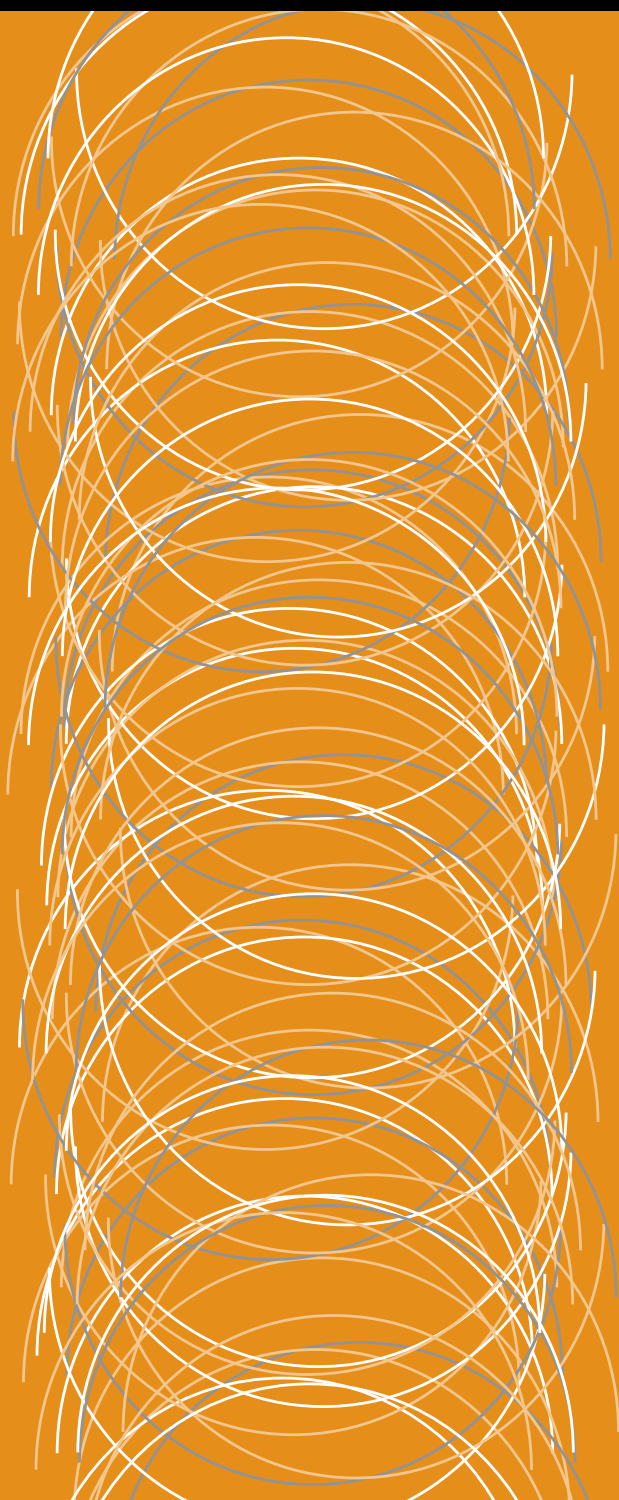


Australian Medical Council Limited

Accreditation of the
University of Notre Dame Australia, School
of Medicine Sydney medical program

AMC



Medical School Accreditation Committee
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Contents

Acknowledgement of Country	1
1. Introduction.....	1
1.1 The process for an accreditation extension submission	1
1.2 Decision on accreditation	1
2. University of Notre Dame Australia, School of Medicine Sydney	3
2.1 Accreditation history	3
2.2 Accreditation extension submission	5
2.3 Executive summary	5
3. AMC Findings	7
3.1 Summary of findings against the standards.....	7
3.2 Detailed findings against the standards	7

Acknowledgement of Country

The Australian Medical Council (AMC) acknowledges the Aboriginal and/or Torres Strait Islander Peoples as the original Australians, and the Māori People as the original People 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 an accreditation extension submission

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 accreditation extension submission. In submitting an accreditation 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 resources.

