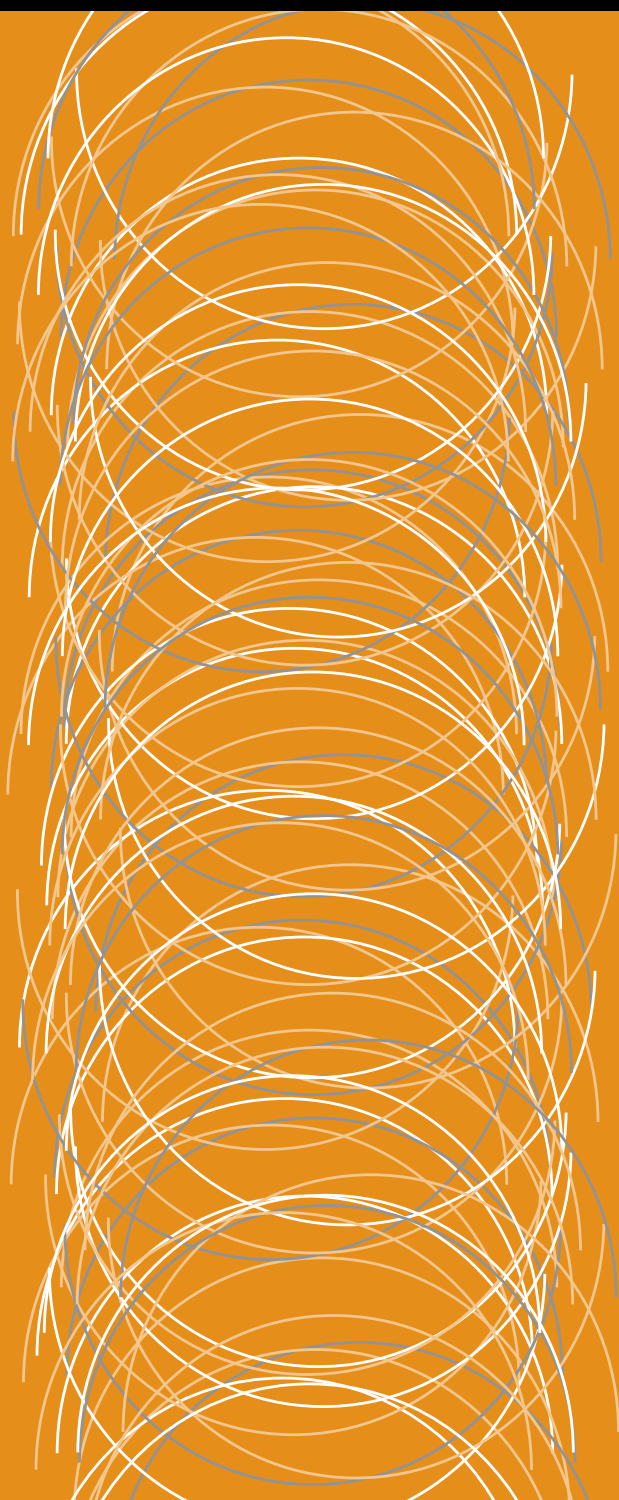


Australian Medical Council Limited

Accreditation report: Extension of  
accreditation Griffith University,  
School of Medicine and Dentistry

AMC



Medical School Accreditation Committee  
May 2021

---

September 2021

ABN 97 131 796 980

ISBN 978-1-925829-45-7

Copyright for this publication rests with the  
Australian Medical Council Limited

Australian Medical Council Limited  
PO Box 4810  
KINGSTON ACT 2604

Email: [amc@amc.org.au](mailto:amc@amc.org.au)  
Home page: [www.amc.org.au](http://www.amc.org.au)  
Telephone: 02 6270 9777  
Facsimile: 02 6270 9799

## Contents

|  |   |
|--|---|
| Acknowledgement of Country.....  | 1 |
| 1. Introduction.....   | 1 |
| 1.1 The process for comprehensive report for extension of accreditation.....     | 1 |
| 1.2 Decision on accreditation.....   | 1 |
| 2. Griffith University, School of Medicine and Dentistry .....                   | 3 |
| 2.1 Accreditation history.....   | 3 |
| 2.2 Griffith University comprehensive report.....                                | 4 |
| 2.3 Griffith University, School of Medicine and Dentistry executive summary..... | 4 |
| 3. AMC Findings .....  | 5 |
| 3.1 Summary of findings against the standards .....                              | 5 |
| 3.2 Detailed findings against the standards .....                                | 5 |



## Acknowledgement of Country

The Australian Medical Council (AMC) acknowledges the Aboriginal and Torres Strait Islander Peoples as the original Australians, and the Māori People as the original Peoples of New Zealand.

