

Faculty of Medicine, Dentistry and Health

Learning and Teaching Strategy, 2009-14

The Faculty of Medicine, Dentistry and Health has a long-standing tradition of delivering high quality learning and teaching for pre- and post-qualification students, in a range of healthcare disciplines. One of the key characteristics of the Faculty is its close working relationship with the NHS, which commissions the majority of the pre-qualification courses, provides most of the practice placements and is a significant employer of the majority of graduates. While the growth of the pre-qualification programmes is limited by the NHS contracts, the Faculty has developed an extensive portfolio of post-qualification and postgraduate programmes, so that over 2,500 students from UK and overseas now study in the faculty each year, on over 40 different courses.

The quality of all pre-qualification educational programmes is monitored routinely by the NHS commissioners and professional bodies. All of the programmes have received excellent grades (or equivalent scores) in recent Teaching Quality Assessments. Recognition for individual academic excellence is evidenced by learning and teaching at national level (Higher Education Academy National Teaching Fellow Award and LTSN Teaching Award) and within the University, with Senate Awards for Excellence in Learning and Teaching, in all categories.

Our vision is to be acknowledged as an outstanding and distinctive Faculty for teaching and research in the Health Sciences, which values and enhances the student experience, prepares all students to achieve excellence in practice and research and enables them to deliver impact to the world in which we live. This will be achieved through increased recruitment of high calibre students and interdisciplinary and inter-departmental liaison and interaction, combined with ongoing collaboration with local, national and international health care educators, researchers, providers and employers.

Strategic Objectives	Broad Objectives	Action to include (and be evaluated by)
1. Strengthen and extend attainments of excellence in Learning and Teaching throughout the Faculty	<ul style="list-style-type: none"> ▪ Provide an ongoing programme of L&T activity within Faculty which aims to optimise and embed strategic and pedagogic initiatives identified in national and University policy and practice 	<ul style="list-style-type: none"> ▪ Increasing engagement of staff in all departments/disciplines in L&T delivery and review ▪ Increasing attendance/engagement of all staff in action to promote/support L&T enhancement ▪ Strengthening networks for support and promotion of L&T quality and enhancement, utilising central and Faculty-specific meetings and networking. ▪ Ensuring active engagement of all incoming academic staff, through engagement with Induction Programmes and promotion of L&T courses (eg CILT)
	<ul style="list-style-type: none"> ▪ Encourage critical reflection at all 	<ul style="list-style-type: none"> ▪ Greater emphasis on reflection, review and

	<p>levels of programme design and delivery, within and across programmes, departments and disciplines</p>	<p>monitoring by individuals and course teams , via Annual Dialogue (peer review)</p> <ul style="list-style-type: none"> ▪ Encouraging consideration of outcomes of Annual Dialogue in Departmental Annual Reflection
	<ul style="list-style-type: none"> ▪ Work to increase quality, effectiveness and efficiency of teaching 	<ul style="list-style-type: none"> ▪ Think tank/departmental working groups to be established, with LeTS support, to explore quality and efficiency action ▪ Raising the profile and prestige of L&T activity in promotion, reward incentives and through nominations for Senate Awards etc. ▪ Encouraging staff to engage actively with HEA Subject Centres
<p>2. Strengthen inter-departmental & inter-disciplinary collaboration for Learning and Teaching</p>	<ul style="list-style-type: none"> ▪ Extend existing collaboration for pre-qualification Inter-Professional Education (IPE). <p>(This is a high priority for all healthcare courses, strongly emphasised in recent recommendations from various healthcare reports/ agencies/professional bodies at national level)</p> <ul style="list-style-type: none"> ▪ Extend existing collaboration Inter-Professional Education (IPE) at postgraduate level (both PGT and in Research Training Programme). ▪ Extend inter-departmental and inter-disciplinary collaboration for PGT and PGR opportunities 	<ul style="list-style-type: none"> ▪ Provision of support for collaborative learning at all levels of pre-qualification courses, utilising all available means, including shared campus-based learning, clinical practice, web-based/e-learning ▪ Exploration of potential for developing modules/part-modules across courses (including across faculties) for common curricular themes (eg interpersonal and professional skills, patients-as-educators/public-patient involvement, Child Protection/Every Child Matters etc). ▪ Build on existing collaboration established in response to NHS Learning Beyond Registration contracts ▪ Working groups to explore potential for cross-departmental design and delivery of PGT courses ▪ Exploit potential for cross-disciplinary PGR grants/ supervision etc.

