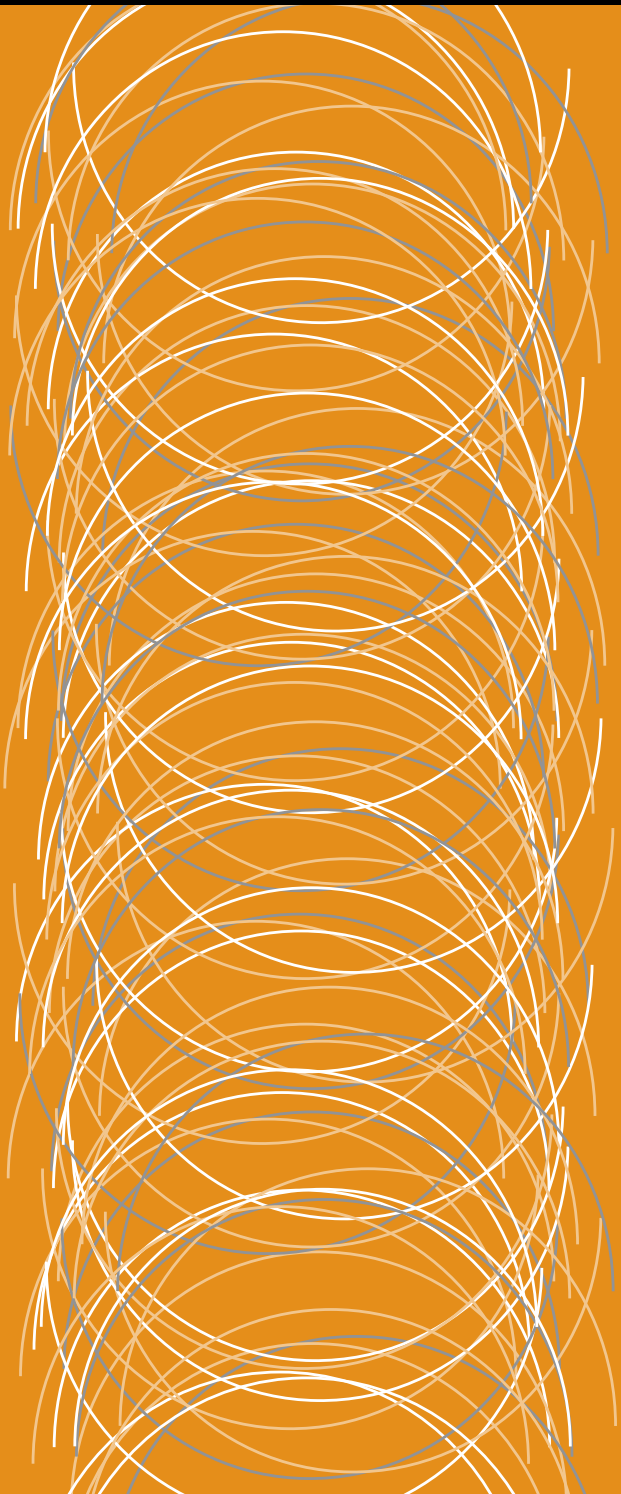


Australian Medical Council Limited

Accreditation of
University of Notre Dame Australia
School of Medicine,
Fremantle Medical Program

AMC



Medical School Accreditation Committee
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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 extension of accreditation

The Australian Medical Council (AMC) document, *Procedures for Assessment and Accreditation of Medical Schools by the Australian Medical Council 2022*, 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 an extension submission. In submitting an extension submission, 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.

Extension submissions 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.

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

If, on the basis of the report and student submission, the Medical School Accreditation Committee decides the education provider and the program/s 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 the education provider to the full period of accreditation granted by the AMC between reaccreditation assessments, which is ten years. Following this extension, the provider and its program/s undergo a reaccreditation assessment.

The AMC and the Medical Council of New Zealand work collaboratively to streamline the assessment of education providers that provide primary medical programs in Australia and New Zealand. 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 leads 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.