We acknowledge and pay our respects to the Traditional Custodians of all the lands on which we live, and their ongoing connection to the land, water and sky.

We recognise the Elders of all these Nations both past, present and emerging, and honour them as the traditional custodians of knowledge for these lands.

## 1. Introduction

### 1.1 The process for comprehensive report for extension of accreditation

The Australian Medical Council (AMC) document, *Procedures for Assessment and Accreditation of Medical Schools by the Australian Medical Council 2019*, describes AMC requirements for accrediting primary medical programs and their education providers.

In the last year of an accreditation period based on an assessment visit, the AMC can consider a request for an extension of accreditation via a comprehensive report. In submitting a comprehensive report, the education provider is expected to provide evidence it continues to meet the accreditation standards, and has maintained its standard of education and of resources.

Comprehensive reports require self-reflection, analysis of performance against the accreditation standards, and an outline of the challenges facing the school over the period of the possible extension of the accreditation. Without this assessment, the AMC does not have the evidence to determine if the school will meet the standards for the next period.

The AMC considers the submissions from the medical students' societies along with education provider's comprehensive reports.

If, on the basis of the report, the Medical School Accreditation Committee decides the education provider and the program of study continue to satisfy the accreditation standards it may recommend to the AMC Directors to extend the accreditation of the education provider and its program.

The extension of accreditation is usually for a period of three or four years, taking education providers to the full period of accreditation of ten years granted by the AMC between reaccreditation assessments. Following this extension, the provider and its programs undergo a reaccreditation assessment.

The AMC and the Medical Council of New Zealand work collaboratively to streamline the assessment of education providers which provide primary medical programs in Australia and New Zealand, and both have endorsed the accreditation standards. The two Councils have agreed to a range of measures to align the accreditation processes, resulting in joint accreditation assessments, joint progress and comprehensive reporting, and aligned accreditation periods. The AMC will continue to lead the accreditation process.

### 1.2 Decision on accreditation

Under the Health Practitioner Regulation National Law, the AMC can accredit a program of study if it is reasonably satisfied that:

- (a) the program of study, and the education provider that provides the program of study, meet the accreditation standard; or

- (b) the program of study, and the education provider that provides the program of study, substantially meet the accreditation standard and the imposition of conditions 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 for registration purposes.

On the basis of the comprehensive report, AMC Directors at their 28 July 2021 meeting agreed:

- (i) that the comprehensive report indicates that the Griffith University, School of Medicine and Dentistry and its medical program continue to meet the accreditation standards
- (ii) to grant an extension of the accreditation of the Griffith University, School of Medicine and Dentistry's Doctor of Medicine (MD) on the basis of the comprehensive report and additional information to the full period of accreditation to **31 March 2025**
- (iii) that accreditation is subject to meeting the monitoring requirements of the AMC, including satisfactory progress reports.

## 2. Griffith University, School of Medicine and Dentistry

### 2.1 Accreditation history

The Griffith University, School of Medicine and Dentistry was first accredited by the AMC in 1994.

An overview of the School's accreditation and monitoring history is provided below:

#### *Accreditation history*

| Assessment Type                                | Findings against Standards | Outcome  |
|--|----------------------------|--|
| 2004: Accreditation                            | -                          | Accreditation granted for six years to 31 July 2010 (four-year MBBS)                                   |
| 2006: Follow-up                                | -                          | Accreditation confirmed to 31 July 2010 (four-year MBBS)   |
| 2009: Comprehensive report                     | -                          | Accreditation granted for four years to 31 March 2015 (four-year MBBS)                                 |
| 2013: Material change (MBBS transition to MD)  | MEETS                      | Material change assessed in the current accreditation (four-year MBBS concludes 2017)                  |
| 2014 Reaccreditation                           | MEETS                      | Accreditation granted for six years to 31 March 2021 (four-year MBBS & four-year MD)                   |
| 2016 – 2018: Progress report                   | MEETS                      | 2016: One condition satisfied<br>2017: Nil conditions satisfied<br>2018: Nil conditions satisfied      |
| 2018 Material change (MD new site of delivery) | MEETS                      | Assessed in the current accreditation (four-year MD)   |
| 2019 Extension of accreditation                | MEETS                      | Granted an extension of accreditation to 31 March 2022 to accommodate the Curriculum Improvement Plan. |
| 2019 -2020: Progress report                    | MEETS                      | 2019: Five conditions satisfied<br>2020: Six conditions satisfied                                      |
| 2021: Comprehensive report                     | MEETS                      | One condition satisfied (All conditions now satisfied)<br>Accreditation extended to 31 March 2025      |

A copy of the School's 2014 accreditation report can be found at [www.amc.org.au](http://www.amc.org.au).