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

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

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 education 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.

AMC Directors, at their 26 October 2023 meeting resolved:

- (i) that the University of Notre Dame Australia, School of Medicine Sydney and its medical program continue to meet the accreditation standards;
- (ii) that standard 1 was found to be substantially met;
- (iii) to extend the accreditation of the University of Notre Dame Australia, School of Medicine Sydney and its medical program for three years to 31 March 2027 to align with the accreditation expiry of the University's Fremantle medical program and allow future reporting as a single National School of Medicine.

2. University of Notre Dame Australia, School of Medicine Sydney

2.1 Accreditation history

The University of Notre Dame Australia, School of Medicine Sydney was accredited by the AMC in 2007.

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

Accreditation history

Assessment Type	Findings against Standards	Outcome
2007: Initial accreditation	-	Granted accreditation of the MBBS until two cohorts have graduated – that is, until December 2013 – subject to the provision of satisfactory annual reports and meeting of conditions.
2009: Follow-up assessment	-	The AMC confirmed the 2007 accreditation decision
2011: Follow-up assessment	SUBSTANTIALLY MEETS	Substantially meets the accreditation standards and confirmed the 2007 accreditation decision subject to conditions and provision of a comprehensive report to the Medical School Accreditation Committee (MedSAC) by Sept. 2013
2011: Year 4 progress report	MEETS	Period of accreditation of MBBS changed to expire on 31 Dec 2011 thus reducing the accreditation by two years.
2012: Year 5 progress report	MEETS	Accepted
2013: Year 6 comprehensive report	MEETS	Accepted and granted accreditation for four years until 31 December 2017
2014: Year 7 progress report	MEETS	Accepted and requested further information in 2015
2015: Year 8 progress report	MEETS	Accepted
2015: MD program notice	Nil	Notified regarding transition of MBBS to MD program 2017 onwards – not a material change
2016: Year 9 progress report	MEETS	Accepted
2017: Reaccreditation	MEETS	MBBS - Granted accreditation for four years to 31 March 2022 (program concluded in 2021). MD - Granted accreditation for six years to 31 March 2024.

2018: Year 1 Report on conditions	MEETS	Accepted
2019: Year 2 Progress report	MEETS	Accepted
2020: Year 3 Progress report waived	Nil	As a result of changes to reporting in response to the Covid-19 pandemic
2021: MBBS concluded		As reported in April 2021 progress report, nil students remain in the MBBS. Program marked concluded.
2021: Year 4 Progress report	MEETS	Accepted
2022: Year 5 Monitoring submission	MEETS	Accepted
2023: Year 6 Accreditation extension submission	MEETS	Accepted, recommendation made to AMC Directors for extension of accreditation.

A copy of the School's 2017 accreditation report can be found [here](#).

2.2 Accreditation extension submission

In its 2023 accreditation 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 (as required)

2.3 Executive summary

As with other educational institutions, the School managed the many challenges of the COVID-19 pandemic waves with a variety of innovative solutions to maintain student learning opportunities. Prompt establishment of public health and screening protocols minimised teaching disruption due to the COVID-19 pandemic and return to face-to face only lectures is commencing in semester 2 2023.

The new University of Notre Dame National School of Medicine has now provided opportunities for synchrony and shared functions. However, the historically developed separate Schools and curricula and WA/NSW state differences have necessitated separate AMC accreditation of the Fremantle and Sydney programs. The National School of Medicine would move to a single AMC accreditation annual monitoring reporting from 2024 onwards, combining the Fremantle and Sydney MD programs. The School structure is being further modified with a fully integrated National School of Medicine structure to be implemented by the end of 2024, with planning for a new national curriculum to commence in 2025 with the alignment of the two programs.

