entirely due to the new microcredential structure with the stackable credit opportunities.

Positive changes in the Postgraduate Course in Psychiatry resulted in increased enrolments over the 2019–2023 period from 60 students to the 252 students we have in 2023. The Child and Adolescent Psychiatry course has maintained a steady enrolment over this period. In 2019 the course had 21 enrolments and 6 completions. In 2023 we have 33 enrolments,

Such progress reflects our commitment to providing quality education and resonates with our vision of enhancing mental health care through research-informed teaching and practice which is gaining growing recognition both in NSW and beyond.

2.2 Barriers

The most complex barrier to the successful changes, at all levels and of all types, was the COVID pandemic. Occurring with the initial lockdowns in March 2020, this impacted on our staff and students in all areas of their lives. The higher education staff responded appropriately with significant changes for our administrative and student support staff in the location of their work, as well as the way they completed their work. Academic leads were already operating in a hybrid work environment so that the work from home directive was less impactful on their work lives than for the administrative staff. All staff had significant home life changes to deal with, like every other Australian citizen.

2.2.1 Online study

For students in the Applied Mental Health Studies course, studying continued as usual as this course has been a fully online learning experience since its inception.

For those in other courses, online study was usual, but then moved to required, not optional. This impacted the *Postgraduate Course in Psychiatry*, and the *Advanced Child and Youth Mental Health Psychiatry* courses the most. Lecturers were all used to attending at the Parramatta campus. Students were used to virtual attendance but were still able to ‘enter the building’ and engage with formal and informal activities. This challenge was met by all, with the efforts of the Higher Education IT team, the Learning Pathways team and the Faculty Liaison Officer and Faculty Support Academic of particular note.

2.2.2 Change of campus location

In the midst of the pandemic, HETI Higher Education were required to move from the Parramatta Campus to the NSW Health building in St Leonards. A move such as this would always be difficult, but this one

was completed over lockdown periods and without the flexibility of the vacation date. Our first day at 1 Reserve Road lasted only a few hours as Sydney went into another lockdown.

We are now well established at our new location and have held two graduations on site.

2.2.3 Pace of change

Increasingly the pace of change in society and healthcare impacts us as a barrier to our success. This also provides an opportunity, if we can situate ourselves appropriately, to take advantage of the type of changes that are, and will, occur. Included in this list would be increasing technological impacts, including AI and virtual healthcare, changes to healthcare practice models increasing complexity in the education regulation environment, future pandemics, climate change, and changes to societal expectations for healthcare and education.

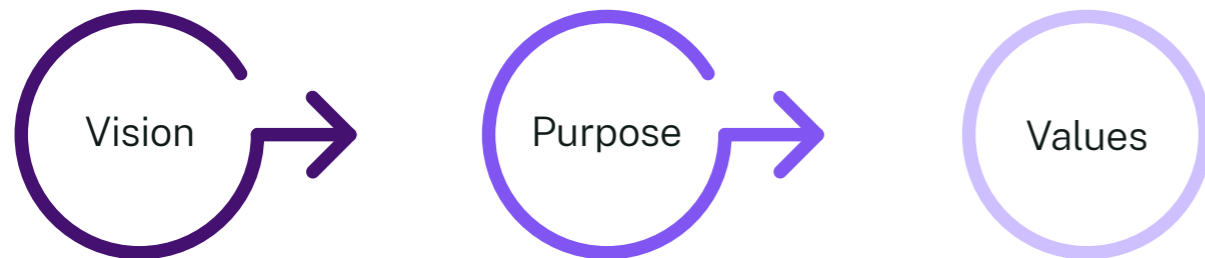


3. Strategic Plan 2023-2026

3.1.1 Offering excellence in contemporary education through pathways to capability

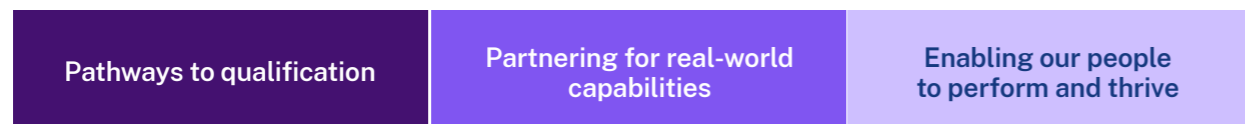
3.1.2 Prepare our students to be knowledgeable, skilled, ethical, and empowered practitioners, making a positive difference in people's lives

3.1.3 Collaboration
Openness
Respect
Empowerment



3.1.4 Focus areas

There will be three focus areas for the next three years:



These focus areas align directly with the key Strategic Plans of NSW Health, the pillars with whom we work, and the workforce itself. A separate document maps our activities to the key planning documents at state and national level, and is available within our internal mapping documents.