## 2.2 Griffith University comprehensive report

In its 2021 comprehensive report the School was asked to provide a report against the standards and its remaining accreditation condition.

The following was to be addressed for each standard:

1. **Analysis of strengths and challenges, and significant developments undertaken or planned. This includes any activity against accreditation recommendations for improvement.**
  - identification and assessment of factors that could influence the achievement of the school's goals over the next five years
  - a short summary of major developments since the last accreditation assessment
  - description of the school's development plans for the next five years, and significant milestones for their implementation
  - Any matters that may affect the accreditation status of the programs, such as a change to capacity to meet the accreditation standards, or any change that may meet the definition of a major change to the program.
2. **Activity against AMC conditions (as required)**

## 2.3 Griffith University, School of Medicine and Dentistry executive summary

This extension of accreditation to early 2025 will enable the completion of the first 20 years of the medical program at Griffith University. During this time the program has grown from the initial 80 student intake, to a very diverse cohort of up to 235 students per year, including domestic, international, rural origin and First People's Pathway entrants. The four years graduate entry program has successfully transitioned from the original AQF Level 7 MBBS, to an extended Masters (AQF Level 9) Doctor of Medicine. Students can now complete all four years of study at either the Gold Coast campus with placements at sites in South East Queensland and Northern NSW, or on the Sunshine Coast with placements at sites within the Sunshine Coast Hospital & Health Service. There is a well-established rural program, at multiple sites on the Darling Downs, run by our partner organisation Rural Medical Education Australia. Griffith graduates are now part of the local Queensland workforce, with many choosing rural careers.

The School of Medicine was originally a single program school established to run the medical program in 2004. Over time, there has been a merger with the School of Public Health in 2013 which brought both undergraduate and postgraduate programs, and the Paramedicine program was added in 2016. More recently, the Health Group has been restructured and this has resulted in the combination of the School of Medicine with the School of Dentistry and Oral Health. The new School of Medicine and Dentistry has a major focus on innovative teaching methods as well as significant research outputs.

As part of the natural evolution of the program, a decision was made several years ago to review and revise the MD curriculum, and redesign the program structure. Although much of the work has already been done towards a 2022 implementation, the uncertainties of the challenges facing the University and the School due to the COVID-19 pandemic, have led to a decision to defer the introduction until 2023. The new program, with a revised, modern curriculum will introduce a three-phase structure to improve transitions into clinical work and internship, as well as significant changes to current learning and teaching and assessment methods. The School of Medicine and Dentistry looks forward to a full reaccreditation visit in 2024, at which time the new MD program will be well underway and we can showcase our innovations in medical education.



### 3. AMC Findings

#### 3.1 Summary of findings against the standards

The findings against the eight accreditation standards are summarised in the table below. Explicit feedback is available on each standard under 3.2.

| Standard                           | Finding in 2014<br>(including any requirements substantially met or not met) | Finding in 2021 |
|------------------------------------|--|-----------------|
| 1. Context of the Medical Program  | Met<br>(Standard 1.4 substantially met)                                      | Met             |
| 2. Outcomes of the Medical Program | Met  | Met             |
| 3. The Medical Curriculum          | Met<br>(Standard 3.5 substantially met)                                      | Met             |
| 4. Learning and Teaching           | Met  | Met             |
| 5. Assessment of Student Learning  | Met  | Met             |
| 6. Monitoring and Evaluation       | Met  | Met             |
| 7. Students                        | Met  | Met             |
| 8. The Learning Environment        | Met  | Met             |