There has been significant leadership change within the Faculty and School. At a senior reporting level, the Executive Dean (Professor Aron Murphy) moved to Deputy Vice Chancellor (DVC) Research and the new Executive Dean Medicine, Nursing and Midwifery and Health Sciences Professor Rathan M Subramaniam, commenced in March 2023. Professor Subramaniam oversees the health portfolio spanning across all the campuses and sites of the University and is based in Sydney Darlinghurst Medical Campus. Professor Isobel Kerridge (Head of Medical Education and Innovation) was appointed as acting Deputy National Head in January 2023 and will continue in this role until 31 December 2023. The Deputy Head of the National School of Medicine position is anticipated to be permanently filled from 1 January 2024. The National Head of School, Professor Gervase Chaney remains in post.

Restructuring has also made changes to financial and other reporting lines which will have future benefits of alignment, efficiency and system approach.

The Sydney MD Program has taken on board learnings from the Fremantle accreditation as are evident in the School's responses. Hospital staffing challenges have not affected student placements and tuition, and private hospital attachments continue to grow with formal contractual arrangements continuing.

In line with Fremantle MD developments, we are planning to bring Basic Clinical Sciences (BCS) teaching in-house for 2025 from the current relationship with the University of Technology Sydney (UTS), which will enable better integration, alignment of curriculum, coordination and School governance of the teaching. Other medical schools have implemented BCS teaching without “wet labs”, and the School following this trend with interest. Infrastructure development with new laboratories (anatomy, pathology, physiology, medical biology/histology), hybrid contemporary teaching spaces, and staff spaces will be developed at the Darlinghurst campus in 2024, and close collaborations with St Vincent’s Hospital and Garvan Institute are currently being developed to facilitate this transition.

The School’s report identifies numerous developments in cultural awareness sessions, including elements of first- and second-year rural activities. In addition, the School is reviewing the Aboriginal and Torres Strait Islander intake, rural/regional and low socioeconomic student intake processes intending to further enhance the diversity and inclusiveness of the MD program intake at a national level from 2025.

Proposed growth in the National School of Medicine MD program with international student numbers in 2024 and 2025 has and will necessitate recruitment of additional preclinical and clinical placements, now also in the South Australia Catholic health care system, and future support staff recruitment.

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 2017 (Including any requirements substantially met or not met)	Finding in 2023 (Including any requirements substantially met or not met)
1. Context of the Medical Program	Met	Substantially met. (Standards 1.6, 3.5 substantially met)
2. Outcomes of the Medical Program	Met	Met
3. The Medical Curriculum	Met	Met
4. Learning and Teaching	Met	Met
5. Assessment of Student Learning	Met	Met
6. Monitoring and Evaluation	Met	Met
7. Students	Substantially 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:

Unsatisfactory	<i>The education provider may not meet the related accreditation standard and AMC should investigate further.</i>
Not Progressing	<i>No progress or overly slow progress.</i>
Progressing	<i>Indicates satisfactory progress against the recommendation, with further reporting necessary.</i>
Satisfied and Closed	<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	2017: Met	2023: Substantially met
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The School provided an overview of the activities against the standard and reported on the following key developments.

Summary of developments relevant to this standard

While goals and objectives of the School remain essentially unchanged, below are the proposed developments in the National School of Medicine governance, administrative support, hospital relationships, research and teaching. Major developments relate to increased recruitment of international students, and university reporting structures with the National Head and Deputy National Head of School, reporting through an Executive Dean Medicine, Nursing and Midwifery, Physiotherapy and Health Sciences to the Deputy Vice Chancellor Learning and Teaching and the planning underway for the National School of Medicine academic governance structure for future unified AMC accreditation.

The Sydney MD program plans for the next five years include:

1. Increasing the number of international students

Proposed increases in admission of international students have implications for teaching space in early years and clinical placements in senior years. Discussions are underway in the public and private health sectors in NSW, Victoria and South Australia. Significant support and cultural awareness services in addition to standard learning assistance are being planned.