The AMC Directors at their 2 June 2022 meeting resolved:

- (i) that the medical program of the University of Notre Dame Australia, School of Medicine Fremantle continues to meet the accreditation standards; and
- (ii) to grant an extension of the accreditation of the University of Notre Dame Australia, School of Medicine Fremantle, and its Doctor of Medicine (MD) medical program to the full period of accreditation, to 31 March 2026 on the basis of the accreditation extension submission.

2 University of Notre Dame Australia, School of Medicine Fremantle

2.1 Accreditation history

The University of Notre Dame Australia, School of Medicine Fremantle was first accredited by the AMC in 2004.

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

Assessment Type	Findings against Standards	Outcome
2004: Initial accreditation	-	Granted accreditation of the MBBS for six year to 31 December 2010 subject to a follow up assessment in 2005 and 2006
2005: Follow-up assessment	-	The AMC confirmed the 2004 accreditation decision
2006: Follow-up assessment	-	The AMC confirmed the 2004 accreditation decision subject to a follow up assessment in 2007
2007: Follow-up assessment	-	Granted accreditation of the MBBS to 31 December 2009
2009: Follow up assessment	-	Granted accreditation of the MBBS for four years to 31 December 2013 subject to a 2010 report on conditions
2012: Accreditation extension submission	-	Extension of accreditation of the MBBS granted to 31 December 2016 subject to conditions
2014: Major change assessment (new MD)	-	Single day visit
2016: Reaccreditation	MET	Granted accreditation to 31 March 2018 (MBBS) and 31 March 2023 (MD)
2017: Monitoring submission	MET	Accepted – the Committee requested that an additional condition be reported in in the 2018 report.
2017: Extension of accreditation MBBS	MET	Extension of accreditation granted to 31 March 2020 (to accommodate two students with leave of absence)
2017-2019: Monitoring submission	MET	Accepted
Extension submission for extension of accreditation	MET	Extension of accreditation of the MD program granted to 31 March 2026

A copy of the School's 2016 accreditation report can be found [here](#).

2.2 Extension submission for extension of accreditation

In its 2022 extension submission the School was asked to provide a report against the standards and its remaining accreditation conditions.

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**

- The School was asked to report on progress towards satisfying one remaining condition and meeting the relevant standard.

2.3 Executive summary

The University of Notre Dame Australia (UNDA) has been delivering its medical program on the Fremantle Campus for 18 years. In that time it has moved from a graduate entry MBBS to a Doctor of Medicine (MD). In 2021, The University moved from a School-based structure to a Faculty structure and its two Schools of Medicine, located in Fremantle and Sydney, were combined into a single School which delivers two separately accredited medical programs.

The Fremantle MD program has an ongoing commitment to contributing to the health and wellbeing of Aboriginal people. This has been demonstrated by comprehensive teaching of Aboriginal history, participation in cultural activities and complemented by a suite of On Country placements. Aboriginal medical students have an alternate entry pathway and a dedicated Aboriginal Health Team to support them.

All students participate in rural and remote placements in Years 1 and 2 of the medical program. Approximately 25 per cent of the Year 3 cohort spend the academic year in a rural or remote setting as part of the Rural Clinical School of Western Australia (RCSWA). In the last four years some Year 4 students have been able to do the same as a collaboration between RCSWA and the UNDA School of Medicine. There are also 4-week rural GP placements available for final year students.

The School has added Aboriginal Health and Research which makes up six Domains in its integrated program. Continuous improvement of the MD program is a strong focus, examples of which include further interprofessional learning developments, increased continuous assessment, changes to the digital delivery of written examinations, renewal of curriculum such as learning objectives, PBLs and student wellbeing initiatives.

During the COVID-19 pandemic, the School has strived to deliver its MD program as seamlessly as possible. The move to an online environment in the early days of the pandemic was managed and received well by both students and staff. Clinical placements for the Year 4 students were maintained with minimal disruption in 2020. Year 3 students completed an extra couple of weeks to make up for the disruption to their placements. An agile blended model of teaching and placements continued in 2021. Assessment processes including OSCEs have been maintained.

The School is proud of its Fremantle MD program and its commitment to continually improve its delivery of an excellent standard of medical education that is responding to community needs and expectations. It relies on its dedicated staff and a strong partnership with its student body to achieve its outcomes.

