

may enhance or critically undermine the institutional and academic efforts to promote the understanding and practice of sustainability principles.

We argue that future curriculum development and support for a culture of sustainability needs to be guided by the philosophy of “What we say matters, what we do matters most”.

Briefing on development and trial of mobile assessment and cloud-based electronic reporting

Marcus Bowles

This presentation will cover the development to proof of concept for a tablet based mobile assessment process, application and database. The project involves cooperation between the Australian Maritime College, University of Tasmania, Australian Training Management (ATM), a private mining industry training organisation and the University of Applied Science (Jade) in Germany. The National Centre for Ports and Shipping and ATM have commenced trials of the initial proof-of-concept testing for a ‘cloud-based’ mobile assessment and reporting solution. This solution will allow the assessor to complete summative assessments even in the remotest contexts. Results from the assessment can be sent live using an internet connected device or the assessment forms and evidence saved for later synchronisation when an internet connection is available or the assessor is ‘back at base’. Once sent and saved to the vocational reporting system the assessment records can be sent electronically to multiple ‘back-end’ systems (student management system, learning management systems, vocational student systems, a student’s lifelong record/e-portfolio, or regulatory and compliance systems).

A3 Sustaining Community

Seminar Room 231

Obtaining sustainable community engagement - supporting consistency in OSCE scoring

Bunmi Malau-Aduli and Sue Mulcahy

CONTEXT: Objective Structured Clinical Examinations (OSCEs) have emerged as the ‘gold standard’ in the assessment of clinical competence in healthcare education. However, the exam format, length of stations, scoring schedules and methods of setting passing scores vary between institutions. With increasing societal demands for

accountability in medical education, it is imperative to have comparable standards in medical teaching, learning and assessment.

OBJECTIVES: This presentation provides an overview of the development of a sustainable environment for Australian Medical examiners to improve consistency in scoring OSCEs.

METHODS: A community of geographically dispersed Australian Medical schools had been supported in the online environment by core UTAS technology platforms. Starting with a small cohort, participants' feedback has been used to inform each iteration of community development. As membership diversified numbers of non-UTAS participants increased and dependence on UTAS technology became less appropriate. Three environments were evaluated for their ability to sustain the needs of the community based on the skills and resources available to the participants. A new environment was selected and examiner responses to this process were evaluated by survey.

RESULTS: The community's development has been underpinned by measured improvements in outcomes and cross-institutional champions, resulting in increasing participation, engagement and scope of activities. Participant engagement has been encouraged both because of the outcomes, online facilitated discussions, using feedback to inform development and visits.

CONCLUSIONS: The newly established environment is successfully supporting the community's activities, including growth and diversity, resourced by community members.

Sustaining the student, sustaining the profession, sustaining the community

Emma Warnecke and Marianne Catchpole

Sustaining students in their learning and teaching environment has immediate benefits for the student. There is also a longer term flow on effect to the profession the student will enter and to the community as a whole. Ideas will be presented to spark discussion on various ways of sustaining students to be engaged with their learning and how to promote flow on effects to the community. This presentation uses health professional students as an example but has wider application, particularly in other professional disciplines.

Establishing a sustainable community: The no CRAP approach

Sharon Pittaway

In the face of competing institutional priorities, and time and resource pressures, how is it possible to develop a community with an environment of trust, openness, honesty, and safety? What might be the outcomes of such an approach? This presentation will share the processes underpinning the establishment of the Student Engagement