2. Basic and Clinical Sciences (BCS) teaching

In 2022, a BCS Teaching Working Group was established to explore delivering the whole BCS teaching in-house and possibly utilising the anatomy wet lab spaces at Australian Catholic University (North Sydney) and/or UTS (Broadway). This delivery model will be similar to that taken by the Fremantle MD Program when they decoupled their BCS teaching from Murdoch University. In 2023, a transition sub-committee has been formally established. This committee is planning the academic program (lecturers, tutors, demonstrators), administrative support, teaching resources, equipment and spaces. Delivery of the in-house BCS Program is scheduled to commence in 2025. Financial and staffing support may determine the pace of progress.

3. Strengthening partnerships

Significant discussions are underway to strengthen the partnerships between teaching hospitals especially with St Vincent's Hospital Sydney, Mercy Hospital Werribee and other hospitals that are part of Catholic Hospitals Australia and leading independent research institutes to advance the collaborations between the National School of Medicine and its stakeholders and partners. This will provide excellent clinical placements and research opportunities for students and staff in the future.

4. Curriculum alignment across the Sydney and Fremantle programs.

The establishment of the National School of Medicine continues to provide opportunities and facilitates the planning and implementation of a national curriculum after an almost 15-year history of parallel development. The curriculum alignment

project will commence in 2025 once the National School of Medicine academic governance structure and administrative structure are in place before end of 2024.

5. Development of an end-to-end 4-year program at the Rural Clinical School Lithgow

The School is considering the development of a plan to conduct the end-to-end 4-year MD program at the Rural Clinical School in Lithgow. The Foundation Years (Years 1 & 2) would be run at the Lithgow Clinical School, and the Clinical Years (Year 3 & 4) would include clinical rotations at Lithgow but also at the Wagga Wagga and the Ballarat Clinical Schools. This is a longer-term plan with funding yet to be determined.

Factors that could influence the achievement of the development plan include:

- Ability to recruit more international students.
- Developing more non-MD programs (postgraduate and undergraduate) to diversify and grow the educational offering and income that could support the growth of the National School of Medicine.

6. Aboriginal Health Clinical Placement Working Party

In 2022, the Aboriginal Health Clinical Placement Working Party was established to identify and coordinate opportunities for learning experiences in health service or related settings. This Working Party has made significant improvements in extending students' clinical knowledge and experience in Indigenous health by providing a comprehensive integrated approach across the Preclinical and Clinical Years which involves a range of organisations. This Working Party will continue to work closely with stakeholders to deliver a range of Aboriginal Health learning and teaching opportunities to ensure students develop skills to provide culturally safe care in their future practice. In acknowledging the School's commitment to the Aboriginal Health Team and student learning, the School is working with the Executive Dean to approve new positions, both academic and professional.

Leadership Changes

- Professor Rathan M. Subramaniam commenced as the Executive Dean of the Faculty of Medicine, Nursing and Midwifery and Health Sciences in March 2023 and is based in Sydney Darlinghurst Medical Campus. He oversees the health portfolio spanning across all campuses and sites of the University.
- Professor Gervase Chaney continues as the National Head of School.

Professor Isobel Kerridge (Head of Medical Education and Innovation) was appointed as acting Deputy National Head in January 2023 and will continue in this role until 31 December 2023. Professor Bernard Champion left the University end of 2022 for personal reasons. The Deputy Head of the National School of Medicine position is anticipated to be permanently filled from 1 January 2024.

Activity against conditions from 2017 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 the research projects) and the School's plans to address these requirements. (Standards 1.5, 1.7)	2018	Satisfied
2 Develop relationships with Aboriginal Medical Services in Sydney and other sites to support the successful	2018	Progressing

	Aboriginal and Torres Strait Islander Immersion Day facilitated by the Australian Museum and extend students' clinical knowledge and experience in Indigenous health. (Standards 1.6, 3.5)		
3	Demonstrate that the medical programs' revised governance structures and functions are operating in a timely and effective manner and are understood by staff and stakeholders. (Standard 1.1)	2019	Satisfied

Standard 2: The Outcomes of the Medical Program

Standards cover: purpose and medical program outcomes

Summary of accreditation status	2017: Met	2023: Met
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The School provided an overview of the activities against the standard and reported on the following key developments.