3.2 Strategic Plan

We will focus on:	Pathways to qualification	Partnering for real-world capabilities	Enabling our people to perform and thrive
With a commitment to:	Evidence-based microcredentials that map to pathways for support of multiple professional development and award outcomes	Inclusion and outreach to support strong relationships	Supporting and developing capabilities of all people who work with and for us
Strategies to focus our efforts:	Development of flexible, agile learning opportunities and pathways	Strong relationships between HETI Higher Education and key stakeholders to support healthcare capability development	Microcredential pathway developed for a health teaching qualification for HETI staff Pathways to capability for all our staff

3.3 Focus Actions

Focus	Action	Description
Pathways to qualification	Development of flexible agile learning opportunities	Microcredential accredited pathways completed for Applied Mental Health Studies course
		Professional Development engagement and pathways for Applied Mental Health Studies and Health Education courses
Partnering for real-world capabilities	Strong relationships between HETI HE and key stakeholders to support healthcare capability development	Graduate Certificate Health Education course is developed and approved
		NSW Health Partners relationships
		HETI Partners
		Alumni and Affiliates
Enabling our people to perform and thrive	Microcredential pathway for a Graduate Certificate Health Education	External Education Staff
		Accreditation partners

4. Pathways to Qualification 23-26

Project plans for the focus area follows with details across the period 2023–2025. The final year will be a transition year for the next Strategic Plan. Given the pace of change, project details will be developed as we progress, and NSW Health defines it next strategic plan and goals.

Task	2023	2024	2025	
Microcredential accredited pathways	GCAMHS and GDAMHS AQP 8 Structure	All basic units completed. Bespoke GCAMHS and GDAMHS degree rules on structure approved	8ALF015 Quality Practice 8APE037 Grief loss and the perinatal period	8ALF018 Biological therapies AQF9 overview + structure
	MAMHS AQP 9 Structure	Change to Capstone pathway for a contiguous study plan including 300302 and 300304 150 hour units; approval process engaged and completed	Contiguous unit plan open for study Masters structure to include 50 hour electives – design approved Pathway to Masters for Psychiatrists completed	New Supervision unit and elective structure operational Pathway to Masters for psychiatrists post-PCP operational
Professional development engagement and pathways	AQP 8 communication and technical support for pathways	Clear communication of PD opportunities for AQP 8 microcredentials. Process for determining PD hours to completion (SITS)	Define and approve new GCHE course through self accreditation OR TEQSA approval of new structure.	Increase PD offerings and pathway descriptions (visual/website)
Graduate Certificate Health Education	GC Health Education	Structure developed and documentation prepared Pilot unit ready for peer review by PPIC and District HETI students	Degree structure approved by Academic Board and Governing Council Core units available middle of 2024 Facilitation elective units available mid 2024	Medical and other electives available 2025.

5. Partnering for Real World Capabilities 23-26

Project plans for the focus area follows with details across the period 2023–2025. The final year will be a transition year for the next Strategic Plan. Given the pace of change, project details will be developed as we progress, and NSW Health defines it next strategic plan and goals.