#### 3.2 Detailed findings against the standards

Providers must satisfy conditions on accreditation in order to meet the relevant accreditation standard. The AMC provides feedback on the conditions using the following:

|                             |  |
|-----------------------------|--|
| <b>Unsatisfactory</b>       | <i>The education provider may not meet the related accreditation standard and AMC should investigate further.</i>                          |
| <b>Not Progressing</b>      | <i>No progress or overly slow progress.</i>  |
| <b>Progressing</b>          | <i>Indicates satisfactory progress against the recommendation, with further reporting necessary.</i>                                       |
| <b>Satisfied and Closed</b> | <i>The education provider has satisfied all requirements and can cease reporting against the Condition. Condition is marked as closed.</i> |

### Standard 1: The Context of the Medical Program

Standards cover: governance, leadership and autonomy, medical program management, educational expertise, educational budget and resource allocation, interaction with health sector and society, research and scholarship, staff resources and staff appointment, promotion and development

|  |            |           |
|--|------------|-----------|
| <b>Summary of accreditation status</b> | 2014: Met. | 2021: Met |
|--|------------|-----------|

### Developments against Standard 1

The School provided an overview of activities against the standards and reported on the following key developments:

- In 2015, the Griffith University Health Group was successful in gaining funds from the Federal Department of Health under the Rural Health Multidisciplinary Training (RHMT) Program to support primarily medical and dental student placements in the Rural Clinical Stream of Griffith Health.
- In 2017, the Federal Health Minister, announced that there would be 50 Commonwealth supported places available for applicants to the Sunshine Coast (SC) site of the Griffith medical program. The AMC assessed the Sunshine Coast University Hospital as a site of new delivery in 2018.
- In 2017, introduction of clinical placements at QEII Hospital as part of an expansion of the School's footprint in the Metro South Hospital and Health Service (HHS).
- In 2018, the School began discussions as part of what was then called a 'curriculum improvement process', but which has developed into a process of 'review, revision and renewal'. The 2019 and 2020 Progress Reports included reports on the development of this process.
- The appointment of Lead for First Peoples Health within the medical program has provided leadership and helped to set a clear pathway for future developments in Indigenous health curriculum within the medical program.
- In 2021, the governance structure of the School transformed into the School of Medicine and Dentistry, as a result of the restructure of the Health Group in April 2021.

### Activity against Conditions from 2014 accreditation report

| Condition:  | Due: | Status:        |
|---|------|----------------|
| 11 Finalise and implement strategies to ensure Indigenous health educational expertise in the program. (Standard 1.4) | 2016 | Satisfied 2020 |

### Activity against Conditions from 2018 material change assessment report

| Condition:   | Due: | Status:        |
|--|------|----------------|
| 1 Confirm the appointment of the Associate Academic Manager (Lead) Years 3 and 4 by March 2019. (Standard 1.1)   | 2019 | Satisfied 2019 |
| 2 Confirm plans for new Indigenous community placements, whether attained through discussions with the Queensland Aboriginal and Islander Health Council or other arrangements by March 2019. (Standards 1.6, 8.3) | 2019 | Satisfied 2019 |

| Condition:   | Due: | Status:           |
|--|------|-------------------|
| 3      Finalise and implement strategies to ensure Indigenous health educational expertise in the program. (Standard 1.4)<br>Provide details of plans and strategies to source Indigenous academic expertise for input into the medical program at the Sunshine Coast campus by March 2019. (Standards 1.4, 1.8) | 2019 | Satisfied<br>2019 |

---

## **Standard 2: The Outcomes of the Medical Program**

Standards cover: purpose and medical program outcomes

|  |            |           |
|--|------------|-----------|
| <b>Summary of accreditation status</b> | 2014: Met. | 2021: Met |
|--|------------|-----------|

### **Developments against Standard 2**

The School provided an overview of activities against the standards and reported on the following key development:

- As part of the process of MD curriculum review, revision, and renewal the School has developed a new vision for the MD program, which is 'student-centred learning for patient-centred care'.

