

# College of Medicine and Public Health Strategy

*People, culture, excellence, social vision*



## **Message from the Vice President-Executive Dean**

As members of the College of Medicine and Public Health at Flinders University we are in an enormously privileged position – to make a difference to the health of the communities we serve through the transformative power of research, education and healthcare.

This can and will be achieved if we empower all of our staff – professional and academic, across all our locations – Adelaide, rural South Australia and the Northern Territory – through a clear and compelling vision for the future and establishing enabling structures and a positive culture based on recognition, diversity, respect and care.

I am pleased to release our College Strategy to you, which will drive and focus our efforts to serve the health and well-being needs of our communities.

The development of our strategy has been guided by important principles:

1. Inclusivity – contributions have come from all corners of our College to assist in the construction of our vision, and our road-maps for implementation.
2. Ambition – in terms of scale and scope but also timelines. The mood of the College is to get things done, and now. Improving the health of our communities and responding to the changes in our external environment in research funding and student demand needs a rapid response. We don't have time to wait.
3. Focus on implementation – what matters to our staff are not glossy documents but programs and culture that enable them to do their work more effectively.
4. The use of data and evidence to define our priorities and determine our implementation plans.
5. Complementing the Flinders strategic plan *Making a Difference: The 2025 Agenda*.
6. Engagement – the success of our strategy, or otherwise, will be dependent on our capacity to engage the entire College in its development, and implementation, as a living, evolving document and plan.

People, culture, excellence and our social vision are laced into our strategy. People comprises our staff, and students, and the people living in the communities that we serve. A culture that enables everyone in our College to feel supported and empowered. Excellence in research, education and care because that's what our communities deserve and need. A vision of a society that is more socially just, and less inequitable.

Eighteen Working Parties were established to develop the specific priority areas identified in this Strategy. I sincerely thank the members of each Working Party and in particular, the Co-Chairs who led these groups during our consultation period. The implementation plans submitted by each Working Party are included in full as appendices to share their contribution.

Jonathan Craig  
Vice-President and Executive Dean

## **Background**

The College of Medicine and Public Health delivers basic science, clinical, and population-based research, integrated teaching programs and high quality clinical services. Our footprint reaches out from our world-class teaching hospital at the Flinders Medical Centre in South Australia to rural clinical locations that stretch all the way to Darwin in the Northern Territory, through the Central Australian Corridor.

Our research, teaching and learning changes the lives of individuals and communities. Our research and teaching aims to equip the next generation of leaders and innovators with the skill, commitment and vision to protect vulnerable communities and truly advance health outcomes. Our fundamental vision is to improve the health of our communities.

Universities in Australia and globally are impacted by online access to knowledge and education, increasing competition for students and research funding, changes to education and research funding models, the expectations of a digital world, global mobility, and the increasing necessity to partner with policy-makers, end-users and industry to remain relevant in research and education.

To challenge tradition and embrace new opportunities, Flinders is executing a plan through *Making a Difference: The 2025 Agenda*. Aspects of this strategy include increasing research performance to rank within the top 1% of universities globally, increasing international impact through student engagement, and ensuring financial sustainability. The College of Medicine and Public Health must now respond and define how we will become a major driver of this agenda.

Our College demonstrates outstanding strengths in the collegiality of its people and their commitment to Flinders, and the host communities. There are strong traditions in innovation in teaching and a long-standing partnership between the University and Flinders Medical Centre, and continuous development of partnerships with healthcare institutions through the Central Australian Corridor.

The College demonstrates a distinctive ethos of social accountability and this key strength is integral to the success of our strategy. Our geographical footprint allows us to deliver regional academic programs and research that impacts on some of the most under-served communities in Australia. Our focus on Indigenous health and rural health is a defining feature but our strategy aims to strengthen these efforts and position our people to enable even greater excellence and impact.