3 AMC Findings

3.1 Summary of findings against the standards

The findings against the eight accreditation standards are summarised in the table below.

Standard	Finding in 2016 (including any requirements substantially met or not met)	Finding in 2022 (including any requirements substantially met or not met)
1 Context of the Medical Program	Met (Standards 1.5, 1.6 1.7 & 1.1 substantially met)	Met
2 Outcomes of the Medical Program	Met	Met
3 The Medical Curriculum	Met (Standards 3.2 substantially met)	Met
4 Learning and Teaching	Met (Standards 4.1 & 4.7 substantially 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:

<i>Unsatisfactory</i>	<i>The education provider may not meet the related accreditation standard and AMC should investigate further.</i>
<i>Not Progressing</i>	<i>No progress or overly slow progress.</i>
<i>Progressing</i>	<i>Indicates satisfactory progress against the recommendation, with further reporting necessary.</i>
<i>Satisfied and Closed</i>	<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

Summary of accreditation status	2016: Met	2022: Met
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Developments against Standard 1

Significant developments relevant to this standard

The University of Notre Dame Australia made significant changes to the University's governance and administrative structures in 2021. This included the creation of three national faculties and six national schools. Consequently, the two Schools of Medicine (Sydney and Fremantle) were joined to form the National School of Medicine (The School) under the Faculty of Medicine, Nursing and Midwifery, Physiotherapy and Health Sciences. Professor Gervase Chaney, based in Fremantle, has been appointed as the National Head of the School of Medicine and Professor Bernard Champion, based in Sydney, has been appointed as the Deputy National Head of the School of Medicine.

New national governance structures are being established with the revision of the University's statutes in late 2021 to reflect the changes.

The School continues to offer two separate and independent accredited medical programs; Doctor of Medicine (MD) (Fremantle) overseen by Professor Chaney and the Doctor of Medicine (MD) (Sydney) overseen by Professor Bernard Champion, each with authority to develop the medical program.

The School reported that it continues to be part of the Rural Clinical School of Western Australia, which now includes Curtin Medical School as well as the university of Notre Dame Australia and the University of Western Australia Medical School.

The School (Fremantle) has its own External Advisory Board which it consults on key issues relating to its purpose, the curriculum, graduate outcomes and governance. The membership includes representatives from the private and public health sectors, health industry, business, government, alumni and the community. Terms of reference and examples of action were given. Clinical placement agreements were detailed, including for new arrangements since the last assessment with St John of God (SJOG) Midland public and private hospital and Perth Children's Hospital.

The School (Fremantle) also consults with local Aboriginal Elders and groups which has resulted in a Statement of Commitment (2020) that was completed with the direction of local Aboriginal Elders and continues to be in effect.

The School (Fremantle) continues to be supported by medical education expertise and its Fremantle Aboriginal Health Team has grown to include an Associate Dean, two full-time equivalent senior lecturers across three roles, a part-time lecturer and a full time Student Support Officer (Aboriginal Health).

The contract with Murdoch University to deliver the sciences curriculum for years 1 and 2 at Fremantle has been extended.

Activity against Conditions from 2016 accreditation report

Condition:	Due:	Status:
1 Report on any additional resourcing required to meet program requirements for the implementation of the MD program (including but not limited to managing research projects and curriculum review) and the School's plans to address these requirements. (Standards 1.5 and 1.7)	2017	Satisfied
2 Confirm the medical program's arrangements to ensure ongoing delivery of the components of basic and clinical sciences content currently contracted to Murdoch University. (Standard 1.6)	2020	Satisfied
7 Describe the formal arrangements that are in place with Murdoch University to facilitate teaching and assessment, including engagement with staff delivering the program and structures for giving and acting on feedback. (Standard1.1.1) <i>(this condition was set in 2017)</i>	2018	Satisfied

Standard 2 The Outcomes of the Medical Program

Standards cover: purpose and medical program outcomes

Summary of accreditation status	2016: Met	2022: Met
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Developments against Standard 2

Significant developments relevant to this standard
<p>The MD program in Fremantle's graduate outcomes and attributes remain unchanged since the last accreditation submission.</p> <p>The objects of the University have remained unchanged, though the School (Fremantle) has reported an update of its mission and goals with input from and approval by Fremantle External Advisory Board, contribution from students via the Medical Student Association of Notre Dame, and engagement with staff through a consultation process.</p>

Activity against Conditions from 2016 accreditation report

Nil.

