

2 Learning and Teaching

A UNIVERSITY'S CORE MISSION IS TO TEACH, to graduate students who go on to pursue meaningful careers and make important contributions to society. Students come to the University of Melbourne to be inspired, and sometimes transformed, by gifted teachers. Our teaching academics do more than impart information – they help students realise their potential, spark their curiosity, and embody a commitment to the health and wellbeing of society and its citizens. We're committed to recognising the vital role teaching academics play in our Faculty. We will develop clear pathways for promotion, and invest in supporting teaching academics to develop and innovate.

Our students understand the importance of good teaching. Earning a place in the Faculty is highly competitive, and we're committed to ensuring all undergraduate and postgraduate students receive an excellent education. Over the coming five years, we will explore new opportunities for online and more interactive and engaging classroom experiences. We will ensure our students are best placed for work by embedding leadership skills in their courses: ethics, how to communicate with patients, how to work in a team. We also plan to streamline the courses on offer across our schools to ensure that they are 'work-ready' and sustainable.

Healthcare is always evolving. Our graduates must be able to adapt to new technologies while treating changing patterns of disease and an ageing population. We will also provide opportunities for our graduates to continue developing professionally in course offerings tailored to meet the needs of busy professionals.



Dr Anna Ryan
Senior Lecturer
and Research Fellow,
Melbourne
Medical School

“We are committed to providing the best educational experience for our students by creating an environment that responds to their needs.”

“We try to produce leaders, and quality leadership is having the courage to challenge the status quo.”

WE WILL . . .

2.1 Support our teaching academics to develop fulfilling careers, while nurturing a culture that sustains and rewards excellence.

This will include:

- Developing performance expectations and pathways for promotion for our teachers from Level A to E
- Establishing a new Dean's Fellowship and Award for Learning and Teaching that celebrates excellence, and enhances professional development for teaching academics
- Ensuring our quality expectations reflect our commitment to our students' future careers

2.2 Review and implement changes to our curricula across our Faculty to ensure our graduates are prepared for entry into the workplace, and are motivated to pursue exciting careers in health and biomedicine.

This will include:

- Transforming our courses over the next five years to include a major emphasis on interprofessional learning
- Embedding the teaching of professionalism in our graduate courses, starting with our four entry-to-practice degrees
- Implementing the next phase of our Work-Integrated Learning (WIL) plan
- Finalising implementation of new operating models for the MDHS teaching clinics, and explore opportunities to develop new teaching clinics within future capital plans

2.3 Review the Faculty's range of degrees to ensure they meet current and prospective student needs, and anticipate the coming changes to the health sector over the next decade.

This will incorporate:

- A systematic review of current degrees, focusing on quality, demand, student outcomes, financial sustainability and market need
- A detailed examination of the need for a new undergraduate health-focused degree in partnership with Chancellery and other Faculties

2.4 Make a major investment to position the Faculty to expand its teaching agenda into new areas (such as Continuous Professional Development and Custom Education), and into new modes of delivery (such as online and digital).

This will include:

- Development of new strategies for Digital Learning and New Education Markets
- Recruitment of new staff to work with RIC to lead the implementation of the Faculty's agenda