Summary of developments relevant to this standard
<p>The Objects of the University have not changed, however, the National School of Medicine, in both Sydney and Fremantle have replaced the 'Mission, Vision and Goals statement' with a 'Purpose' statement due to the word "Mission" being history laden and triggering to Aboriginal people.</p> <p>The medical graduate outcomes and attributes for the National School of Medicine, Sydney remain consistent with the AMC graduate outcome statement.</p>

Activity against conditions from 2017 accreditation report

Nil conditions.

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	2017: Met	2023: Met
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The School provided an overview of the activities against the standard and reported on the following key developments.

Summary of developments relevant to this standard
<p>The previously reported increase in the duration of the Year 3 MD course by two weeks (Notification of Changes to Medical Programs and Providers in response to the COVID-19 pandemic, March 2021) was in 2022 reduced to a single one-week flexible learning period to allow a buffer for 'catch-up' of clinical teaching if necessitated by COVID-19 disruptions to clinical placements. This has reverted to the pre-COVID-19 pandemic duration and calendar in 2023.</p> <p>Ongoing review and updates continue to facilitate the maintenance of currency, facilitated by a central repository on Teams. This includes introduction of telehealth into communication skills and review of workshops and site visits in the foundation years for alignment with learning objectives and to ensure intern readiness. In 2022, a Basic Clinical Sciences (BCS) Teaching Working Group has been established to explore the feasibility of delivering the whole BCS teaching in-house rather than at UTS.</p> <p>In 2022 a Digital Resources Working Party was established to ensure ongoing review and currency of Digital Resources.</p> <p>The curriculum has been strengthened in Aboriginal and Torres Strait Islander Health with enhancements to the Year 1 Rural and Indigenous Immersion Trip (RIIT) and introduction of the Year 2 Australian Museum Aboriginal and Torres Strait Island Immersion day program in 2022.</p> <p>Over the past three years, there has been a planned incremental strengthening of the vertical and horizontal delivery of Reading Graphical Data and Journal Club to ensure that the students approach this task in a systematic and measured way.</p> <p>Learning resources and a curriculum approach have been developed regarding the impact of climate change and health has been described in Preparing Australasian medical students for environmentally sustainable health care published in the Medical Journal of Australia in 2022. Since 2018 the School has been incrementally applying the findings of the study, with amendments to the graduate outcome statements, and learning sessions introduced in ethics, arboviral diseases, Aboriginal Health and planetary health in Year 1 and the carbon and waste footprint of anaesthetics and unnecessary pathology testing in Year 4.</p> <p>A consultation document on addressing how the School teach, learn and assess professionalism was developed and new initiatives are being addressed by the Professionalism Working Party.</p>

Activity against conditions from 2017 accreditation report

Condition:	Due:	Status:
4 Implement the research project component of the MD program. (Standard 3.2)	2018	Satisfied

Standard 4: Teaching and learning methods

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

Summary of accreditation status	2017: Met	2023: Met
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The School provided an overview of the activities against the standard and reported on the following key developments.

Summary of developments relevant to this standard
<p>School staff have become increasingly adept with online and hybrid facilitation modes of delivery through experience gained during the COVID-19 pandemic. The School systems such as timetables, online resources and platforms are now robust and flexible to ensure maintenance of high-quality teaching while minimising gaps in graduate outcomes during unprecedented disruptions. In addition, the School demonstrated sustained curriculum improvement activities to ensure quality and currency. 2023 saw the return of largely face-to-face teaching and incorporating hybrid modes of delivery.</p> <p>Key updates have included incorporation of GP Telehealth site visits, progress in interprofessional learning experiences for students supported by a learning and teaching grant and an improvement to the Year 2 Rural Trauma Week program.</p> <p>In 2022 an inter-professional working party was reformed to further explore and develop opportunities for inter-professional learning (IPL) based at the Darlinghurst campus with representatives from the School of Medicine and Nursing as well as invited academics from Fremantle to provide their expertise and experience in establishing IPL in the WA campus. The working group identified further opportunities to develop interprofessional collaboration between the Schools of Medicine and Nursing, particularly in the area of simulations for basic and advanced cardiac life support, perioperative care, and obstetric care with the commencement of midwifery students at Darlinghurst campus in 2023. Campus redevelopment at Darlinghurst has included upgrades to simulation laboratory spaces which will also act as an enabler and facilitate capacity for SIM based interprofessional learning.</p>

