



Division of Health Sciences 2021-2027

Teaching and Learning Plan

Teaching and Learning Plan

Aim

This plan articulates priorities of the Division of Health Sciences. All priorities set out in the University's wider Teaching and Learning Plan are subsumed.

Overarching priority in Health Sciences: To provide learning opportunities that meet the needs of contemporary students, extending their knowledge, skills, attitudes and capabilities so they can make meaningful contributions to their communities

Alignment with existing documents:

The Teaching & Learning Plan priority and the strategies below align with the University's Strategic Direction to 2020 (Council August 2013); University of Otago Teaching and Learning Plan 2013 - 2020, Guidelines for Teaching at Otago (2011 Developmental Action Plan 2020 for Excellence in Teaching (VCAG August 2016), the Quality Advancement Framework for Teaching and Learning (Senate May 2016), University's Pacific Strategic Framework 2013-2020 (December 2012), Guideline for the Assessment of Student Performance (2014); University's Māori Strategic Framework 2022 (March 2017); University's Pacific Strategic Framework 2013-2020; Division of Health Sciences Strategic Plan 2021-2027 and other Division-focused plans.

The University's Teaching and Learning Plan 2013 to 2020 articulates four overarching goals:

- (1) Create an exemplary learning and teaching environment;
- (2) Engage students with rich and diverse educational opportunities;
- (3) Enhance staff capabilities to facilitate the provision of high-quality educational experiences; and
- (4) Enhance the quality of the teaching and learning environment.

The University's Developmental Action Plan 2020 for Excellence in Teaching identifies five key areas:

- (1) Students and staff embrace, enact and celebrate academic excellence;
- (2) Graduate attributes – a key teaching and learning outcome;
- (3) The evolution of teaching;
- (4) Te Tiriti o Waitangi/Treaty of Waitangi as a framework for facilitating learning;
- (5) Internationalisation

The Division's Strategic Plan 2021-2027 further identifies priority areas:

- (1) Ensure the outcome-based curricula meet the health needs of New Zealanders and international communities by:
- (2) Working with accreditation bodies and other external stakeholders to guarantee that our programmes produce competent but also world-class graduates;
- (3) Provide world-leading undergraduates and postgraduate programmes;
- (4) Produce world-class graduates who are recognised nationally and internationally for the standard of their scientific and clinical knowledge;
- (5) Attract and support international students to complete their undergraduate and postgraduate studies in the Division.

Teaching and Learning Strategies

To meet the overarching aim of the Division of Health Sciences we will:

1. Ensure the outcome-based curricula meet the health needs of New Zealanders and international communities by:
 - a. Working with accreditation bodies and other external stakeholders to guarantee that our programmes produce competent but also world-class graduates;
 - b. Anchoring to the University's (and Division's) Māori Strategic Framework;
 - c. Anchoring to the University's (and Division's) Pacific Strategic Framework;
 - d. Anchoring to the Division's Internationalisation Plan and all other Division-focused plans;
 - e. Developing sustainable programmes that encourage interprofessional learning and collaboration, and patient-centred practice;
 - f. Encouraging external and international peer review;
 - g. Ensuring all courses (qualifications) enable students to engage with te Ao Māori and mātauranga Māori and encompass Māori, Pacific and international (Global)

perspectives.

2. Provide world-leading undergraduate and postgraduate degree programmes, by:
 - a. Promoting an interprofessional learning environment that promotes intellectual curiosity and provides a sound foundation for future studies;
 - b. Ensuring that teaching and learning activity fosters, and is informed by, research and innovation;
 - c. Promoting student-centred learning approaches including strategies and skills to be life-long learners;
 - d. Fostering learning across programmes within and beyond the Division to develop interprofessional skills wherever relevant;
 - e. Focusing on sustainable programme delivery within and across programmes, including encouraging collaboration and avoiding unnecessary duplication;
 - f. Ensuring appropriate infrastructure to deliver papers and programmes;
 - g. Making our curricula internationally relevant and appealing;
 - h. Providing high quality course advice, academic and pastoral support and guidance including access to appropriate learning support;
 - i. Incorporating international best practice in the development of curricula and teaching and assessment methods across all programmes;
 - j. Supporting staff in developing educational skills, along with excellence in education, assessment and student learning;
 - k. Showcasing best education practice and acknowledging excellence in education by academic and education-support staff;
 - l. Enhancing quality assurance of all programmes by promoting the regular gathering and acting on of an appropriate range of evaluative data (including student and graduate feedback), engaging in a cycle of reviews by individuals, papers and programmes and, where appropriate by benchmarking.

3. Produce world-class graduates who are recognised nationally and internationally for the standard of their scientific and clinical knowledge, by:
 - a. Attracting and supporting high-calibre, committed, and motivated students;
 - b. Embedding international best practice in all of our programmes;
 - c. Incorporating graduate attributes and employability in all our curricula;
 - d. Embedding high quality workplace-based learning in and across all appropriate programmes;
 - e. Providing external opportunities such as internships, and national and international placements in businesses and government departments.

- f. Encourage students to broaden their learning experiences and promote student involvement in research;
 - g. Providing high quality supervisors, research projects and research environments for postgraduate students;
 - h. Incorporating academic integrity, ethical understanding and general professionalism (including respecting and valuing others and respect for and protection of the environment) into education, learning and assessment;
 - i. Providing postgraduate students with opportunities for travel to conferences and/or national and international placements, including internships in businesses or government departments.
4. Attract and support international students to complete their undergraduate and postgraduate studies in the Division, by:
- a. Allocating dedicated places, subject to capacity and sustainability, for international students in all our programmes;
 - b. Attracting international students of high calibre and resilience;
 - c. Encouraging articulation agreements and contracts with student sponsors;
 - d. Providing an inclusive and pastoral supportive environment for international students;
 - e. Support inter-cultural competence of staff, domestic and international students.