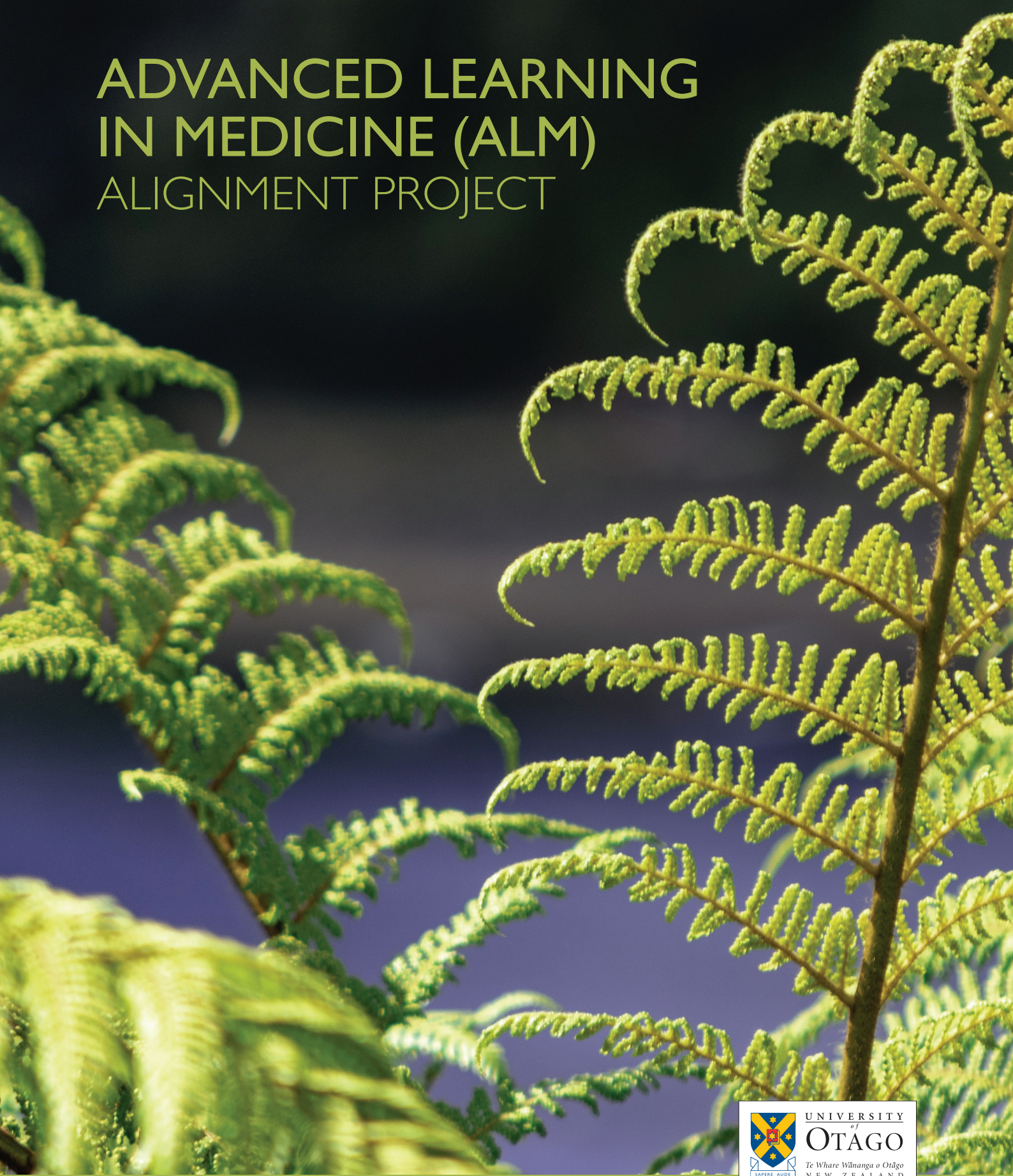


ADVANCED LEARNING IN MEDICINE (ALM) ALIGNMENT PROJECT



PURPOSE

The Advanced Learning in Medicine Subcommittee (ALM SC) has prepared this document to articulate the educational thinking and student-focused priorities that are key drivers for the ALM alignment project. Module timetabling plans are also presented. This document will also refocus attention on the key learning outcome areas (the seven 'Domains' of the MB ChB curriculum) that are fundamental in the Otago Medical School (OMS) MB ChB curriculum.