Activity against conditions from 2017 accreditation report

Condition:	Due:	Status:
5 Expand and formalise the opportunities for interprofessional learning, building, wherever possible, on the co-location of other health professional courses. (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	2017: Met	2023: Met
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The School provided an overview of the activities against the standard and reported on the following key developments.

Summary of developments relevant to this standard
<p>The School's Assessment Policy has been updated and aligns with the University's latest Policy on Assessments. The updates provide guidance to staff and students about academic progression and graduation, and these are available in the School's learning management platform, Blackboard. The policy aligns with the University grading scale (fail through high distinction) with 50% as the pass mark as described in the General Regulations.</p> <p>The key changes include a review and update of the weightings of the different assessment components in the four courses in the MD program. As the COVID-19 pandemic restrictions have eased over the years, the Objective Structured Clinical Exams (OSCEs) have been re-introduced as part of the formative and summative assessments. Mini-clinical examination exercises (mini-CEXs) have become part of the panel of continuous assessments in the clinical years. In 2023, Post-Entry Language Assessment (PELA) has been introduced in MEDI6001 to identify students who may need additional support in academic writing. The assessment rubrics have been updated to reflect the University grading scale.</p> <p>Formative and summative assessments address the course learning outcomes and graduate attributes with formative feedback consistently provided to students in a timely manner. Summative assessments are designed and implemented by the Assessment Team and are evaluated for reliability. Blueprinting and standard setting follow best practice by using the modified Angoff and borderline regression methods, and they remain essential parts of the processes within the Assessment Team. Formative assessments are completed through the School's learning management system, Blackboard, whereas summative written examinations utilise ExamSoft under invigilation. The tutors, Heads of Clinical Years, and Heads of Discipline provide feedback about the content of the exams and OSCEs. The Head of Assessment reviews this feedback and updates the exam items accordingly.</p> <p>Consistency in delivering the assessments across the different clinical schools within the Sydney MD Program is managed by the Assessment Team centrally through comprehensive training and calibration sessions. Weekly National Assessment Meetings are also held to ensure that policies regarding assessments and their implementation are consistent between the Sydney and Fremantle MD Programs.</p> <p>The outcomes of the assessments are reviewed by the School's Board of Examiners before presenting them to the University's Board of Examiners. Students who may require additional support are identified and referred to the relevant support services within the School and University. After the formative written exams, students receive general performance feedback from the Head of Assessment. For the formative OSCEs, the tutors share their feedback to the students. After the end-of-year summative assessments, the students' performance is reported as quartiles in Blackboard. Students' performance and exam item analyses are also presented during the Discipline and Domain meetings.</p> <p>The attrition rates since the last accreditation remain low.</p>

Activity against conditions from 2017 accreditation report

Condition:		Due:	Status:
6	Demonstrate that the structures, methods and formats currently under development to teach and assess professionalism are fit for purpose. (Standard 5.1)	2018	Satisfied

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	2017: Met	2023: Met
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The School provided an overview of the activities against the standard and reported on the following key developments.

