

## **Executive summary 2017**

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The University Notre Dame Australia, School of Medicine Sydney is seeking reaccreditation of its medical programs. The School delivers a four-year graduate entry MD program. The School commenced delivery of the MD program in 2017, while teaching out the current Bachelor of Medicine / Bachelor of Surgery (MBBS) program. Current MBBS students have the opportunity to transfer into the MD program.

### **Accreditation process**

According to the Australian Medical Council's (AMC) *Procedures for Assessment and Accreditation of Medical Schools by the Australian Medical Council 2017*, accredited medical education providers may seek reaccreditation when their period of accreditation expires. Accreditation is based on the medical program demonstrating that it satisfies the accreditation standards for primary medical education. The provider prepares a submission for reaccreditation. An AMC team assesses the submission, and visits the provider and its clinical teaching sites.

The accreditation of the School of Medicine, Sydney expires on 31 December 2017.

An AMC team completed the reaccreditation assessment. It reviewed the School's submission and the student report submitted by the Medical Association of Notre Dame University Sydney (MANDUS). The assessment team visited the School and associated clinical teaching sites in the week of 1 – 5 May 2017.

This report presents the AMC's findings against the *Standards for Assessment and Accreditation of Primary Medical Programs by the Australian Medical Council 2012*.

### **Decision on accreditation**

Under the *Health Practitioner Regulation National Law*, the AMC may grant accreditation if it is reasonably satisfied that a program of study, and the education provider that provides it, meet an approved accreditation standard. It may also grant accreditation if it is reasonably satisfied that the provider and the program of study substantially meet an approved accreditation standard and the imposition of conditions on the approval will ensure the program meets the standard within a reasonable time.

Having made a decision, the AMC reports its accreditation decision to the Medical Board of Australia to enable the Board to make a decision on the approval of the program of study for registration purposes.

## **Reaccreditation of established education providers and programs of study**

The accreditation options are:

- i. Accreditation for a period of six years subject to satisfactory progress reports. In the year the accreditation ends, the education provider will submit a comprehensive report for extension of accreditation. Subject to a satisfactory report, the AMC may grant a further period of accreditation, up to a maximum of four years, before a new accreditation review.
- ii. Accreditation for six years subject to certain conditions being addressed within a specified period and to satisfactory progress reports. In the year the accreditation ends, the education provider will submit a comprehensive report for extension of accreditation. Subject to a satisfactory report, the AMC may grant a further period of accreditation, up to a maximum of four years, before a new accreditation review.
- iii. Accreditation for shorter periods of time. If significant deficiencies are identified or there is insufficient information to determine the program satisfies the accreditation standards, the AMC may award accreditation with conditions and for a period of less than six years.
- iv. Accreditation may be withdrawn where the education provider has not satisfied the AMC that the complete program is or can be implemented and delivered at a level consistent with the accreditation standards.

The AMC is satisfied that the medical programs of the University of Notre Dame Australia, School of Medicine, Sydney meet the approved accreditation standards.

The 26 October 2017 meeting of the AMC Directors agreed:

- i. That the four-year graduate entry Bachelor of Medicine / Bachelor of Surgery (MBBS) medical program of the University of Notre Dame Australia, School of Medicine, Sydney be granted accreditation to 31 March 2022 (N.B. no new enrolments were taken for the MBBS from 2017); and
- ii. That the four-year graduate entry Doctor of Medicine (MD) medical program of the University of Notre Dame Australia, School of Medicine, Sydney be granted accreditation to 31 March 2024.
- iii. That the accreditation of both programs is subject to meeting the monitoring requirements of the AMC, including satisfactory progress reports; and to the following conditions:

### 2018 conditions

- 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)
- Implement the research project component of the MD program. (Standard 3.2)

- Develop relationships with Aboriginal Medical Services in Sydney and other sites to support the successful 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)
- Expand and formalise the opportunities for interprofessional learning, building, wherever possible, on the co-location of other health professional courses. (Standard 4.7)
- Demonstrate that the structures, methods and formats currently under development to teach and assess professionalism are fit for purpose. (Standard 5.1)
- 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)

#### 2019 Condition

- 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)

## Key findings

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Under the *Health Practitioner Regulation National Law* (the 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.