### **Activity against Conditions from 2014 accreditation report**

N/A

### Standard 3: The Medical Curriculum

Standards cover: duration of the medical program, the content of the curriculum, curriculum design, curriculum description, Indigenous health and opportunities for choice to promote breadth and diversity

|                                 |           |           |
|---------------------------------|-----------|-----------|
| Summary of accreditation status | 2014: Met | 2021: Met |
|---------------------------------|-----------|-----------|

### Developments against Standard 3

The School provided an overview of activities against the standards and reported on the following key developments:

- The MD program continues to be a four-year, graduate entry program with long academic years of approximately 40 weeks duration. There have been some changes made to the duration of the academic years in the new program structure to enhance student wellbeing whilst maintaining academic standards. Overall, the total number of weeks in the program across all four years have increased slightly from 163 to 164 (including study block and vacations between blocks).
- To date, the only significant changes have been:
  - Since 2018, clinical skills competency-based teaching has been more deliberately horizontally aligned with the Problem-based Learning (PBL) case-driven content of the curriculum in Years 1 and 2.
  - The presence of the four themes continues to ensure vertical integration within the curriculum design across the four years of the program.
- Since 2018, the learning outcomes have been included in all course profiles for the MD program (one course profile per semester, per cohort for each site).
- Previous reports have documented the progress made, and the difficulties faced with the development of an overarching Indigenous Health curriculum without an Indigenous doctor to lead this work. The appointment of a Lead for First Peoples Health within the medical program, has provided leadership and helped steer progress on future developments in Indigenous health curriculum within the medical program.
- A focus on Indigenous Health clearly aligns with the Griffith University Strategic Plan 2020 - 2025, and the changes planned for the new MD program will give greater prominence to this content. In addition, the following changes are noted:
- The design of the new MD program continues to be mapped to the four domains of the AMC Graduate Outcome Statements, although it has transformed into a three phase, 'course-based' program structure with smaller, discrete courses in Phase 1 and the start of Phase 2. The focus of the changes are: improving assessment, progression rules, and transitions to wards and to clinical practice. The curriculum renewal process has also focused on opportunities to improve the students' experience of the program and to support student wellbeing. The development of the program is being informed by consultations with internal and external stakeholders, clinical staff, current and past students.

**Activity against Conditions from 2014 accreditation report**

| Condition:  | Due: | Status:        |
|---|------|----------------|
| 12 Demonstrate that the program has an overarching First Peoples health (Indigenous health) curriculum. (Standard 3.5)                | 2017 | Satisfied 2021 |
| 13 Demonstrate progress towards the development of an overarching First Peoples health (Indigenous health) curriculum. (Standard 3.5) | 2016 | Satisfied 2016 |

**Activity against Conditions from 2018 material change assessment report**

| Condition:   | Due: | Status         |
|--|------|----------------|
| 4 Provide the completed Year 1 blueprint of teaching at the Sunshine Coast campus by March 2019. (Standard 3.3)  | 2019 | Satisfied 2019 |
| 5 In the 2020 comprehensive report, clarify the opportunities for student choice components of the curriculum at the Sunshine Coast campus. (Standard 3.6) | 2020 | Satisfied 2020 |

---

## Standard 4: Teaching and learning methods

Areas covered by this standard: teaching and learning approach and methods

|  |           |           |
|--|-----------|-----------|
| <b>Summary of accreditation status</b> | 2015: Met | 2021: Met |
|--|-----------|-----------|

### Developments against Standard 4

The School provided an overview of activities against the standards and reported on the following key developments:

- Introduction of Year 1 of the medical program at a new site at the Sunshine Coast Health Institute (SCHI) in 2019, with all years delivered in 2020, have provided opportunities for new approaches to learning and teaching. During 2019, the last of the University of Queensland Year 4 students completed their training at SCHI so Griffith was able to deliver all four years of the medical program at SCHI in 2020.
- Interprofessional learning and teaching within the medical program has developed strongly as part of the Griffith Health Framework for Interprofessional Learning.
- Optional research projects supervised by hospital clinicians with oversight by School staff have been undertaken since 2014 and expanded in recent years at the Gold Coast University Hospital and at our rural placements centred at Toowoomba, and since 2020 has been available to students studying at SCHI.
- Students are given opportunities to be involved in peer and near-peer learning and teaching experiences alongside academic and clinical staff. These experiences promote role modelling and development of teaching skills. Some examples of this include anatomy and pathology teaching in Years 1 and 2; Year 3 and 4 students act as examiners in the formative Year 2 OSCE in 2018 and 2019; peer-assisted clinical skills sessions for Year 1 and 2 students, reflective practice training in Year 4.
- A formal academic support and mentoring program is under development with the new MD curriculum.