This document outlines:

1. The ALM Alignment project proposed by MCC and ratified by the University Senate.
2. The rationale and timetable allocation, of the ALM alignment project.

BRIEF RATIONALE FOR THE ALM ALIGNMENT PROJECT

- **To promote the health and well-being of students.** This includes a rationalisation of current workload and assessments (through careful and co-ordinated planning), adequate holidays, and clear expectations of course requirements throughout the programme (*Australian Medical Council (AMC) 2018 accreditation report, ALM Alignment project submissions*).
- **To map opportunities to the learning domains.** Clinical Skills, Diagnostics and Therapeutics, Hauora Māori, Pacific Health, Population Health and Epidemiology, Science Scholarship and Research, and Professional Practice.
- **To deliver the curriculum equitably across campuses,** including increasing opportunities for sharing curriculum resources (including student placement opportunities) (*AMC 2018 report*).
- **To support learning environments that will align with planned programmatic assessment** (*AMC 2018 report, ALM alignment project submissions, MB ChB assessment subcommittee (MASC)*).
- **To increase opportunities for enhancing activities that support the MB ChB kaupapa** including: social accountability, collaborative practice, digital health, cultural safety and competence, and medical humanities (*Kaupapa MB ChB curriculum committee*).

OVERVIEW OF ALM ALIGNMENT PROJECT

- Years 4/5 continue at 39 week year (inclusive of 4 weeks holiday), with start date as aligned to the OMS terms and module dates. The Rural Medical Immersion Programme aligns with the Learning Outcomes of the 5th year programme.
- Year 6 is shorted from 50 to 46 weeks with start date 2nd week in January.
- Years 4/5 weekly timetable is 0.8 Block modules and 0.2 Vertical modules. Year 6 weekly timetable is 0.9 Block modules and 0.1 Vertical modules.
- Both Block and Vertical modules will map their curriculum to the learning domains.

Overview of Vertical Modules across years 4-6:

Hauora Māori, Clinical Skills, Ethics/Medicolegal, Quality and Safety, Palliative End of Life Care, Pacific Health, Professional Development, Pathology and integrated Biomedical Sciences, Pharmacology, and Radiology.

(Allocated 0.2 of weekly timetable, including Whole Class Teaching Week (Years 4-5), and 0.1 of weekly timetable in Year 6).

Overview of 4th year Block Modules: (Students allocated to one of four groups)

Two weeks whole class beginning of year, then Primary Care/Rural Health (8 weeks); Medicine (8 weeks); Surgery (8 weeks); Public Health (4 weeks) and Older Person's Health (4 weeks).

Overview of 5th year Block Modules: (Students allocated to one of four groups)

Obstetrics & Gynaecology (4 weeks)/Psychological Medicine (4 weeks); Paediatrics (6 weeks)/ Community/ Public Health (2 weeks); Surgery (8 weeks); and Medicine (8 weeks). RMIP programme will cover these Learning Outcomes within appropriate rural health settings.

Overview of 6th year Block Modules (Students allocated to one of seven groups)

Obstetrics & Gynaecology (4 weeks)/Psychological Medicine (4 weeks)/Paediatrics (4 weeks); Medicine (6 weeks)/Surgery (6 weeks); Primary/Rural Health (6 weeks)/Acute Care (6 weeks); and Selective (6 weeks).