Task	2023	2024	2025
NSW Health Partners	Consolidate existing partnerships with MHB and ACI and CEC through continued formal and informal collaborations	CEC –restorative justice – lighthouse plan Explore further Accredited Persons pathway expansion	CEC –restorative justice –define pathway for next three years to development Mental Health Branch/HETI Higher Education collaborate on new elective units
	Scholarship process with MHB defined and agreed CYMH training online Mini modules (aligned and pathway ready) AP review	Revise 8ALK001 unit (TZS) Potential split to two smaller units MHPiP sustainability and pathways to qualification	
HETI Partners	Further develop relationship with District HETI	Continue development skills of Academic Leads through collaboration with the Finance, Procurement and Asset Management Academy and other HETI projects	Increased collaboration evident on at least two key projects
	Continue to develop relationships with LMDED and PPIC around educational expertise and microcredentials Academic development skills improved through collaboration with the Finance, Procurement and Asset Management Academy		
Alumi and Affiliates (inc qualifications) RTO use	Develop an Alumni and Affiliates database Audit requires the Qualification database to be active by year end	Defining what we mean by alumni Newsletter Initiate affiliate strategy Webinar Series –Mental Health Leadership	Alumni and affiliate strategy fully developed and operating
		Clear communication of PD/ award opportunities for AQP 8 microcredentials GCHE	Support for increased access by our mental health professional and HETI educators
External Education Staff			

6. Enabling our People to Perform and Thrive 23-26

Project plans for the focus area follows with details across the period 2023–2025. The final year will be a transition year for the next Strategic Plan. Given the pace of change, project details will be developed as we progress, and NSW Health defines its next strategic plan and goals.

Task	2023	2024	2025
Pathways to capability for all our staff	Secondment opportunities shared and supported	Increased involvement in HETI level projects	Continue support for professional development across the Portfolio
	Explore recognition opportunities and strategies	Identified strategy for continuous professional development for academics (Academic Development Plan)	
	Explore virtual professional development opportunities	Identified strategy for continuous professional development for support staff (Support Staff Development Plan)	
Wellness	Embed Wellness Session into HETI HE website	Embed full series into the LMS Explore options within Portfolio level staff plan	Develop strategies for next three years using PMES and staff consultation to support
Staffing for inspiration	Develop and document the staffing model to support people with appropriate professional experience to engage with units as Unit Facilitators, lecturers, tutors, and markers	Further implement a staffing model with support of HETI staff in the GCHE and/or other courses planned	
Graduate Certificate Health Education	Microcredential opportunities for improved educational expertise	Structure developed and approved.	Core units available middle of 2024.
		Pilot unit ready for peer review by PPIC and District HETI students.	Facilitation elective units available mid 2024.

7. System Enhancements

There are changes and improvements that will need to be made to support the goals of the projects described in sections 4, 5, and 6. These are underway and have been listed with an indication of progress below. Priority and progress are correct as at October 2023.

What	How	Priority/progress
Increase opportunities to manage budget expectations	Revenue and expense model	80%
Improve student experience and response from Learning Pathways team	Student Information Desk	15%
Improve tracking and reporting of incidents	Incident Management System development	10%
Reduce costs of accreditation for new courses	Self-accreditation process	25%
Improve access to information around educational opportunities and pathways	Website Update	25%
Funding models for new courses	Define current model (completed)	100%
	Identify funding sources	20%
Clarify staffing activity and benefits to NSW Health	Staffing Model	80%
Explore ways to simplify pathways to qualification	Students' digital pathways finder	10%
Improving engagement with SMEs, and input from, from vulnerable populations	Design Model (existing and edited)	85%



8. Accreditation and other possible disruptors/enablers

8.1 Accreditation Changes

RANZCP Education Review

There is currently a major review of the role of FECs and curriculum being undertaken by the College. Impacts will not be known for some time. The review recommendations, and whether or not the RANZCP adopts these, will impact our curriculum and operations.

TEQSA

TEQSA continues to undergo changes to the way they recoup costs and deal with course and institutional accreditation. This will have a financial impact on HETI Higher Education as the fees structure is implemented and finalised over the next few years. The move to self-accreditation is a significant but necessary next step in the accreditation space.

TCSI

Mandatory national level reporting has increased our workloads and work types within the team for Learning Pathways team members as well as the IT team. Dealing with the impacts has taken hundreds of hours of senior staff time to address. We have noted the rapid changes in specification and supply of data as an organisational risk within our Risk Registers. and other reporting requirements

8.1.2 System-wide engagement

The Higher Education team area actively engaged with the developing Finance, Procurement and Asset Management Academy (FPAM Academy). This includes development of the academy model, collaborating with each of the key streams of the Academy to define goals across one, three and five years, and implementing the key steps needed to get the Academy functioning. Educators are working with Subject Matter Experts to define and develop key learning pathways utilising HETI and stream-focused resources. A website home is in development. This Academy is envisioned to need microcredential resources that may result in a qualification.

