



Australian
Medical Council Limited

Accreditation of the University of Notre Dame Australia
School of Medicine, Fremantle

AMC Directors Report
Executive Summary
2012

Executive summary and recommendations 2012

The Australian Medical Council (AMC) document, *Procedures for Assessment and Accreditation of Medical Schools 2011* describes AMC requirements for accrediting primary medical education programs and their providers.

The accreditation of the University of Notre Dame Australia, School of Medicine (Fremantle) currently expires in 2013. In the year accreditation ends, a school submits a comprehensive report for extension of accreditation. Subject to a satisfactory report, the AMC may extend the accreditation for a further period of accreditation, up to a maximum of four years, before a new accreditation review.

In a comprehensive report, the School is expected to provide: assurance and, where possible, evidence that it has maintained its standard of education and of resources; an appraisal of the developments since accreditation including its response to the issues raised by past accreditation assessments; and information on plans leading up to the next AMC accreditation.

In 2012 an AMC Team completed a review of the school's program to consider whether the University of Notre Dame Australia School of Medicine (Fremantle) is meeting the approved accreditation standards and will continue to do for the next period of accreditation.

Decision on accreditation

Under the *Health Practitioner Regulation National Law Act 2009*, the AMC may grant accreditation if it is reasonably satisfied that a program of study, and the education provider that provides it, meet an approved accreditation standard. It may also grant accreditation if it is reasonably satisfied that the provider and the program of study substantially meet an approved accreditation standard, and the imposition of conditions on the approval will ensure the program meets the standard within a reasonable time. Having made a decision, the AMC reports its accreditation decision to the Medical Board of Australia to enable the Board to make a decision on the approval of the program of study as providing a qualification for the purposes of registration.

The October 2012 meeting of the AMC Directors endorsed the accreditation report and resolved:

That the Bachelor of Medicine Bachelor of Surgery program of the School of Medicine Fremantle at the University of Notre Dame Australia **meets the approved primary medical education accreditation standards.**

That the Bachelor of Medicine Bachelor of Surgery program of the University of Australia School of Medicine Fremantle be granted an extension of accreditation until 31 December 2016, subject to the following conditions:

- (i) in the 2013 progress report, evidence to address the conditions on accreditation detailed in the Key Findings Table (in the Executive Summary) at:
 - Standard 1.8 – Staff Resources
 - Standard 6.1 - Monitoring
 - Standard 6.2 – Outcome Evaluation
 - Standard 6.3 – Feedback and Reporting
 - Standard 8.3 – Clinical Teaching Resources.

- (ii) satisfactory annual progress reports that continue to demonstrate that the standards are met, and that include the 'items for reporting in the 2013 progress report', as set out in the Key Findings Table and accreditation report.

Overview of findings

The following 'Key Findings Table' summarises the findings of the 2012 University of Notre Dame Australia, School of Medicine Fremantle assessment against the approved accreditation standards.

The left column of the table includes areas of commendation. The right column of the table notes any conditions of accreditation. If a standard is 'not met' or 'substantially met' the AMC imposes conditions to ensure that the medical education provider does meet the standard in a reasonable timeframe. The AMC requires medical education providers to provide evidence of actions taken to address the condition and meet the standard in the specified timeframe.

The right column also notes items that should be reported on in the next progress report to demonstrate that the medical education provider continues to meet the standard. The AMC will include these items for reporting in the next progress report request to the medical education provider.

Key Findings Table

<p>1. Context (governance, autonomy, course management, educational expertise, budget, health sector, research context, staff)</p>	<p>This set of standards is met. 1.8 Substantially Met</p>
<p><u>Commendation</u></p> <p>The Dean is an effective leader of the School of Medicine. The role is well defined, with a focus on strategic planning and relationships.</p> <p>The Medical Education Support Unit now has a well-defined role and is offering courses that support both educational and research activities.</p> <p>The School has cultivated well-developed relationships with numerous organisations and agencies, with a strong working relationship between the School and the University of Western Australia's (UWA) medical school.</p>	
<p><u>1.7 The Research Context of the School</u></p> <p><u>Commendation</u></p> <p>There is a well-developed Honours program offered to students as an additional unit to the MBBS program work in the final year. The School is developing research programs designed to initiate research participation in MED200, and build on this in order to increase participation in the Honours program.</p>	<p>Standard 1.7 is now met</p>