	<ul style="list-style-type: none"> ▪ Strengthen and extend cross-faculty collaboration 	<ul style="list-style-type: none"> ▪ Build on existing inter-departmental and inter-faculty collaborations in L&T design and delivery of learning and teaching resources ▪ Extend opportunities for cross-faculty collaboration in design and delivery of courses/modules , pre- and post-qualification ▪ Exploit and extend opportunities presented by Learning Beyond Registration , NIHR and other, similar, funding streams ▪ Explore opportunities for interdisciplinary development of PGT and PGR across faculties, where appropriate
3. Value the student experience and enhance the student journey	<ul style="list-style-type: none"> ▪ Ensure that all programmes and L&T activities are inclusive ▪ Optimise, coordinate and extend current Outreach and WP initiatives ▪ Be proactive in informing, attracting and selecting students with high level abilities and commitment, in the most effective and efficient ways 	<ul style="list-style-type: none"> ▪ Work with Student Services and Inclusivity team to promote understanding and good practise in the care and provision of educational opportunities for all students and staff ▪ With Outreach and Admissions Team (SRAM), explore opportunities to develop Faculty-wide collaboration in Sheffield Outreach & Access to Medicine Scheme (SOAMS) and related activity
	<ul style="list-style-type: none"> ▪ Promote and maintain a broad programme of student-centred induction 	<ul style="list-style-type: none"> ▪ With LeTS and Student Services, coordination and promulgation of programmes of induction which facilitate students' transition to University, with emphasis (where appropriate) on understanding and developing professional roles and responsibilities in healthcare practice
	<ul style="list-style-type: none"> ▪ Provide appropriate support for all students, especially those from non-traditional backgrounds and overseas, valuing their prior life experiences, enabling them to adapt to cultural and educational differences and to achieve their full potential 	<ul style="list-style-type: none"> ▪ Ensuring that all members of the Faculty accept, and/or act remove/reduce the impact of, potential barriers related to ability, knowledge and cultural differences ▪ Ensuring that all students are provided with information about, and appropriate support from, University Professional Support services.

	<ul style="list-style-type: none"> ▪ Enable students to understand and participate in decision-making in all aspects of L&T 	<ul style="list-style-type: none"> ▪ Engaging students in formal and informal discussions about the philosophy of course design and delivery, departmental and faculty organisation ▪ Ensuring that appropriate and effective mechanisms and procedures are in place for students to give and receive feedback in all aspects of course delivery, departmental and faculty activity ▪ Encouraging student participation in course, programme, departmental and faculty committees and/or fora
	<ul style="list-style-type: none"> ▪ Ensure all pre-qualification students understand and have appropriate support and guidance in their development along the pathway to professional practice and employment, as Sheffield Graduates 	<ul style="list-style-type: none"> ▪ Ensuring that all pre-qualification courses act to enable each student to: <ul style="list-style-type: none"> ○ understand and map their progress through the course curriculum, ○ receive and give feedback appropriate to their level and rate of progression ○ reflect on and develop professional knowledge, skills and attitudes ○ achieve their potential as Sheffield Graduates ○ understand their roles and responsibilities as future members of the healthcare professions ○ be prepared effectively for employment in the rapidly changing context of healthcare ▪ Explore the potential for developing specific characteristics of the 'Sheffield Clinical Graduate'
	<ul style="list-style-type: none"> ▪ Ensure all post-graduate students have the opportunity to maximise their academic and personal development 	<ul style="list-style-type: none"> ▪ Providing extended range of RTP units and/or taught course modules on key personal and transferable skills ▪ Actively exploring opportunities for tailored careers advice for PGT and PGR students

4. Optimise the use of networked media for education and communication	<ul style="list-style-type: none"> ▪ Ongoing development of faculty website to promote knowledge of, and access to, information about learning and teaching activity 	<ul style="list-style-type: none"> ▪ Encouraging liaison and contributions from all departments, on a regular basis
	<ul style="list-style-type: none"> ▪ Ongoing promotion of good practice in uses of networked technologies 	<ul style="list-style-type: none"> ▪ Liaison with LeTS, CICS and Library to ensure understandings and optimisation of opportunities presented by technology innovations ▪ Encouraging collaboration and sharing of good practice among and between departments
	<ul style="list-style-type: none"> ▪ Optimal deployment of e-learning, for both campus-based and distance learning 	<ul style="list-style-type: none"> ▪ Encouraging collaboration and sharing of expertise ▪ Promotion of good practice
5. Actively engage in promotion and development of opportunities for international PGT and PGR students	<ul style="list-style-type: none"> ▪ Concerted action to promote and provide opportunities for research and research-led PGT programmes and PGR, within and across all departments 	<ul style="list-style-type: none"> ▪ Building on and extending current expertise and knowledge bases within departments ▪ Concerted action to explore new opportunities, by PGT Lead and PGR Lead, in collaboration with departments and International Office
	<ul style="list-style-type: none"> ▪ Explore the potential for joint and collaborative course initiatives with overseas partners 	<ul style="list-style-type: none"> ▪ Building on existing collaborations and interactions with colleagues in cognate disciplines in overseas institutions
6. Strengthen and foster relationships with NHS (funding bodies, placement providers, researchers and employers) to ensure optimum collaboration and reciprocity	<ul style="list-style-type: none"> ▪ Sustain and/or develop strong collaborative partnerships with all levels and organisational units within NHS, for information exchange, quality assurance, and ensure proactivity/ responsivity to the rapid changes in the NHS. 	<ul style="list-style-type: none"> ▪ Continued dialogue about, and promotion of, learning and teaching excellence with NHS colleagues, service providers and policy makers ▪ Concerted action throughout the faculty to develop and build on existing working relationships ▪ Sustained presence in, and active contributions to, all levels of NHS activity and decision making at local, regional and national levels