### Activity against Conditions from 2018 material change assessment report

| Condition:  | Due: | Status         |
|---|------|----------------|
| 6 In the comprehensive report, confirm the implementation plans for anatomy teaching at the Sunshine Coast campus. (Standard 4.3)                       | 2020 | Satisfied 2020 |
| 7 In the comprehensive report, provide further details of the implementation of interprofessional learning at the Sunshine Coast campus. (Standard 4.7) | 2020 | Satisfied 2020 |

## Standard 5: The Curriculum – Assessment of Student Learning

Standards cover: assessment approach, assessment methods, assessment feedback and assessment quality

|                                 |           |           |
|---------------------------------|-----------|-----------|
| Summary of accreditation status | 2014: Met | 2021: Met |
|---------------------------------|-----------|-----------|

### Developments against Standard 5

The School provided an overview of activities against the standards and reported on the following key developments:

- The competency-based clinical skills assessment introduced into Year 1 in 2018, and Year 2 in 2019 has improved students' preparation for full-time clinical placements in Year 3. The deliberate focus of increasing formative assessments for feedback has resulted in improvement in clinical skills performance.
- Due to the COVID-19 pandemic in 2020, assessment was moved to online assessment where possible. Students and staff were rapidly and successfully upskilled in new assessment methodologies including take home short assignment-based assessments, online MCQ delivery and open book assessments. These assessment methods continue to be utilised in 2021 and some will remain in the new curriculum design.

### Future plans

The approach to assessment will be the 'assessment for learning' philosophy. The three key priorities for assessment of student learning identified as important for the new curriculum are as follows:

- Reduction in the overall assessment burden in line with University policies
- Increased involvement of real patients in assessment where possible
- Introduction of portfolio-based clinical assessments in Phases 2 & 3.

The School reported that the recruitment of an Academic Lead in Assessment and Evaluation has been identified as a key priority for workforce planning.

### Activity against Conditions from 2018 material change assessment report

| Condition:  | Due: | Status:        |
|---|------|----------------|
| 8 In the comprehensive report, describe the activities and evaluation undertaken to ensure consistent assessment practices and standards at the Sunshine Coast campus and across campuses. (Standard 5.4) | 2020 | Satisfied 2020 |



## **Standard 6: The Curriculum - Monitoring**

Standards cover: monitoring, outcome evaluation and feedback and reporting

Areas covered by this standard: program monitoring; evaluation; feedback, reporting and action

|  |           |           |
|--|-----------|-----------|
| <b>Summary of accreditation status</b> | 2014: Met | 2021: Met |
|--|-----------|-----------|

### **Developments against Standard 6**

The School provided an overview of activities against the standards and reported on the following key developments:

- Expansion of benchmarking to include the AMC/MBA 2018 Preparedness for Internship Survey (published 2019) has been very useful in highlighting enhancements needed in the curriculum to better prepare students for internship. These data are also guiding changes in Year 3 and 4 as part of the curriculum review process.
- Evaluation of individual components of the MD program, and of the performance of individual teachers, remains challenging within the current four 'year-long' course structure, meaning that the university's approach to evaluation by regular survey of students to produce SEC (student evaluation of course) and SET (student evaluation of teaching) scores, is not really representative due to low response rates, nor has it been helpful in providing feedback for quality improvement of individual components. It is hoped that the new MD program structure with defined courses in phase 1 and the first part of phase 2 will allow for more objective evaluation, which enables better educational quality improvement.
- The school reported on a range of outcome-based evaluation approaches and benchmarking collaborations that provide valuable information regarding assessment tasks, standard setting, and student performance. These outcome evaluations, are the focus of discussions at a range of key committees at which key staff, student representatives and clinical sub-deans from all clinical sites are members. In particular, the results are discussed at the School Committee where external representatives from both health and community are members.
- The Course Profiles that are produced each semester for each course and published on the University website for students and staff to access are required to include key issues raised by students and respective school responses. The profiles were introduced as a university-wide initiative and first adopted for the MD in 2018.

### **Activity against Conditions**

N/A

## Standard 7: Implementing the Curriculum - Students

Standards cover: student intake, admission policy and selection, student support, professionalism and fitness to practise, student representation and student indemnification and insurance

|                                 |           |           |
|---------------------------------|-----------|-----------|
| Summary of accreditation status | 2014: Met | 2021: Met |
|---------------------------------|-----------|-----------|

### Developments against Standard 7

The School provided an overview of activities against the standards and reported on the following key developments:

- As part of a University wide initiative to address any possible issues of bullying, discrimination and harassment, in 2017 the School of Medicine appointed a Contact Officer, who is available to both students and staff, and offers a private and confidential point of contact to discuss any concerns relating to these issues.
- There is now student representation on the School's Learning & Teaching Committee which is the body to which the Medical Program Committee reports.
- There is inclusion of Sunshine Coast and Rural student representatives on all key committees to do with the medical program.
- During 2020, Griffith University provided additional online support for students and the MD staff used a combination of online support platforms to maintain contact with students and provide academic and professional support.