<p><u>1.8 Staff Resources</u></p>	<p>Standard 1.8 is substantially met <u>Condition on Accreditation</u> 1.8 Staff Resources Provide evidence of succession planning for senior academic and administrative positions, along with evidence of progression opportunities for clinical academics.</p>
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<p>2. Outcomes (mission, course outcomes)</p>	<p>This set of standards is met.</p>
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<p>3. Curriculum (framework, structure, content, duration, integration, research, choices, continuum)</p>	<p>This set of standards is met.</p>
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	<p>To continue to demonstrate that the Standard is met, in the 2013 progress report include:</p> <p>3.1 Curriculum framework</p> <p>The University is strongly encouraged to continue to provide the required IT support to enable the curriculum database to be fully implemented, maintained and developed as required</p>
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<p><u>3.2.4 Clinical sciences and skills</u></p> <p><u>Commendation</u></p> <p>The clinical program is now well established and the program covers the major clinical specialties in both the specialist and general environments. The medical curriculum is delivered well in both the public and private sectors.</p> <p>The strategic appointment of clinical liaison personnel at certain clinical sites has strengthened the relationship between the University and clinical teachers.</p> <p><u>3.2.6 Behavioural and social sciences and medical law and ethics</u></p>	
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<p><u>Commendation</u></p> <p>The Team commended the program's focus on ethical practice and reflective behaviour as exemplified in the clinical debriefing sessions. The School is committed to engendering the highest professional behaviours through all years of the program.</p>	
<p><u>3.2.7 Indigenous health</u></p> <p><u>Commendation</u></p> <p>The Aboriginal Health teaching program is progressing well and a review by the newly appointed Aboriginal Health Consultative Committee and the Aboriginal Health Curriculum Development Group has led to significant improvements to the entire teaching program.</p>	<p>To continue to demonstrate that the Standard is met, in the 2013 progress report include:</p> <p>3.2.7 Indigenous health</p> <p>Report on progress in the integration of the Indigenous Health Curriculum Framework learning objectives throughout the program.</p>
<p><u>3.3 Curriculum integration</u></p> <p><u>Commendation</u></p> <p>The curriculum has a spiral structure and components across the four domains are well integrated through preclinical and clinical years. There is now a sound integration with all four years of the course.</p>	
<p><u>3.4 Research in the curriculum</u></p> <p><u>Commendation</u></p> <p>All students perform a clinical audit and are encouraged to undertake evidence-based reviews of clinical issues they encounter. Students may complete an MBBS (Hons) through completion of an additional unit in their final year.</p>	<p>This standard is now met.</p> <p>To continue to demonstrate that the Standard is met, in the 2013 progress report include:</p> <p>3.4 Research in the curriculum</p> <p>The Team encouraged the School to continue to improve research opportunities for students, as well as encourage uptake of post-graduate research degrees.</p>

<p>4. Teaching and learning methods</p>	<p>This set of standards is met</p>
<p><u>4.1 Teaching and learning methods</u></p> <p><u>Commendation</u></p> <p>The School has produced some high quality teaching resources such as the Clinical Skills Handbook. The</p>	

comprehensive, discipline specific study guides, distributed prior to each rotation, provide an excellent resource for students and teaching staff.	
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5. Assessment (approach, methods, rules and progression, quality)	This set of standards is met
	<p>To continue to demonstrate that the Standard is met, in the 2013 progress report include:</p> <p>5.3 Assessment Rules and Progression</p> <p>Please report on any changes to assessment relating to standard setting in Multi-Station Assessment Task examination and use of the SEM in progression algorithms.</p>

6. Monitoring and evaluation (ongoing monitoring, evaluation, feedback and reporting, educational exchanges)	The set of standards is substantially met.
	<p><u>Conditions on Accreditation:</u></p> <p>6.1 Monitoring</p> <p>Develop and implement the School's revised evaluation strategy.</p> <p>6.2 Outcome evaluation</p> <p>Develop a framework to guide outcome evaluation, including an evaluation of the School's graduates</p> <p>6.3 Feedback and reporting</p> <p>Develop and implement a plan for communicating the evaluation results to the full range of groups with an interest in graduate outcomes.</p>

7. Students (intake, admission, support, representation)	This set of standards is met
<p><u>Commendation</u></p> <p>The School has an established support program for students. This includes the independent Student Clinical Services which provides a counselling and referral service as well as a range of mental health programs.</p>	

8. Resources (physical, IT, clinical teaching)	This set of standards is met
<p><u>8.3 Clinical teaching resources</u></p> <p><u>Commendation</u></p> <p>The School has over 200 general practices taking students for placements and an agreement is in place with each of these general practices. Students have general practice placements in every year of the program</p> <p>The School is to be commended on effectively engaging the private health sector in the provision of primary medical education in a sustainable way. This includes the effective use of respected ‘champions’ to engage individual clinician involvement in the program in a sustainable way.</p>	<p><u>Condition on Accreditation:</u></p> <p>8.3 Clinical teaching resources</p> <p>Provide a report on plans and agreements to facilitate the provision of educational facilities and student placements at the new Fiona Stanley Hospital, scheduled to open in 2014.</p>