The University is committed to improving research productivity and our strategic priorities are focussed on growing research capacity, fostering home-grown talent, and developing our infrastructure. These priorities and subsequent implementation plans will sharpen our focus to deliver on research outputs and impact across the life-course of our researchers.

The size of our College positions us to be adaptable, nimble and productive. The new College structure allows us to leverage expertise in other Colleges and pursue creative and innovative collaborations that support our people, our research and our education initiatives.

Our College is faced with many challenges, which we do not shy away from. Our strategy emphasises and encourages boldness and ambition to harness our strengths and turn our challenges into opportunities.

Change has been widespread across the University in the past 12 months and our College is learning new ways to operate and carve out its identity. The disruption associated with change has presented real challenges in our ability to foster engagement within and across our College, but this culture is changing and our communication and engagement mechanisms are rejuvenating. Staff in our College need to feel recognised and cared for, as we are all cognisant that they are our greatest resource. There are opportunities to develop a universal mentoring and career development scheme for all and initiatives to support people throughout their educational and research life-course.

Our research infrastructure is in need of renewal and there are areas of our College that do not represent our commitment to the student experience well. Our strategy targets research and educational infrastructure to address these challenges.

There are important opportunities to develop and nurture core capabilities for research, in areas such as health economics, biostatistics and bioinformatics and ensure these are available equitably across the Corridor. These capabilities are critical to achieve success amidst an uncertain but expanding external funding environment. Funding opportunities from the National Health and Medical Research Council, and the Medical Research Future Fund require our attention along with targeted strategies to support our people to access these schemes more effectively.

It is timely to renew and refresh our partnership with Southern Adelaide Local Health Network and to further develop similar partnerships with healthcare providers through the Corridor.

## **Our Strategy**

The purpose of our strategy is to provide a clear, inspiring vision of where we want to be in five years' time. Our strategy will help us in the following ways:

- To underpin workplace culture
- To empower all staff
- To inform resource allocation
- To structure innovation
- To embed our values and student-centred ethos
- To underpin standards for academic performance
- To promote partnerships
- To tell our story.

Our strategy is built upon the fundamental principles of a commitment to our **people**, promoting outstanding **culture**, and striving for and delivering on **excellence**.

Three primary areas of focus are identified: **People and Partnerships**, **Research** and **Education**. Within each area of focus a series of strategic priorities is articulated to identify our objectives.

## People and partnerships

Our people and the partnerships we have are at the core of all that we will do. The lens through which we look internally and externally is our social vision, which, as a publically funded institution, staffed by people who are motivated by the public good, is our commitment to improve the health of our communities, particularly those who are disadvantaged. Our social vision is the underpinning philosophy of our strategy.

### **Our social vision**

Our social vision will be central. A social vision provides a guide to the ways in which an organisation can be more responsive to the communities it serves and works with and contributes to making society more socially just, and less inequitable. To be fully effective, our social vision needs to be clearly defined and embedded in all aspects of the College's operations. Our strategy will ensure that through our teaching, research and professional service activities we maximise opportunities to engage with the communities we work with and serve in order to reduce health inequities. Our people, our students and our graduates will recognise and work to advance our commitment to health equity.

In the process of implementing our social vision, the College will be responsive to the health and well-being needs of the communities we serve. We will engage in meaningful partnerships, and prioritise the health of disadvantaged groups including Aboriginal and Torres Strait Islander people, people from low socio-economic backgrounds, refugees and migrants, people with disabilities, and people of diverse age, gender and ethnicity.

#### *How will we achieve this?*

- The College will embed a commitment to social vision in our strategic plan and demonstrate that commitment through the partnerships we develop with the communities we serve and the demographics of the staff we employ. A CMPH Social Vision Committee is proposed to coordinate and monitor the integration of social vision across our education, research and service activities.
- The College will work in partnership with community organisations and stakeholders to address the priority health needs of the communities we serve and work with. This will involve documenting priority health needs, feedback mechanisms and genuine opportunities for community members to participate.
- We will explicitly prioritise our social vision in education and research activities to demonstrate the impact of our programs in improving health equity.
- We will establish an external advisory group to ensure responsiveness to the needs of our communities.