### Future Plans

- Widen opportunities for South East Queensland Indigenous applicants to double the number of successful applicants.
- Broaden intake for students from under-represented groups.
- Student academic support will progressively increase as the new curriculum rolls out due to design features focusing on strengthening transitions between curriculum phases, including Taught Revision Week in Phase 1, Directed Elective in Phase 2, introduction of Academic Support & Mentoring Program in Phase 2, and the introduction of the new Preparation for Practice 1 course in Phase 2.

### Activity against Conditions

N/A

## Standard 8: Implementing the Curriculum – Learning Environment

Standards cover: physical facilities, information resources and library services, clinical learning environment and clinical supervision

|                                 |           |           |
|---------------------------------|-----------|-----------|
| Summary of accreditation status | 2014: Met | 2021: Met |
|---------------------------------|-----------|-----------|

### Developments against Standard 8

The School provided an overview of activities against the standards and reported on the following key developments:

- Expansion of clinical placements through the Joint Venture Agreement between the Sunshine Coast Hospital and Health Service, University of Sunshine Coast, Queensland TAFE, and Griffith University. An additional 50 domestic places were added to the MD program. Students commenced Year 1 at Sunshine Coast Health Institute in 2019. The implementation of the MD program at the Institute has been reported in annual reports to AMC since 2018.
- A new Clinical Training Facility was opened at Dalby Hospital in 2019 and Griffith students on the 'Longlook' program can access this for a range of teaching activities.
- In 2016 the School withdrew from its placement agreement with the Wesley Hospital in Brisbane, and introduced placements at QEII Hospital, with rotations to Logan and Queensland Children's Hospital for Child Health and Sunnybank Private for the maternity component of Women's Health. Placements at the Wesley resumed in 2021 due to a reduction in student access to core clinical activities at Sunnybank Private.
- A number of enhancements to clinical placement learning over time, particularly centring on the Sunshine Coast campus development. These include:
  - Additional clinical experiences in aged/palliative care have been included in the 'Geriatrics and Palliative care week' program at the Sunshine Coast in Year 2.
  - Engagement with general practice clinics and training for GPs has led to the successful implementation of a General Practice Longitudinal Program at the Sunshine Coast where students spend several sessions each year at the same GP clinic, establishing a mentor/mentee relationship with the supervisor and seeing patients along the continuum of their care.
- Faculty development programs for clinical leads across sites and including General Practitioners involved in the General Practice Longitudinal Program.
- Expansion of online resources and support by the Griffith Library to compliment the change to delivery and assessment of the program in response to COVID-19 during 2020 and continuing into 2021.

### Future Plans

- At the time of writing this report there are several possible changes to clinical placements on the horizon.
  - The new Tweed Valley Hospital will open in 2023. A consortium-based approach involving Griffith, Bond and Southern Cross University has been made in response to a call for expressions of interest from organisations interested in providing education and training and an outcome of this is awaited.
  - The outcome of the Rural Health Multidisciplinary Training review is awaited and with news of the proposal to run a four-year, end-to-end program at Toowoomba.

- Logan Hospital is undergoing significant redevelopment and, when complete, will offer additional clinical placements capacity.
- Initial planning is underway for a new Level 4/5 northern Gold Coast Hospital based at Coomera to serve the expanding population in this region and the future urban developments planned for the area extending up to south Brisbane (Beenleigh). The exact size and scope are still to be determined but it is likely to be similar in size to Logan Hospital and may provide access to a significant number of clinical places from about 2030 onwards.

**Activity against Conditions from 2018 material change assessment report**

| Condition:  | Due: | Status:        |
|---|------|----------------|
| 9 Confirm the recruitment of clinical teachers and academic staff to the program at Sunshine Coast campus by March 2019. (Standard 8.4)   | 2019 | Satisfied 2019 |
| 10 Report on the outcomes of the Clinical Placements Governance Subcommittee, identifying what, if any implication there are for Griffith's program by March 2019. (Standard 8.3) | 2019 | Satisfied 2020 |