The AMC uses the terminology of the National Law (meet/substantially meet) in making decisions about accreditation programs and providers.

**Conditions:** Providers must satisfy conditions on accreditation in order to meet the relevant accreditation standard.

**Recommendations** are quality improvement suggestions for the education provider to consider, and are not conditions on accreditation. The education provider must advise the AMC on its response to the suggestions.

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<b>1. The context of the medical program</b>	<b>MET</b>
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Standards 1.1 and 1.5 are substantially met

### Conditions

2018

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)

2019

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)

### Commendations

There is a strong ethos of inclusion, engagement and consensus development in School processes. (Standard 1.1)

The School has achieved effective communication across the dispersed sites, which are a feature of the medical programs. (Standard 1.8)

## Recommendations

Membership of the External Advisory Board (EAB) could be extended to include a wider stakeholder group, for example State Health Departments, local Aboriginal health services, local Aboriginal Elders, primary health care networks and other agencies with whom a relationship may be beneficial in terms of teaching and research. (Standard 1.6)

Extend the Aboriginal cultural awareness training that is already offered to some staff, to all staff in order to support an environment of cultural safety for Aboriginal and Torres Strait Islander students and staff. (Standard 1.9)

<b>2. The outcomes of the medical program</b>	<b>MET</b>
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### Commendation

Program delivery and assessment ensure equivalence of opportunity to achieve the graduate outcomes at all sites. (Standard 2.2)

### Recommendation

Increase the visibility of activities undertaken to ensure consistency of assessment to alleviate student perceptions of differences in assessment across sites. (Standard 2.2)

<b>3. The medical curriculum</b>	<b>MET</b>
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Standard 3.5 is substantially met

### Conditions

2018

Implement the research project component of the MD program. (Standard 3.2)

Develop relationships with Aboriginal Medical Services in Sydney and other sites to support the successful 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)

### Commendation

The Aboriginal and Torres Strait Islander Health Unit and School on the Aboriginal and Torres Strait Islander Immersion Day at the Australian Museum. (Standard 3.5)

## Recommendation

Evaluate the Year 1 Bioethics component of the medical programs, and report on the outcomes and integration with the Personal and Professional Development (PPD) domain in later years. (Standard 3.2)

Develop an effective curriculum mapping tool. (Standard 3.3)

<b>4. Teaching and learning</b>	<b>MET</b>
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Standard 4.7 is substantially met

## Condition

2018

Expand and formalise the opportunities for interprofessional learning, building, wherever possible, on the co-location of other health professional courses. (Standard 4.7)

<b>5. The curriculum – assessment of student learning</b>	<b>MET</b>
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Standard 5.1 is substantially met

## Condition

2018

Demonstrate that the structures, methods and formats currently under development to teach and assess professionalism are fit for purpose. (Standard 5.1)

## Recommendation

Report on the changes to grade distributions presented to the Academic Council in 2017. (Standard 5.1)

## Commendation

The longitudinal relationships between tutors and students, in both Foundation and Clinical years, enhance the student experience and enable strong academic support. (Standard 5.3)

<b>6. The curriculum – monitoring</b>	<b>MET</b>
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<b>7. Implementing the curriculum – students</b>	<b>MET</b>
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**Condition**

2018

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)

**Commendations**

The extensive range of academic and personal support provided to students across all sites. (Standard 7.3)

The strong understanding and practise of professional behaviour and leadership evident in both staff and students. Professionalism is actively fostered in students through a range of initiatives. (Standard 7.4)

**Recommendations**

Continue to progress the work that is underway in separating student support from academic progression throughout all clinical sites. (Standard 7.4)

Report on the establishment of an ongoing mentorship program between clinicians and students based on the Osler Fellowship Program at McGill University, Montreal, Canada. (Standard 7.4)

Increase the number of School committees where formal student representation is embedded in order to enhance outcomes and transparency. (Standard 7.5)

<b>8. Implementing the curriculum- learning environment</b>	<b>MET</b>
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**Commendations**

The use of multiple methods of delivery, including videoconferencing, to ensure that no Clinical School is disadvantaged due to geographical dispersion. (Standard 8.4)

The low, often one-on-one, supervisor to student ratios. Students acknowledge and appreciate the access they have to experienced clinicians. (Standard 8.4)