INTRODUCTION OF NEW CURRICULUM AREAS WITHIN THE ALM ALIGNMENT PROJECT

Under the ALM Alignment project any new curriculum content area will need to fit within the named Block or Vertical Modules in this document, and be 'housed' within a current OMS Department. A proposal will need to be agreed to via campus ALM CSC, then the ALM SC, and then sent to MCC for ratification. If approved in principle by MCC, a working group would be established alongside the relevant Module Working Group (MWG) to undertake a scoping exercise for the new curriculum area. A recommendation would then be made to MCC about if and how the new curriculum content area should be implemented.

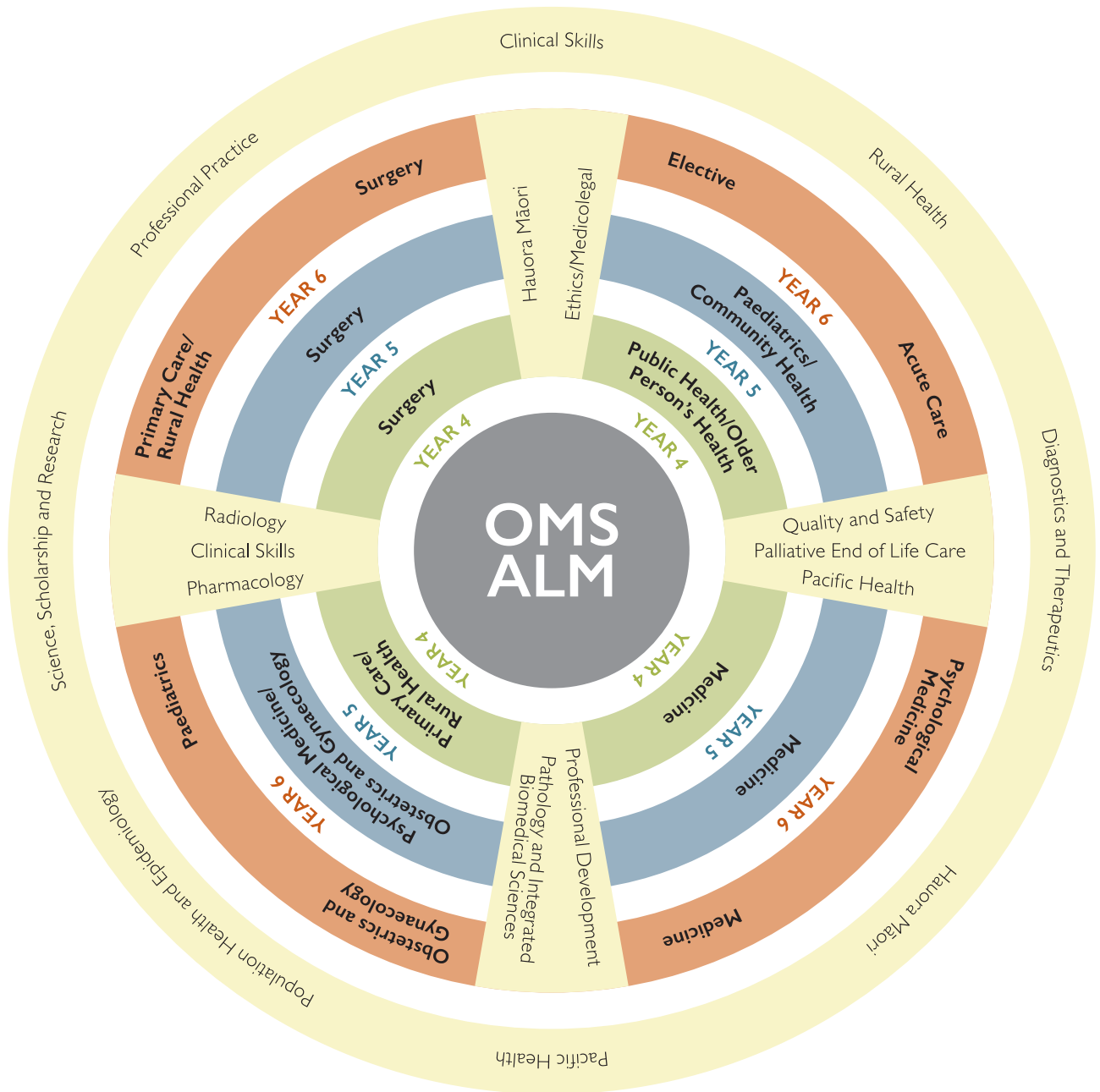
ALM ALIGNMENT PROJECT IMPLEMENTATION PLAN