### **Our partnerships and community engagement**

Engagement in productive partnerships will allow the College to implement its vision of improving the health of our communities in a way that is aligned to our strategic intent and that advances our social vision and impact. A systematic approach to initiate, manage, nurture and monitor partnerships is required. The College will be clear about our strengths and what we represent when embarking on partnership activities.

#### *How will we achieve this?*

- We will map our current key partnerships and outline gaps in function with existing partners and identify new partners to maximise our impact in research, education and healthcare.

- We will increase the effectiveness of partnerships by ensuring mutual benefits are realised, and the effective carriage of our representation through clarity of roles, and effective communication.
- We will develop the College external brand by communicating the outcomes of our strategic partnerships widely.
- We will prioritise our partnership with SALHN to deliver maximum mutual benefit, and develop similar partnerships with healthcare institutions throughout the Corridor, including Royal Darwin Hospital and Alice Springs Hospital.
- We will strengthen our partnerships with SAHMRI in a way that benefits both organisations, delivering the vision for SAHMRI as more than a building but a more impactful virtual network, including supporting Flinders' leadership of groups and themes, and establishment of SAHMRI 'nodes' at Flinders.

### **Developing our people**

Our people are our greatest asset. Fostering a culture of scholarship, enquiry, innovation and excellence relies on explicit strategies to develop and nurture our people, plus structures and processes to provide support and opportunities to achieve excellence in research and teaching. Our strategy recognises that fostering excellence requires understanding the needs of different groups – academic staff, professional staff and our student groups. The key capabilities required for our people to develop and thrive rely on an understanding of the common and unique elements of each group.

Developing and fostering excellence in performance requires complementary support mechanisms including mentoring, peer support, peer directed professional development and formal training opportunities. Actively recognising and rewarding excellence across our College is fundamental to our strategy.

#### *How will we achieve this?*

- A mentoring / peer support scheme applicable for all stages of the career life course of our staff that enables equitable implementation across all sites and roles.
- Targeted professional development opportunities in essential capabilities such as grant and publication writing skills, teaching methods, leadership, and communication.
- Peer support networks for PhD, early and mid-career academics, professional staff, Indigenous staff and women.
- A program of College-specific awards to celebrate excellence in research, education and service, and platforms to recognise external awards and showcase our people and their achievements.

### **Gender, inclusion, diversity, and equity**

Our College shares a commitment to actively address and enhance gender inclusion, diversity and equity for all staff, and aims to intentionally design a fairer, safer and more engaging and desirable workplace for all women, and people of diverse backgrounds. Inclusivity is a conscious and deliberate stance, and the key to unlocking the potential that diversity brings to the workplace. Diversity is central to innovation and establishing new and better ways of doing things. Valuing inclusion and diversity simultaneously delivers significant benefits including greater employee engagement, improved performance, retention of talent and lower levels of harassment and discrimination.

We wish to cement our College as one of the leading groups in the nation to position gender inclusion, diversity and equity at the forefront of business, research, education and innovation by 2025. Through deliberate behavioural redesign and descriptive implementation strategies that are

simple, salient, comparable and transparent, we can make positive, transformative impacts that improve workplace norms and customs for the benefit of all.

*How will we achieve this?*

- Development of a Gender, Inclusion, Diversity and Equity Capability Matrix (GIDE-CM): a suite of diversity, Indigenous, multicultural, disability and LGBTIQ awareness and inclusion learning activities that will benefit all staff.
- Define a robust, responsive and measurable set of metrics that capture change over time to inform decisions and actions.
- Targets for all leadership and speaking panels to advance gender equity in all disciplines, roles and career stages.
- Establish specific pathways for women including research and promotions support.
- Explicit recognition of diversity, part-time and carer support through the recruitment process and routine operations such as appropriate meeting times, child minding and flexible working arrangements.

