

**FIVE-YEAR MEDICAL COURSE,
FACULTY OF MEDICINE,
NURSING AND HEALTH SCIENCES**

MONASH UNIVERSITY

EXECUTIVE SUMMARY 2004

Two AMC Teams have assessed the proposals for the new five-year medical course at Monash University: the first in 2001, the year before the course was introduced, and the second in 2004 when Years 1 to 3 of the new course had been implemented. Both Teams were provided with ample documentation of the Faculty's plans to reform the undergraduate education program, and had the opportunity to explore these proposals and the relevant facilities in some detail during the site visits conducted in July 2001 and March 2004.

The Teams were warmly received at all sites, and an extraordinary number of people took time out of their schedules to lead the Teams through the process of curriculum development and implementation, and to answer questions.

The conclusions of the 2001 Team are provided in Section 12 of this report. Following that assessment, the Faculty has provided annual reports to the AMC's Medical School Accreditation Committee on its response to the recommendations of the 2001 AMC Team.

The 2004 AMC Review Team is confident that the Faculty will be able to implement successfully all years and components of the new five-year medical course. This was evident both from the resources available within the Faculty, including the clinical schools, and from the expertise and commitment of the staff responsible for course management and implementation.

The 2004 Team draws attention to the following areas of strength and areas that would benefit from further development.

Areas of strength include:

- The educational expertise of the Faculty's academic staff.
- The integration of teaching in population health, behavioural and social sciences and medical ethics in Theme I, Personal and Professional Development and Theme II, Population, Society, Health and Illness.
- The clear definition of learning activities related to Theme IV, Clinical Skills, and the well-developed plans for the teaching of clinical sciences and skills.
- Student support.
- The range of clinical teaching resources available to the Faculty, and the strong support of the Faculty by clinicians and health services managers. There are particular strengths in general practice and community-based clinical teaching.

Areas that would benefit from further development include:

- A map of learning activities for Theme 3.

- Staff and resources to develop further appropriate teaching in pathology, and arrangements to develop further appropriate teaching in pharmacology.
- Opportunities for further teaching in the biomedical science disciplines during the later years of the course.
- The development of a mechanism, via the course management committees, to facilitate greater engagement in and commitment to the course by schools and departments.
- Development of assessment strategies in Years 4 and 5.
- Opportunities for students to engage in research.
- Evaluation of the impact of Strategic Cost Management on teaching in the medical course.