- ALM SC will oversee the implementation of the ALM Alignment Project.
- All Block and Vertical modules will be 'housed' within an OMS Department (as determined by each ALM campus) that will oversee the resourcing and monitoring of each module.
- Each Block and Vertical Module will form Module Working Groups (MWGs) across the campuses to agree on Learning Outcomes (from the Curriculum map), and work toward common assessments. Ideally, each MWG will identify an OMS Curriculum Lead for their Block or Vertical Module. MWG Curriculum leads (MWGCLs) will work also toward constructive alignment between Early Learning in Medicine (ELM) modules, and across all three ALM years.
- Domain Groups will support Module Working Groups (MWGs) and Module Working Group Curriculum Leads (MWGCLs) to support the goals of the ALM Alignment Project.
- The Curriculum Sub-Committee at each ALM campus (ALM CSC) will co-ordinate, lead and work closely with Modules to effectively map and implement the following portfolios: social accountability, collaborative practice, quality and safety, digital health, cultural safety and competence, and medical humanities. The ALM alignment project is expected to take advantage of diverse local learning opportunities in clinical settings and alongside communities. ALM CSCs will provide regular updates of its activities and learnings to the ALM SC (on behalf of MCC).

PROCESS NOTES

1. This framework **has been approved by the OMS and Divisional Academic Boards and University Senate.**
2. Ongoing resource requirements and the project implementation plan will be presented to the OMS executive at regular periods.
3. Pending **sufficient resources and** effective and timely progress, the aim is to roll out the new timetable **by 2026.**
4. The ALM SC has made specific recommendations to the MCC that there is need for more visibility and clarity of Rural Health learning outcomes and opportunities within the OMS programme. The ALM SC will work with the Rural Health working party to ensure the aspirations of the MBChB Kaupapa in relation to Rural Health is strengthened within the ALM Alignment Project.
5. Domain SC will meet and clarify policy and processes to support Module Working Groups (MWGs).
6. The formation of MWGs, and projects for campus alignment **will be** established. OMS Curriculum Lead is identified for each MWG .
7. MWGs work alongside Curriculum Map Academic lead, Domain SC and Associate Deans Medical Education to support planned campus alignment.
8. The Interprofessional Education (IPE), Rural Medicine Immersion Programme (RMIP), regional placement programmes, and longitudinal curriculum areas are clearly signposted as methods of learning that support the MBChB kaupapa, the graduate profile and the MBChB curriculum map project.
9. Campus ALM CSCs identify how 0.2 of timetable will be allocated to Vertical Modules (inclusive of whole class teaching week for years 4 and 5). CSCs map current learning and assessment activities that align with social accountability, collaborative learning, digital health, cultural safety and competence, and medical humanities.
10. **Further work is being completed to develop the business case for the project. This work is being undertaken at each of the three Clinical Schools at the OMS and it will consider the possibility that each School may have differing timetables to achieve alignment by an agreed date.**