### **Rural and remote health**

Our social vision incorporates improving health equity for those in rural and remote settings. As an educational and research organisation, we can support rural and remote health equity through support of the health workforce needs in rural and remote areas of Australia. Flinders has a strong history in the development of a 'home-grown' workforce within remote and rural communities and it is the aim of the College to provide further research and educational strategies to expand these initiatives. We will embed the importance of rural health into the core fabric of what we do across the College, including the Bedford Park campus, and extend our workforce development into clinical academics as leaders of healthcare institutions across the Corridor.

Our strategy will ensure that we continue to foster partnerships with local health, community and government agencies, and that we continue to promote and develop local capacity and support research opportunities on health matters relevant to local communities. Our aim is to be recognised as the global leader in rural and remote health research, and as a global leader in the development of an appropriately skilled, competent rural and remote health workforce.

*How will we achieve this?*

- We will develop a rural and remote theme within the College that consolidates, links and promotes rural and remote health academically, including in staff development, research and community engagement.
- We will strategically develop and align research opportunities with rural and remote partners to increase research capacity in the Central Australian corridor.
- We will develop a set of objectives to ensure that our rural and remote health training programs are meeting the local workforce needs in the best possible way and increase the range of course offerings in rural campuses to better use Flinders infrastructure.
- We will increase integration between the final year of the medical program and prevocational internship training in rural sites, and further career progression into academic and clinical leadership positions in rural and remote settings.

### **Indigenous health**

Our strategy presents an opportunity to reflect on our achievements and take them to more comprehensive and more effective levels. There is both a need and the potential to more deeply embed Indigenous perspectives into the College's every day processes and its prioritised activities.

*How will we achieve this?*

- Ensure all our College activities reflect our recognition of Aboriginal and Torres Strait Islander people as traditional owners and custodians of the lands on which we work, and the Indigenous knowledge and value systems that inform that work.
- We will recruit and nurture Indigenous academic and professional staff to grow our teaching and research capabilities and develop academic and professional leaders.
- Deliver on strategies to increase Indigenous student enrolments, retention, and successful graduation and identified pathways to employment.
- Support Indigenous student success through integrated and tailored support, appropriate entry and course pathways, culturally-safe curricula and pedagogy, and the fostering of a culturally-safe College environment.
- We will act to ensure that our research reflects community priorities, and develop both Indigenous and non-Indigenous researcher capacity to successfully conduct research in areas that enhance the health and wellbeing of Indigenous Australians.
- We will ensure our curricula develop culturally-safe graduates equipped to work effectively with Indigenous Australians.
- Develop modes of community engagement to ensure comprehensive participation in, and representation of community perspectives into, Indigenous matters of relevance to our College.

## Research

The College of Medicine and Public Health has a rich history of high quality research with direct relevance to the health services it engages with. The Flinders research model is well established with unique multidisciplinary research spanning basic science, clinical and population-based research.

### **Research structure and capabilities**

College research will be unified under a single banner: Flinders Health Institute (FHI). FHI will provide the necessary scale and focus to maximise research capacity, activity, intensity and quality and is a critical foundation upon which our overall strategy will develop. Within the Institute there will be three broad domains of research activity: *Clinical Translation*, *Determinants of Health*, and *Biomedical Science*. Areas of research concentration and themes will be defined within FHI, and informed by research excellence, scale and key partnerships. Themes may align with existing research concentrations (Centres/Institutes) or identify new and emerging strengths.

FHI will be a collaborative initiative to strengthen links between education and training, basic research, clinical research and patient care at Flinders. It will create a unique environment enabling scientists, clinicians and academics to rapidly translate innovative scientific discoveries and revolutionise clinical care in a dynamic and collaborative environment. Focussed on impact, and translation of world-class research into clinical practice, the FHI will be driven by a mutual vision to ensure outstanding health care for our communities.