Summary of developments relevant to this standard
<p>The monitoring and evaluation framework remains largely unchanged since the last accreditation reporting.</p> <p>In 2021 the Sydney and Fremantle medical schools amalgamated to form the National School of Medicine. The associated restructuring process has led to the institution of the National Quality Team, led by the Head, Program Development, Quality, and Assessment, and supported by a Quality Assurance Coordinator based at each of the two School campuses.</p> <p>The formation of the National School of Medicine saw the establishment of a National Quality Committee (NQC) to monitor evaluation activities of the National School of Medicine. Governance processes for Quality Activities have been implemented, with NQC Terms of Reference and an Evaluation procedure in place to formalise monitoring, evaluation, and reporting processes.</p> <p>Student surveys are distributed online for both School and University led surveys. Response rates have trended downwards since the implementation of electronic instruments, with the Quality Team putting measures in place to reverse this trend in 2023. This includes the reduction in repetitive surveys, redesigned evaluation tools, closing the loop initiatives, and prioritisation of quality activities through increasing awareness (presentations, infographics, and presence at Student Association meetings).</p> <p>Alignment of evaluations across the National School of Medicine has been instituted. End of rotation clinical evaluations in the third and fourth year have been re-designed and trialled across both Schools in 2023. Alignment of evaluations allows for benchmarking opportunities and synergies in quality activity and reporting. The School produces a National Quality Report which summaries and analyses the quality activities for the calendar year.</p> <p>The Quality Team maintains a transparent and visible Annual Evaluation Plan for the purposes of survey fatigue mitigation and ensuring comprehensive evaluation of all areas of the Doctor of Medicine. This yearly plan is available for students on the Learning Management System (LMS) and communicated to the MD student representative on the NQC.</p> <p>The National School of Medicine is placing an increasing focus on reporting evaluation findings to the student cohort to encourage response rates, and to ensure students are aware of results and improvements made. This includes the inclusion of infographic summaries each semester, posted on the LMS.</p> <p>The impact of the COVID-19 pandemic is evident in evaluation findings throughout 2020 and 2021, with the National School of Medicine expecting to note reversals of negative student experience trends in responses from 2022 – 2023.</p>

Activity against conditions from 2017 accreditation report

Nil conditions.

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	2017: Substantially met	2023: Met
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The School provided an overview of the activities against the standard and reported on the following key developments.

Summary of developments relevant to this standard

Since the last accreditation in 2017, the School has commenced admitting international students into its MD program and there would be significant expansion to international student intake in 2024 and 2025 aligned with the University's new strategic plan 2022-2026. The School has progressively increased its total student intake in Sydney from 122 in 2021 to 130 in 2023 to address the current nationwide doctor shortage.

The School still maintains its Alternate Pathway program for Aboriginal and Torres Strait Islander students but finds it difficult to compete with some other Universities that provided scholarships/financial support for tuition and living expenses for these students.

The School continues to be active in the attraction, selection and support for students from rural backgrounds and is considering a dedicated rural pathway for 2025 entry.

The School is reviewing the Aboriginal and Torres Strait Island student intake, rural/regional and low socioeconomic student intake processes with a view to further enhance the diversity and inclusiveness of the MD program intake at a national level from 2025.

Up until 2023, the selection process has included prospective students completing a Portfolio which looked at the reasons why students wished to study medicine at UNDA, their leadership experience, their experience of working in teams, community contributions and other academic and personal achievements. From 2024 entry onwards the Portfolio component has been retired. Replacing it as the non-academic/cognitive component of selection will be the Casper situational judgement test (Acuity Insights) that is administered as an online test. Casper is used extensively internationally as a selection tool for medical (and other) programs and is currently used by Wollongong University medical school.

The University undertook an annual internal review process of medical school admissions in late 2022 by Ernst & Young, an external consultancy. The Medical Admissions Oversight Committee (MAOC) is providing oversight on the implementation of the review and its recommendations.

The University provides an excellent standard of support for its students in addition to support provided by the Head of Student Matters.

The School remains a member of GEMPASS Australia (formally the GAMSAT Consortium), with the National Head of School, Professor Chaney, currently the deputy chair of the Board and the Head of Student Selection (Sydney), A/Professor Janice Wiley, deputy chair of the Policy Committee. All general admissions, i.e., other than international students and the Alternative Pathway for Aboriginal and Torres Strait Islander applicants, go through the GEMSAS system – run by Victorian Tertiary Admissions Centre (VTAC) and oversighted by GEMPASS Australia.

