***ACTION PLAN – EXAMPLE Healthcare Related Course***

*This action plan is to be read in conjunction with the Curriculum Evaluation and Research (CER) plan briefing note*

1. **Project Name: A educational evaluation and research plan for the** *Healthcare Related* *Course* – preliminary research
2. **Project Leader:**
3. **Project Partners:**

| **Name & Position** | **Roles and Responsibilities** |
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1. **Project Focus:**

To: **develop an integrated and holistic plan for research into the process and outcomes of developing and implementing the Healthcare Related Course**. The plan will compass curriculum evaluation *and* research (CER). A distinction is made between educational evaluation and research. Educational evaluation focuses on making judgements about the usability and usefulness of a learning environment to inform quality assurance and improvement; the research component is directed towards acquiring fundamental understanding applicable beyond the immediate context[[1]](#footnote-1).

1. **Project Objectives:**
* Design for the Healthcare Related Course evaluation (data collection, analysis, interpretation methods).
* Evidence-based course (re)design and quality assurance.
* Identify opportunities for research and publication in addition to the dissemination plan.
* High quality and strategic scholarly outputs.
* Evidence-based reporting against Learning and Teaching standards, indicators and measures specified by University policy and strategic / operational plans.
1. **Project Outcomes/Deliverables:**
2. Curriculum Evaluation and Research plan
3. Ethics application
4. Baseline analysis
5. Healthcare Related Course implementation data collected and analysed for QA and course review
6. Course Report
7. Publication – blueprint for course design and implementation
8. **Action Related to each Outcome/Deliverable:**

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| **Outcome/Deliverable:** 1. Educational evaluation and research plan |
| **Actions** | **Resources**  | **Who** | **When (e.g.)** | **Obstacles/Difficulties** |
| Identify Healthcare Related Course reporting requirements | UTAS documents |  | Apr 2012 | Data suggested from course proposal, L&T plans (faculty and University) – diverse and not easy to translate into data set |
| Identify potential data sets | Consult with team,  |  | Apr 2012 | Data sets to align with evaluation QA needs and also UTAS reporting requirements. Automatic data collection where possible (using MyLO functionality). |
| Design evaluation activities | Consult with team |  | May 2012 | Designing evaluation activities that collect data |
| Design method for data collection and analysis | Literature; consult team |  | May 2012 | Identify appropriate method that suits research questions and research approach. |
| Identify resources and establish timeframes  | Consult team |  | May-Jun 2012 | Consultation with team on individual involvement in CER – time constraints. |
| Identify reporting and publication targets with responsibilities for writing | Desktop search; consult with team |  | ongoing | Negotiation with team on individual involvement in CER – time constraints. |

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| **Outcome/Deliverable:** 2. Ethics application  |
| **Actions** | **Resources**  | **Who** | **When** | **Obstacles/Difficulties** |
| Write ethics application and submit | 2 day |  |  | Complexity issues – minimal risk for some components; may benefit from full application if wish to do qualitative investigations (e.g. focus groups) |

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| **Outcome/Deliverable:** 3. Baseline Analysis |
| **Actions** | **Resources**  | **Who** | **When** | **Obstacles/Difficulties** |
| Scope dimensions for baseline | Team consult; course proposal |  |  | Data for quality and performance measurement – ensure valid and reliable. |
| Identify stakeholders | Project team; Teaching staff |  |  | Employer and student perspectives (ethics requirement; contacting). Teaching staff workload. |
| Data collection | LMS site; teaching staff, Students |  |  | Capture student ongoing perceptions and experiences (operational and pedagogical). Data needs to be usable for benchmarking and reporting requirements as well as demonstrate L&T progress. |

1. **Costings**

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| **Resources/Costings:**  |
| **Resources** | **Details** | **Who** | **When**  | **Cost**  | **Comments** |
| CER plan manager | B6@0.2 |  | Apr-Dec 2012 | $18,500 | RA to support time intensive activities – data collection; analysis |
| Research Assistant (RA1: 25 weeks $36.10/hour) | RA1@0.4 |  | Jul -Dec 2012 | $13,500 | Baseline analysis 2 x foundation unit evaluation |
| Transcription  | 2 units |  | Sem 2, 2012 | $1000 | Estimate only  |
| Equipment | FHS |  | Sem 2 | $300 | Recording equipment |
|  |  |  |  | **$33,300** |  |

1. **Dissemination**

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| **Dissemination activities:** |
| **Actions** | **Resources**  | **Who** | **When** | **Obstacles/Difficulties** |
| Prepare paper for Teaching Matters | nominated individuals from team |  | Oct 2012 | Co-writing plan and responsibilities agreed. |
| Journal publication - blueprint for course design and implementation | nominated individuals from team |  | Dec 2012 | Co-writing plan and responsibilities agreed. |

1. **Assessment and Evaluation:**

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| **Outcome/Deliverable:** | **Performance Indicators** | **Monitoring Strategies** | **Responsible** |
| Course report |  |  |  |
| Student survey (central) | Set questionsDesigned questions | Ongoing feedback solicited from students during delivery |  |
| L&T strategic and operational plan report | To be specified in EER plan | Evaluation activity outcomes mapped to plans |  |
| Healthcare Related Course Curriculum Evaluation and Research Plan project plan | Deliverables achieved | Evaluation activities recorded against CER plan |  |

## References

Phillips, R., McNaught, C., et al. (2012). *Evaluating e-learning: Guiding research and practice*. New York, Routledge.

University of Tasmania, *Costing project proposals.* Accessed 3rd April 2012. Available:

<http://www.teaching-learning.utas.edu.au/elearning/project-costing>

University of Tasmania, *Preparing a Project Budget.* Accessed 3rd April 2012. Available:

<http://www.utas.edu.au/research/funding/applying-for-funding/how-to-prepare-a-project-budget>

University of Tasmania, *Casual Pay Rates* at 1 July 2011. Accessed 3rd April 2012. Available: <http://www.utas.edu.au/docs/fin_services/forms/casual_rates.pdf>

1. Adopting (Phillips, McNaught et al. 2012) definition of e-learning evaluation research, “the evaluation component involves making judgements about the usability and usefulness of an e-learning environment, while the research component involves a search for fundamental understanding” (p. 62). [↑](#footnote-ref-1)