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	2016: Met	2022: Met
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Developments against Standard 3

Significant developments relevant to this standard

The overall duration of the medical program provided at the School of Medicine remains unchanged. However the Clinical Apprenticeships course has increased by two weeks to 45 weeks to align the academic calendars of the third year of the Doctor of Medicine programs at Notre Dame Fremantle and University of Western Australia medical schools. This was to allow the students' clinical rotations to commence and finish on the same dates, facilitating easier orientation and clinical teaching for the hospitals and other clinical placements.

The following changes to clinical rotations were included in the report:

- General Medicine and Surgery rotations have been decreased by one week each.
- Paediatrics rotation has been increased from four to eight weeks but now includes Neonatal Medicine as well.
- General Practice rotation has been increased from four to eight weeks but will include other community placements. In 2022, community psychiatry placements at Headspace will be undertaken. Beyond 2022, the community placement program will be expanded to include alcohol and drug organisations, prisons and child development clinics. This will increase the students' exposure to multidisciplinary teams and increase their interprofessional learning.
- Removal of two workshop weeks with some activities absorbed into lecture and tutorial time.

Changes to the curriculum since the last accreditation include:

- Re-ordering of Problem Based Learning cases to improve the integration of basic science learning with clinical context.
- Continual renewal of student learning outcomes.
- The beginning of reviews of themes that run across the four years of the program.
- Significant work to transition to fully online delivery modes, both synchronous and asynchronous, during the lockdown periods associated with the COVID-19 pandemic.

In relation to the teaching of clinical skills there has been some disruption due to the COVID-19 pandemic and development of online clinical skills classes using interactive online platforms. Two new simulation classes have also been developed (an inpatient ward and an emergency department), in which students take the role of junior medical staff. The School (Fremantle) reported development of two further simulations, one with clinical presentations in a general practice setting and another with clinical presentations that require transfer to an intensive care unit. Procedural skills have been reviewed since the last accreditation assessment and four credentialing assessments have been introduced.

In 2018, the Wheatbelt Community Engagement Week was re-established in partnership with Rural Health West, Curtin University Medical School and the Wheatbelt East Regional

Organisation of Councils. Community participation has expanded from 4 to 10 local governments and the number of students undertaking the placement was reported to have almost doubled.

Continuous improvement activities in the Personal and Professional Development have included:

- A focus on wellness and emotional intelligence.
- Work with Western Australia Health through the Institute of Health Leadership on problem-solving through team working.
- Development of data points on professional behaviours across the four years.
- Work on preparing students for GP placements, focusing on the Doctor-Patient relationship.

In relation to Indigenous Health, additional curriculum components since the last accreditation report include the Year 2 Broome Learning on Country six-week program and the ability for Year 4 students who have an interest in practising rurally and remotely after graduation to spend their final year in a rural or remote location. It was reported that some 2021 graduates completed more than 50% of their learning in rural settings. The School also reported increased opportunities for students to learn in and from Aboriginal contexts in electives.

Activity against Conditions from 2016 accreditation report

Condition:	Due:	Status:
3 Report on the introduction of the research project component within the MD program. (Standard 3.2)	2017	Satisfied
4 Confirm the final content of the bioethics component of the MD program. (Standard 3.2)	2017	Satisfied

Standard 4 Teaching and learning methods

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

Summary of accreditation status	2016: Met	2022: Met
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Developments against Standard 4

Significant developments relevant to this standard
<p>The Fremantle MD program maintains a scaffolded approach to clinical skill learning with early patient contact and clinical skills practice.</p> <p>Interprofessional learning remains a focus, with students spending time with nursing and physiotherapy students considering professional roles and responsibilities, scope of practice and communication styles in the preclinical years and learning as a member of a collaborative healthcare team in clinical placements.</p> <p>The teaching strategies incorporated into the accredited program remain, with the use of alternate learning strategies and technologies to support off campus teaching when State Government COVID-19 requirements dictate.</p> <p>The impact of COVID-19 highlights the need to ensure future delivery of the program is under constant scrutiny to ensure they are adapting to changing environments. These changes to teaching and learning innovation will be supported by the University's most recent appointment of a Chair in Digital and Health Telemedicine.</p>