APPENDIX A: OVERVIEW OF OMS CURRICULUM



APPENDIX B: YEARS 4-6 BLOCK TIMETABLES

ALM 4 TIMETABLE*					
Week	Group A	Group B	Group C	Group D	
1	Introductory Whole Class Learning Week One				
2	Introductory Whole Class Learning Week Two				
3	Primary Care/ Rural Health	Public Health	Surgery	Medicine	
4					
5					
6					
7					
8					
9		Older People's Health			
10	MID SEMESTER BREAK**				
11	Medicine	Surgery	Public Health	Primary Care/ Rural Health	
12					
13					
14					
15					
16					
17		Older People's Health			
18	MID YEAR HOLIDAYS				
19	MID YEAR HOLIDAYS				
20	MID YEAR HOLIDAYS				
21	Whole Class Learning Week Three				
22	Public Health	Primary Care/ Rural Health	Medicine	Surgery	
23					
24					
25					
26					
27					
28		Older People's Health			
29	MID SEMESTER BREAK				
30	MID SEMESTER BREAK				
31	MID SEMESTER BREAK				
32	Surgery	Medicine	Primary Care/ Rural Health	Public Health	
33					
34					
35					
36					
37					Older People's Health
38	MID SEMESTER BREAK				
39	MID SEMESTER BREAK				

* The order of the rotations are key to ensure students have a balanced programme alternating community and hospital based learning.

ALM 5 TIMETABLE				
Week	Group A	Group B	Group C	Group D
1	Paediatrics	Psychological Medicine	Surgery	Medicine
2				
3				
4				
5				
6				
7				
8		Community/ Public Health		
9	MID SEMESTER BREAK**			
10	Medicine	Paediatrics	Psychological Medicine	Surgery
11				
12				
13				
14				
15				
16		Community/ Public Health	Obstetrics and Gynaecology	
17			Psychological Medicine	
18	MID YEAR HOLIDAYS			
19	MID YEAR HOLIDAYS			
20	MID YEAR HOLIDAYS			
21	Whole Class Learning Week			
22	Surgery	Medicine	Paediatrics	Psychological Medicine
23				
24				
25				
26				
27				
28		Community/ Public Health	Obstetrics and Gynaecology	Psychological Medicine
29	MID SEMESTER BREAK			
30	MID SEMESTER BREAK			
31	Psychological Medicine	Obstetrics and Gynaecology	Surgery	Medicine
32				
33				
34				
35				
36				
37	Obstetrics and Gynaecology	Psychological Medicine		Community/ Public Health
38	Study Week			
39	Common Component Exam Week			

** Please note for ALM 4 and 5 timetables, that mid-semester break in Quarter 1 will vary from year to year according to when the Easter holiday falls. The timing of other holidays may also vary slightly from year to year.

TI Wk	ALM 6 TIMETABLE																																			
	Group A			Group B			Group C			Group D			Group E			0.725			Group G																	
1	Medicine			Obstetrics and Gynaecology	Psychological Medicine	Paediatrics	Obstetrics and Gynaecology	Psychological Medicine	Paediatrics	Acute Care			Surgery			Primary Care			Selective																	
2																																				
3																																				
4																																				
5																																				
6																																				
7	Selective			HOLIDAY			Paediatrics	Obstetrics and Gynaecology	Psychological Medicine	Acute Care			Surgery			Primary Care																				
8																																				
9																																				
10																																				
11																																				
12																																				
13	Primary Care			Selective			Medicine			Paediatrics	Obstetrics and Gynaecology	Psychological Medicine	Acute Care			Surgery																				
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19	HOLIDAY			Primary Care			Selective			Medicine			Acute Care			Surgery																				
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21	Surgery																		HOLIDAY			Medicine			Paediatrics	Obstetrics and Gynaecology	Psychological Medicine	Acute Care								
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27	Acute Care			Surgery			Primary Care			Selective			Medicine			Obstetrics and Gynaecology	Psychological Medicine	Paediatrics	Acute Care																	
28																																				
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33	HOLIDAY			Acute Care			Surgery			Primary Care			Selective			Medicine			Acute Care																	
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36	Obstetrics and Gynaecology	Psychological Medicine	Paediatrics																			Acute Care			Surgery			Primary Care			Selective			Medicine		
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41																																				
42	Paediatrics	Obstetrics and Gynaecology	Psychological Medicine	Paediatrics	Obstetrics and Gynaecology	Psychological Medicine	Acute Care			Surgery			Primary Care			Selective			Medicine																	
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