A further Academy is planned using the same model for Health Leadership. HETI and NSW Health have a full range of leadership courses that could be included in this course. It is anticipated this move would not occur until the FPAM Academy is fully functional.

New courses are planned to be incorporated into higher education over the period of this strategic plan; this would include the Restorative Justice course development work with CEC.

8.1.3 NSW Health workforce demands

There are a number of workforce requirements that are included in HETI Higher Education's education and training options. Currently these include:

- Introduction to Leadership in Psychiatry
- Psychiatry for Junior Medical Officers
- Assessment & Care Planning for Child and Youth Mental Health Clinicians
- Introduction to CYMH Workshop

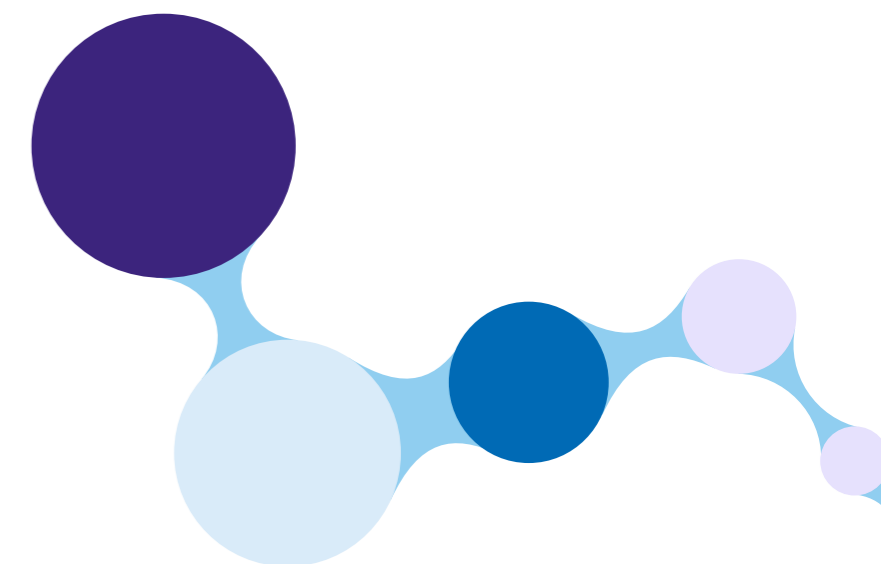
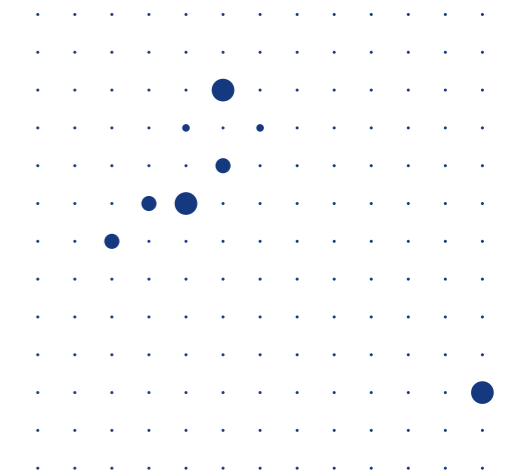
It is anticipated that other workshops will be added to align education and training opportunities available elsewhere with the pathways to qualification that we are now able to develop.

9. Measuring Success

The following measures of success allow review of progress and achievement of projects defined for this strategic plan. These measures are held within the wider HETI context and have impact on NSW Health workforce pipelines and Strategic Plans. All projects are currently "green" and end dates are achievable. Please note that not all HETI Higher Education projects are reported up in the HETI and Ministry of Health context but are reported to the Governing Council.