Activity against Conditions from 2016 accreditation report

Condition:	Due:	Status
5 Report on the outcomes of the problem-based learning block reviews. (Standard 4.1)	2017	Satisfied
6 Formalise the interprofessional learning curriculum across the program. (Standard 4.7)	2018	Satisfied

Standard 5 The Curriculum – Assessment of Student Learning

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

Summary of accreditation status	2016: Met.	2022: Met
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Developments against Standard 5

Significant developments relevant to this standard
<p>A new University Assessment Policy was introduced by the School of Medicine in 2021, which set a requirement for students to submit continuous assessments through the Learning Management System and for the School to use the University grading scale (fail through high distinction) with 50% as the pass mark.</p> <p>The key changes were reported as an increased emphasis on continuous assessment and a shift from individual discipline marks to specialty block marks within the clinical years from 2021. Also in 2021, the nature of the workplace based continuous assessment activities changed in response to student feedback; instead of writing a case the students were asked to present as they would at a hospital meeting, or present a synthesis as they would on a ward round or write the discharge summary. Observed encounters in the form of histories and examinations or procedures such as IV cannula insertion were also emphasised.</p> <p>The School(Fremantle) reported plans to reduce reliance on end of year examinations in favours of milestone assessments related to specialty blocks with work beginning in 2022.</p> <p>With the implementation of the MD program the clinical years research has a stand-alone pass/fail course, which all Western Australia Rural School students must pass in order to progress to the final year. In the final year, students have the choice of undertaking either the clinical audit or a research project</p> <p>In 2020 the School(Fremantle) formally introduced the use of ExamSoft for both formative and summative assessment across all years of the program.</p> <p>In 2020, the Cohen method of standard setting replaced the modified Ebel method for computer-based exams in the preclinical years. From 2022, the Cohen standard setting method will also replace the modified Ebel method for computer-based exams in the clinical years.</p>

Activity against Conditions from 2016 accreditation report

Nil.

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

Summary of accreditation status	2016: Met	2022: Met
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Developments against Standard 6

Significant developments relevant to this standard
<p>The monitoring and evaluation framework remains largely the same as that at the time of the accreditation assessment.</p> <p>The University has made some changes to its processes for monitoring student experience and satisfaction with the teaching provided. Student surveys are now distributed online; the response rate for teaching surveys for the Fremantle MD program was reported to be 66 per cent for surveys conducted at the end of Semester 1, 2021.</p> <p>Experience on clinical placements is evaluated through student and teacher/supervisor feedback and new teaching sites such as Perth Children's Hospital, along with changes to teaching in General Practice have been accommodated within the systems.</p> <p>Mechanisms with stakeholders to discuss medical program outcomes such as results from the survey of intern preparedness via regular meetings with the Postgraduate Medical Council of Western Australia and the Deans, Office of Chief medical Officer and Directors of Postgraduate Medical Education were detailed. The Fremantle External Advisory Body is provided with outcome evaluations for their review and feedback.</p> <p>More significant change is planned for the next few years, with plans to form a National Evaluation Committee in 2022 to monitor evaluation processes in both Fremantle and Sydney MD programs. The intended timetable is for a review of current evaluation tools in 2022 with the view to aligning processes on both campuses in 2023.</p>

Activity against Conditions from 2016 accreditation report

Nil.

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	2016: Met	2022: Met
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Developments against Standard 7

Significant developments relevant to this standard

Since the last accreditation review in 2016, the School's student intake has remained stable. From 2023 the school plans to enrol five international students per year into the MD program at Fremantle, which will increase the cohort to 105 per annum. Since 2019, a minimum of 28% of students have been of rural origin, in accordance with Rural Health Multidisciplinary Training Program funding.