*How we will achieve this?*

- We will define internal structures, research activities and themes, core facilities and infrastructure required for FHI.
- Develop a five-year plan for growth in research activity, funding, core facilities, translation activity, ECR development and community engagement, and define new areas of research strength and other capabilities required to ensure the College can deliver on its mission.
- Consult with existing research centres and institutes regarding transition and governance arrangements.
- Engage actively across Colleges in relation to FHI and institutes hosted elsewhere.

### **Research capacity**

To improve research performance and meet aspirations to be a world-class research environment, it is critical that the College fosters individual research excellence, promotes meaningful linkages between researchers and external research collaborators, and addresses infrastructure needs in an efficient and timely manner.

To lead the way in achieving the necessary increase in research success across the University, significant new investment of capital is required to grow the College's research capacity. A greater emphasis on developing research leaders in CMPH who are competitive for NHMRC and other national funding schemes is required, as well as a focus on developing teams of research leaders within specific fields. We will focus on recruiting, retaining and supporting researchers who are competitive to build on current areas of research strength and develop new areas of research strength in the College.

*How will we achieve this?*

A suite of **General Capacity Building Programs** to support research across the career course of CMPH researchers. Programs will focus on:

- Enhancing Research Interactions: International Collaboration Program, Travel Support, Conference Support and a Visiting Speaker Program.
- Research Grant Support: Seeding Grants and Near-Miss Capacity Support.
- Maximising Research Student Recruitment: Competitive Top-up Scholarships, Support for International HDR students, Research Masters Scholarships, PhD project support.

A suite of **Strategic Support initiatives** to retain, recruit and support high value researchers with proven research track records and those in areas of existing research strength. Programs will focus on:

- Doubling the number of higher degree scholars, substantially increasing those who are funded externally.
- Recruiting future research leaders and retaining competitive MCRs: Mid-Career Fellowship Scheme.
- Expanding the clinical research workforce: Clinical Academic Career Development Pathway
- Attracting and establishing new research teams at Flinders: Establishing New Research Leaders Scheme.
- Directed support for areas of research strength.

A suite of **Targeted Support initiatives** directed at the unique circumstances of specific groups of CMPH researchers including women in research, Indigenous researchers and rural and remote researchers.

**Sustainable research infrastructure and resources**

Flinders Health Institute will be a place where world-class translational research and high-tech experiential learning opportunities will focus on the challenges for lifelong health. To support this ambition, infrastructure priority areas have been identified that are consistent with our social vision. The plan for a new physical location for research is a trigger to ensure efficient pre-existing and new infrastructure. Additionally, our infrastructure should primarily serve the needs of CMPH research, but also foster and mutually benefit collaborators within SAHLN, SAHMRI, across other Colleges, and community health networks. The overall goal of our infrastructure strategy is to consolidate and develop sustainable core research facilities and services; and increase capacity and develop core capabilities fundamental to translation research.

*How will we achieve this?*

- **Core Services:** We will partner with University services and SALHN to enhance the functionality of core research services in our College.
- **Core Facilities:** We will consolidate and develop processes to efficiently coordinate core research facilities and develop and retain specialised skills to support the needs of enhanced research infrastructure.
- **Translational Framework:** We will develop infrastructure to assist capabilities for translation of research into better health outcomes.

- **Sustainability of Infrastructure:** We will develop processes to ensure sustainability of infrastructure to meet technological change and increase in capacity.
- **Our Social Vision:** We will provide environmentally friendly infrastructure and support local products and expertise.

### **External engagement**

Research translation that delivers excellence and impact, identified by and relevant to our community, is central to our goal. Flinders Health Institute, from where much of our external engagement will be driven, will only be successful if we improve the many interlinked processes and systems that support our research. Our externally engaged collaborators are diverse and include private industry, state and federal government departments, community groups, and other universities and research centres within and outside of Australia. We can only translate or commercialise research that other people want and need. The quality, direction and funding of the research being undertaken, in addition to the quality of our governance and resources to support our researchers, will dictate the success of the commercial outcomes.