The Medical Association of Notre Dame (MANDUS) continues to provide feedback from the student body to the School Executive and meets regularly with the Deputy National Head of School and the Head of Student Matters raising issues regarding teaching, student wellbeing and general issues of concern to students. In addition, the new Executive Dean meets with

MANDUS, MD classes, international students and Aboriginal and Torres Strait Island students at regular intervals to receive feedback from students.

With the 2024 entry, the Faculty will implement an assured pathway (Sydney program) to school leavers to undertake a Bachelor of Biomedical Science degree or a Bachelor of Advanced Biomedical Science (Honours) degree at the University of Notre Dame Australia and then progress to the MD program in 2027 or 2028 if the students meet minimum GPA in their undergraduate degree program. As the selection process will include UCAT, the University has joined the UCAT ANZ Consortium and Professor Subramaniam represents the University in the UCAT board and Professor Chaney represents the University in UCAT committees.

With the 2024 entry, the Faculty will also implement a priority pathway (Fremantle and Sydney programs) for school leavers to enter Bachelor of Biomedical Science degree or Bachelor of Biomedical Science(Honours) degree at the University of Notre Dame Australia. A guaranteed number of places will be allocated for top performing students in their undergraduate degree at University of Notre Dame Australia and will be selected via the GEMSAS system into the MD program in 2027.

Activity against conditions from 2017 accreditation report

Condition:	Due:	Status:
7 Evaluate the merit of establishing a School Professionalism Council in terms of providing ongoing advice regarding, and management of, professional behaviour and fitness for practice issues. (Standard 7.4)	2018	Satisfied

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	2017: Met	2023: Met
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The School provided an overview of the activities against the standard and reported on the following key developments.

Summary of developments relevant to this standard
<p>The existing physical facilities at the Darlinghurst campus have had one significant alteration since the last Accreditation in 2017 with the Level 2 lecture theatre being replaced by a simulation lab - leaving a single lecture theatre on Level 3. The School, however, is in the process of bringing teaching of Basic and Clinical Sciences onto the Darlinghurst campus from the UTS campus in Broadway with laboratory requirements that will need to be provided and have a plan for the redevelopment and expansion of the campus. It is anticipated to occur for the commencement of the 2025 Academic year.</p> <p>The building and facilities at the Clinical Schools remain in good condition and have not changed since the last accreditation in 2017. The Clinical Schools in Melbourne, Auburn, Hawkesbury, Wagga Wagga and Lithgow were purpose built between 2010 and 2017. The St Vincent's Clinical School at St Vincent's Public Hospital is housed within the De Lacey building, and the Ballarat Clinical School is in an historic house on the St John of God Hospital, Ballarat campus. The University is currently rolling out 5G Wi-Fi at the Darlinghurst campus and all the Clinical Schools. This is timed to occur during the semester break and will be complete by the end of June 2023.</p> <p>Although some teaching continues to be online (some lectures), most of the teaching program for all years is now back on the Darlinghurst campus for the Foundation Years (Years 1 & 2) and at the Clinical Schools for the Clinical Years (Years 3 & 4). All teaching will be face to face from second semester 2023.</p> <p>Clinical placements for Years 3 & 4 remain similar to 2017 but have been supplemented with placements at additional facilities. The School is in the process of negotiating additional community placements and new clinical rotation opportunities are expected to increase in Victoria and South Australia for Year 3 and 4 students. Clinical teachers at all sites continue to provide excellent supervision in conjunction with the Discipline Leaders, Heads of Clinical Schools and the Head of Clinical Years.</p> <p>The Sydney MD program is actively pursuing options to increase rural placements in NSW, Victoria and South Australia.</p> <p>The Sydney Rural Clinical School is in the early stages of exploring the possibility of running an end-to-end four-year MD program largely based in Lithgow but also including the other Rural Clinical Schools in Wagga Wagga and Ballarat, particularly in the Clinical Years.</p>

Activity against conditions from 2017 accreditation report

Nil conditions.