The number of Aboriginal student enrolments has risen from two in 2016 to six in 2022. The School has an Aboriginal Alternative Entry Pathway to support applications. The University has developed a suite of services to support Aboriginal students on the Fremantle Campus including the Manjaree Aboriginal Student Place and a dedicated full-time Aboriginal Support Person. The School's Fremantle-based Aboriginal Health Team runs a one-week intensive pre-medicine program for the Aboriginal students commencing the following year. The supports provided by the Aboriginal Health for Aboriginal students once they commence studying, includes dedicated tutors (one-on-one and group), scholarships, accommodation assistance, emergency financial assistance, books and equipment, and personal supports.

Changes to the admissions policy and selection criteria have been introduced. These include an increase of minimum GAMSAT and GPA scores, introduction of a Western Australia Residency Scheme for applications who have lived in WA for a predetermined number of years, and changes to interview processes.

The Fitness to Practice Policy established in 2016 is now accompanied by an annual declaration all students must sign at the commencement of each academic year.

With the advent of COVID-19, the School (Fremantle) and wider University, has increased support to students, noting isolation and time away from face-to-face learning may impact student wellbeing, resilience and consequently their learning. Staff and students have engaged in numerous activities to deliver individual and group support (e.g. regular email communication with year groups, online breakfast chats with Associate Dean (Preclinical) and Year Coordinator, regular online Q&A sessions with the then Dean and Associate Deans Preclinical and Clinical, and regular check-ins with Year Coordinators).

Students continue to be represented across the Fremantle governance committees, including the Academic Governance Committee. The School has reported that it is committed to ensuring that students are represented across the national school committees as they develop and on working parties.

Activity against Conditions from 2016 accreditation report

Nil.

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	2016: Met	2022: Met
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Developments against Standard 8

Significant developments relevant to this standard

The reported upgrade to facilities since the last assessment include the upgrading of the Fremantle Galvin Library to a modern library for virtual and e-learning, and the upgrading of problem-based learning rooms with microphones and cameras.

Various developments of mixed success in information resourcing at the School have been undertaken including the introduction of the artificial intelligence platform 'Sophya'. The subsequent termination of 'Sophya' in replacement of Blackboard and Vimeo for student learning has also been reported.

As a result of the COVID-19 pandemic, the School is implementing new systems to ensure better safety for both the students and patients in clinical settings. A clear line of reporting and responsibility is noted as being established.

The numbers of students and numbers and range of metropolitan hospital placements has been stable since the last review.

Since 2019, several final year students who had attended Rural Clinical School Western Australia in Year 3 spent Year 4 in a rural setting. The first year (2019) was a trial of four students in Bunbury. This program, is being run collaboratively with the University of Western Australia (UWA). In 2021 Broome became a final year site and four Notre Dame students completed the year in Broome as well as two students in Albany and two students in Bunbury. Five of these eight students received a Dean's letter of commendation. Six of the eight students will complete their internship in a rural location. In 2022, six Fremantle MD program students will complete their final year in a rural setting along with students from both UWA and Curtin medical schools.

The School reported significant time in the curriculum dedicated to Indigenous Health across a range of settings. There are opportunities to address the Indigenous Health curriculum in all the public sites with more significant numbers at Rockingham, Armadale, Midland, Fiona Stanley and Royal Perth Hospitals. Equally, students address the Indigenous Health curriculum within the four weeks of rural General Practice.

In 2017, The School (Fremantle) piloted the Broome ~ Learning on Country program in Year 2 which enabled two problem-based learning groups (18 students) to spend six weeks at the beginning of Semester 2 in Broome as a part of their learning journey. 36 students now participate in this immersion program.

In 2018, the School (Fremantle) implemented a combined 8-week Rural Practice GP and Psychiatry rotation based in Broome for final year students with the intent to increase rural and Aboriginal health learning opportunities.

In 2018 the School reintroduced the Wheatbelt immersion placement where Year 1 students spend a week in Wheatbelt towns learning about medicine in rural areas.

Kimberley Remote Area placement in Year 2 connects students with Aboriginal organisations and communities, Kimberley towns, schools, local businesses, and pastoral stations.

Activity against Conditions from 2016 accreditation report

Nil.