The College must broaden engagement strategies with a specific focus on emerging funding opportunities including the Medical Research Future Fund (MRFF), restructured National Health and Medical Research Council (NHMRC), Southern Adelaide Local Health Network (SALHN), South Australian Ambulance Service (SAAS), health related industry, the South Australian Academic Health Research and Translation Centre and the Central Australian Academic Health Science Centre.

*How will we achieve this?*

We will:

- Increase the awareness and capacity of our researchers and students with regards to translation and commercial pathways for research with a view to improved end-user engagement.
- Increase commercial engagement and accelerate the commercialisation of research expertise.
- Improve our internal systems to minimise / remove unnecessary barriers to external engagement.
- Improve equity and transparency with our existing collaborations with key partners to leverage better from our combined research efforts.
- Initiate a dedicated international research development program to provide international research opportunities for high performing researchers through targeted engagement.

### **Delivering impact**

Research impact is the contribution that research makes to the economy, society, environment or culture, beyond the contribution to academic research. In line with this, governments, funding bodies and other stakeholders are directing more attention to the impact of university-based research, and are increasing the use of impact as a basis for comparing the performance of individuals and institutions. In response to the Government's National Innovation and Science Agenda, the Australian Research Council (ARC) has developed a framework for assessing the engagement and impact of university research in Australia and has applied it to the 2018 Engagement and Impact Assessment process. According to this framework, research impact is the contribution that research makes to the economy, society, environment or culture, beyond the contribution to academic research.

Presently, the College has no policy on impact and does not measure or assess impact or engagement. To address this, our strategy seeks to heighten our focus on impact and define a framework that highlights measurable outcomes. Research impact will be embedded as a core

element of performance review and assessment and the College will foster an environment that rewards research translation and values impact.

*How will we achieve this?*

We will:

- Ensure that the intended impact of CMPH research aligns with the mission of the College and the University by developing new policy and reviewing progress on a regular basis.
- Embed consideration of impact into research planning, funding and evaluation processes, by developing an impact pathway into grant application and reporting processes.
- Assess research impact and measure engagement using a range of approaches and provide feedback to College Executive, researchers and stakeholders.
- Disseminate information, training and social media content on CMPH research impact and engagement.
- Provide training, tools and other resources to enable CMPH researchers to enhance their impact.

### **Enhancing the nexus between education and research**

Our strategy seeks to maximise the creative interaction between teaching, learning and research and instil a shared academic culture of scholarship in order to achieve education innovation and excellence.

The scholarship of teaching and learning is inclusive of discovery research through to the application of research into teaching practice. We are recognised as world leaders in Health Professions Education research and the College is committed to maintaining this standing. While all staff are expected to be scholarly in their teaching, Teaching Specialists will have this as their primary area of expertise.

How will we achieve this?

- Flinders Health Institute will have responsibility for all HDR students with resultant efficiency gains and will ensure equity and consistency of HDR student support. Development of a 'Graduate School' – a central portal and space for FHI students and a sense of community for HDR students in health and medical research.
- We will scaffold researcher development from undergraduate to PhD and beyond.
- Staff with demonstrated potential who are successful in obtaining a Teaching Specialist role will be provided with a scholarship to undertake a Graduate Certificate at Flinders in their first year in the role.
- Teaching Specialist staff will be supported to stay current within the areas they teach. The College will establish a conference travel scheme for Teaching Specialists which will not require them to present at a conference.
- Teaching Specialist staff who are contributing to the body of knowledge of education will have access to the international conference travel scheme for staff presenting their research.

## Education

In education we remain committed to our social vision and equity of opportunity to demonstrate excellence. This means that we engage in enabling pathways and support processes to enable students from disadvantaged backgrounds to demonstrate their potential.