Name (Target) <i>(HETI Strategic Plan Code - name - measure - alignment at top level)</i>	Comments on target/s	End
1.1.4 Psychiatry Leadership Course Measure: # enrolled per annum Alignment: HSP1.1; HSP 1.2; HSP 1.4	Can be reported six monthly	30-06-2024
1.2.2 HE -Microcredential curriculum structure to AQF 8 Description: AMHS course converted to microcredential structure for GC and GD levels (AQF 8) Measure: # enrolled in the microcredentials Alignment: HSP1.1; HSP 1.2; HSP 1.4	Can be reported six monthly	30-06-2026
1.3.7 Child and Youth Mental Health "Assessment and Care Planning" clinical pathway (8Alf002 equivalent) Measure: # engaged with clinical mini units and/or larger 50-hour unit Alignment: HSP1.1; HSP 1.2; HSP 1.4	Can be reported annually	30-06-2024
1.3.8 HE -Pathways to qualification -PD engagement Measure: # of people in PD stackable credit units Alignment: HSP1.1; HSP 1.2; HSP 1.4	Annual comparison most useful (calendar year)	30-06-2024
1.3.9 HE -Pathways to Qualification -PD to award conversion Measure: Students who move their enrolment for PD to Award for a full degree level completion. Alignment: HSP1.1; HSP 1.2; HSP 1.4	Annual conversion will be available at the end of 2024	30-06-2024
1.3.10 HE -TIC Pathways 1 and 2 Measure: # TIC completions OR # TIC scholarships (ACI funded) Collaboration with ACI/HETI Alignment: HSP1.1; HSP 1.2; HSP 1.4	Can be reported six monthly	30-06-2024
1.3.11 Child and Youth Mental Health Introduction Workshop Measure: # people enrolled over the year. Alignment: HSP1.1; HSP 1.2; HSP 1.4	Calendar year report although six monthly numbers will be available.	30-06-2024
1.4.5-Introduction to Leadership course for Stage 3 Psychiatry Trainees Measure: # psychiatry trainees in the course Alignment: HSP1.1; HSP 1.2; HSP 1.4	Calendar year report although six monthly numbers will be available	30-06-2024
Improving engagement with SMEs, and input from, from vulnerable populations	Design Model (existing and edited)	30-06-2024
2.5.3 Psychiatry training in NSW Continuation of activities and courses essential for psychiatry training in NSW HETI HE PCP stages 1 and 2; CAP; Introduction to leadership course for psychiatry trainees. Support of centralised recruitment (Medical Portfolio); Psychiatry for JMOs Measure -Course availability and accreditation; % of stage one positions recruited as a trend over time. Alignment: HSP 2.5, HSP 2.5, HSP 2.7	Report through the standard reporting available in May each year	30-06-2024

Name (Target) <i>(HETI Strategic Plan Code – name – measure – alignment at top level)</i>	Comments on target/s	End
2.6.4 MHPiP Maintenance and sustaining of the program over the next five years Measure - Agreed plan to progress Alignment: HSP 2.5, HSP 2.5, HSP 2.7	Can be reported six monthly	30-06-2024
2.6.5 Towards Zero Suicide project (MHP/CEC/ACI/MHB) Measure: Deliverables achieved as per project plan Alignment: HSP 2.5, HSP 2.5, HSP 2.7	FY reports.	30-06-2026
2.6.6 HE -Scholarship Process Review and redesign with Mental Health Branch Scholarship process and reporting developed, designed, and reports templated	Completion by June 2024	30-06-2024
3.10.1 Offer Wellness session via higher education website Professor Kaye Wilhelm's wellness course -first session online Measure: First measure is availability; second is number of views. Alignment: HSP 3.9; HSP 3.10, HSP 3.11	First session on the website by Mar 1st	30-06-2024
3.11.2 HE -Graduate Certificate in Health Education Measure: 23/24 Pilot unit offered; core unit assessments developed; plan for accreditation completed. Alignment: HSP 3.9; HSP 3.10, HSP 3.11	Junne 2024 for pilot; core unit assessment Dec 2024; accreditation plan for Dec 2024	30-06-2024
3.9.2 -Affiliate Strategy -Complete database project and associated goals. Alignment: HSP 3.9; HSP 3.10, HSP 3.11	Two year target	30-06-2024



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