### **Focussing our education offerings**

We are working in a rapidly changing healthcare and educational environment, characterised by rapid advances in technology, co-construction of knowledge, and modularisation of courses. These disruptors are challenging what 21st century learning and workforces look like and what it means to be a learner and a teacher within this complex and changing landscape. Our College has an opportunity to embrace these changes through collaboration and coordination, not competition, taking a strategic approach to positioning our educational offerings, and capacity building. We seek to meet these needs and make the best use of the expertise of our staff to support student success.

*How will we achieve this?*

We will optimise the sharing of teaching and topics across courses, within and across Colleges by:

- Reviewing research methods and dissertation topics to promote high quality topics into all courses with a focus on a smaller number of topics and engaging high calibre researchers in teaching.
- Curriculum mapping of teaching programs to assist with quality improvement and identifying opportunities for sharing teaching and topics.
- Undertaking a scoping review of the evidence and best practice approaches to team teaching and teaching large topics; and providing training for staff.
- We will position our College as the service provider to the rest of the University in key disciplines by defining our identity and expertise, articulating our niche capabilities and identifying new opportunities for service teaching.

### **New education opportunities**

The College must have an unflinching and uncompromising commitment to our students, education and teaching at the highest level. With a clear and impactful mission to improve the health and wellbeing of all members of society we must pursue disruptive, customisable and continuous learning opportunities and pathways for students across the educational life course to carry out their roles and responsibilities to the highest level across their entire career. We must standardise and modularise courses for conversion into digital products delivered by recognised content experts. Educational curricula must be challenging and embody at all levels interdisciplinary, transdisciplinary and disciplinary content that recognises and responds to the highest priorities, greatest unmet needs and essential solutions to improve and advance healthcare outcomes. Workforce shortages emphasise the need to deliver education and training to a diverse and new group of professionals to adequately and consistently meet rural and remote demand.

*How will we achieve this?*

- Pursue new opportunities to expand critical areas for educational growth including online courses, ongoing professional development and micro-credentialing.
- Modularisation and the development of shared teaching resources – identifying a set of core themes that can be shared across disciplines.

- Developing new short courses for incorporation into a modular structure and identifying sustainable online platforms for educational offerings.
- Developing new teaching and learning capabilities compatible with modularisation, gamification and virtual reality (VR).
- We will offer pathways for students from diverse backgrounds and identify new pathways as assessment modules that allow students to demonstrate recognition of prior learning.
- We will better integrate our educational offerings, staff and student connectivity across our rural and remote community campuses, and through the Corridor.

### **Student success and experience**

Modern health care systems and their requirements are changing rapidly in many facets, not only organisationally but also in terms of what is expected of our future graduates. In addition our students now have affordances/resources for their learning that did not exist even 20 years ago, especially through the internet. These changes require adaptation of our educational approaches to educate graduates who are able to manage and adapt to this rapidly evolving context. An important aspect in modern education is that it is no longer just about learning course content but also the development of lifelong and self-regulated learners.

The need for lifelong learning is evident in all healthcare domains taught in our College, where the number of people seeking out course or research degrees at masters or doctoral level has grown considerably in recent years. This requires a careful consideration of how we can ensure that our students can successfully manage these change both during their study and in their future careers. Our students are our 'consumers' – they invest time and money in attempting to achieve the competencies and capacity to succeed professionally. Evidence in the education literature supports the notion that the optimal student experience is not one of a 'passive' learner, but a co-constructor of their own capability and competence. Our College requires the educational development capacity to lead and optimise the student experience and lead quality assurance and quality improvement activities central to this priority.

*How will we achieve this?*

We will:

- Embed effective and efficient feedback processes for students.
- Improve the clarity and consistency of topic information for students.
- Take an integrated approach to student wellbeing.
- Provide opportunities for students to have experiences across the Central Australian Corridor and to have access to international mobility programs.

### **Core future skills**

Our courses and topics need to meet the changing needs of students and the future workforce needs of our communities. Our graduates not only require competency at graduation, they need to maintain competency throughout the full extent of their careers. The development of core 21<sup>st</sup> century skills in all educational offerings must be a priority and includes skills such as critical thinking, research skills, creativity, innovation and enterprise, and social skills.

Drivers for change are known, and our College must respond. The ageing population means that our students will work into their 60s and 70s and must be capable lifelong learners to deal with the changes in the workforce over time. The ageing population will also drive demand in service from our

graduates. Smart machines and systems, the computational world and the need to interact with data demands readiness from our graduates to operate in new ways, with new communication tools and in a globally connected world.

How will we achieve this?

- Generating a consensus and map of core future skills for our College.
- Undertake a comprehensive review of all curriculum, focussed on identifying and delivering core future skills.
- Provide support and re-training for academic staff to integrate the instruction of core skills in topics and the broader curriculum.
- Embed core future skills in College courses.

### **Educational infrastructure**

Our educational infrastructure has a critical role to play in shaping the learning, thinking and culture of our students and teachers. It has a major impact on the quality of our graduates and the care and service they provide to their communities. Our infrastructure should explicitly reflect our respect for local cultures and the social vision of our College. With forward thinking infrastructure that fosters vibrant and engaging experiences for all our students, irrespective of location, our College will thrive.

Our strength is our geographic footprint and our infrastructure not only has to support this, but needs to be symbiotic with communities in each location. By challenging traditional paradigms and supporting innovation and emerging technologies, our infrastructure should deliver equity in learning, irrespective of location. Our e-learning journey remains in its infancy and it is vital that it is incorporated into future infrastructure requirements. The associated advances will help define our College as a leader in health education whilst providing equity of opportunity for student engagement, regardless of location. Our ability to embrace learning technologies will benefit our people, and offer students more learning flexibility and better learning outcomes.

Teaching clinical skills is a core component of our College, but not unique to CMPH. Working in inter-professional teams is essential in health and there is opportunity not only to consolidate the teaching of clinical skills between Colleges, but to begin the socialisation of our students with other professions early in their courses.

*How will we achieve this?*

We will:

- Consolidate and invest in our specialised facilities to support excellence in student learning.
- Further activate our community campuses and explore options with other Colleges for future growth.
- Develop a CMPH e-learning strategy and work collaboratively with the wider eLearning university community to implement sustainable solutions.
- Support staff to develop their educational design skills.
- Invest in clinical learning infrastructure to support excellence in clinical education across our SA and NT footprint, including the Flinders Health Institute development.

### **Co-production**

Co-production is a fundamental part of developing and implementing programs of study that are aligned with the needs of industry and workforce partners and that promote a culture of students as partners. Engagement with industry and workforce partners to achieve successful co-production of educational offerings is critical and should recognise the symbiotic relationship between employers / industry and education providers. This is particularly relevant to clinical placements and work integrated learning (WIL), with an increasing emphasis on issues such as student welfare work readiness and equity.

#### *How will we achieve this?*

- Engagement with industry and workforce partners will be supported by the development of a College governance framework to enable meaningful co-production and partnerships with stakeholders.
- Stakeholder advisory boards and identifying relevant stakeholder relations / support staff and teams.
- Supporting the recommendations of the WIL Review to improve the development and delivery of placement opportunities, with the necessary systems in place to support compliance and business requirements of College courses.
- Students will be supported as partners in the educational experience by ensuring student representation, establishing feedback mechanisms, engagement with university student services such as the Careers and Employability Services and mentoring programs across the College.

## Strategy Working Parties

### **People and partnerships**

Social vision
Partnerships and community engagement
Developing our people
Gender equity
Rural and remote health
Indigenous health

### **Research**

Structure and research capabilities
Research capacity
Teaching-research nexus
Research infrastructure
External engagement
Delivering impact

### **Education**

Focussing our education offerings
New education opportunities
Student success and experience
Core future skills
Educational infrastructure
Co-production