

OSTEOPATHS REGISTRATION BOARDS OF AUSTRALIA

ACCREDITATION POLICY

STANDARDS AND PROCEDURES FOR THE ACCREDITATION OF OSTEOPATHIC COURSES

JULY 2004

POLICY FOR ACCREDITATION OF OSTEOPATHY COURSES

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SECTION 1 ACCREDITATION POLICY AND PROCEDURES FOR ACCREDITATION

INTRODUCTION

An important responsibility of the statutory Osteopath Registration Boards is to ensure that registered osteopaths have the knowledge, skills and attitudes necessary for the safe and competent practice of osteopathy.

As part of discharging this responsibility the Boards must satisfy themselves that the entry-level qualifications in osteopathy recognised for the purpose of registration provide appropriate education and training in osteopathy. This is done by a process of accreditation.

Accreditation of osteopathy courses provides the community, government, the profession and students assurance that graduates of accredited osteopathy courses are competent for the independent practice of osteopathy and are responsive to the health needs of an evolving community.

While the Registration Boards must inquire into osteopathy courses to establish that the standards of education and training reached are acceptable, those inquiries and the processes of accreditation should not stifle diversity and innovation in education nor challenge the independence of universities.

For this reason the approach taken in this accreditation policy is to ask the universities seeking recognition of an osteopathy course for the purpose of registration to show that their course meets defined standards that collectively give assurance that graduates of the course are competent.

The standards are framed in a way as to provide flexibility in the way they can be met. They address the issues of the goals of the course, the scholarly context within which the course is provided and give particular emphasis to the systems within the university for the continual evaluation and improvement of the curriculum, teaching and assessment methods. Flexibility in the design of the curriculum is provided by defining the standard for the curriculum in terms of educational goals rather than by defining a prescribed content. Emphasis is given to output measures, notably the suitability and rigour of the methods of assessment used to evaluate the performance of students.

However, certain input measures, such as the physical resources available to the course, the number and quality of the teaching staff and the extent and nature of the clinical teaching are also important indicators of the quality and likely effectiveness of a course. Institutions seeking accreditation of an osteopathy course are asked to provide information on these resources and to demonstrate that they are sufficient to meet the objective of ensuring that all graduates of the course have the knowledge and skills necessary for the competent and safe practice of osteopathy together with a capacity for continuing learning so as to maintain competence through their working careers.

GRADES OF ACCREDITATION

The following grades of accreditation are available.

For existing courses

Full Accreditation

Full accreditation is granted for a course that has produced at least one cohort of graduates and has demonstrated that it meets the standards set out in this document. Full accreditation is normally granted for five years but a Board may, if it has good reason, decide to grant full accreditation for a lesser period of time.

While full accreditation is unconditional, the Boards reserve the right to ask the university responsible for an accredited course to give consideration to any shortcoming or concern observed during the assessment of the course and to make a report to the Board on that shortcoming or concern within a specified period of time.

Conditional Accreditation

Conditional accreditation is granted when full compliance with one or more of the specified standards has not been demonstrated. Accreditation is granted on the basis that the university will rectify the shortcomings within a specified period of time that is not longer than three years.

If the university is able to demonstrate that that it has rectified the shortcomings within the three-year period the Board may grant full (unconditional) accreditation for a period not longer than five years from the date conditional accreditation was granted.

If the conditions are not met within the specified period of time, the conditional accreditation lapses. If this occurs the university may make a new application for accreditation when it believes the course will meet the standards for accreditation.

For new programs ¹

Preliminary Approval

A university planning to introduce an osteopathy course may apply for and be granted preliminary approval on the basis of the curriculum and the university's plans for resourcing the course.

Provisional accreditation

A new course that has accepted students but has not yet produced any graduates may be granted provisional accreditation.

Provisional accreditation will not normally be granted until the course has students enrolled in the second year of the course.

Provisional accreditation lapses at the end of the year following the completion of the final year by the first cohort of graduates.

It is expected that an application for full accreditation of a provisionally accredited course will be made in the year the first cohort of final year students is enrolled so that accreditation process can be completed by June in the following year.

ACCREDITATION PROCEDURES FOR EXISTING PROGRAMS

The process of accreditation of existing programs of Osteopathy will be in accordance with the steps below.

(i) Application for accreditation

The university makes application for accreditation of its osteopathy course to the Registration Board in the State in which the university is located.

The application will explain and document how the institution and the course complies with each of the standards for accreditation detailed in Section 2 of this policy.

Seven copies of the application and its supporting documentation should be provided. The main documentation should be bound, indexed and tabbed to facilitate ready access to the information provided. Extensive peripheral documentation (eg staff curriculum vitae and subject guides) should be supplied in separate binders so that the main documentation is not too bulky.

Applications are in-confidence and will be seen only by members of the Board, the staff of the Board and the members of the assessment team. However, the final report of the assessment of an application for accreditation is provided to all Australian State and Territory Boards, which are also notified of the decision on accreditation.

¹ It is not a requirement that a university planning a new course should obtain preliminary approval. However, preliminary approval does enable the university to advise students that the new course has the approval of the Board and that the qualification obtained on completion of the course is expected to be recognised by the Board for the purpose of registration. Preliminary approval is strongly advised if the university plans a course that is innovative in its structure or methods of teaching since this will reduce the risk of failure to obtain full accreditation. Provisional accreditation is necessary if the first graduates of the course are to have their qualification recognised immediately on graduation.

(ii) Establishment of an assessment team

On receipt of the application or of notice of intent to make an application the Board will establish an assessment team and appoint a chairman of the team.

The team will comprise five or six people.

At least two of those appointed will be currently practising osteopaths and at least one shall be a senior academic with experience in accreditation. There will be among those appointed to the team a balance of experience between the basic and clinical sciences and between teaching and research. Up to two appointees may be from related health professions.

Normally two of those appointed will reside in a State of Australia other than the State in which the university making application is located, or from overseas.

The university will be advised of the names and background of the persons the Board proposes to appoint to the assessment team and the university may object to any or all of those proposed. The university must give its reasons for its objections. The objections of the university will be considered by the Board which may at its sole discretion propose the appointment of other persons to the assessment team or it may appoint those it originally proposed.

(iii) Briefing of the assessment team

The Registrar of the Board will meet with the chairman of the assessment team to brief him or her on the policies and process of accreditation.

All the members of the assessment team will be provided with a copy of this accreditation policy document and a summary of previous accreditation assessments of the course.

They will be advised specifically that the goal of accreditation is to establish whether the course is designed and delivered such that it will meet the educational standards defined in this policy statement, most notably that the course ensures that all of its graduates –

- have the knowledge and understanding of the basic, social and clinical sciences necessary for competent practice of osteopathy on graduation and through their career life
- competent clinical skills in diagnosis, examination and treatment
- proper professional attitudes to caring and inter-personal relationships and an understanding of ethical and professional principles.

They will also be reminded that their assessment –

- can only be in accordance with the standards set out in section 2 of this policy document
- must recognise that educational objectives can be reached in different ways, and
- should not dwell on minor matters except when cumulatively they mean that one or more standards are or may not be reached.

The team normally meets prior to the site visit and at that meeting there is a further briefing of the team as to its terms of reference and the procedures to be followed.

(iv) Review of the application

Copies of the application are sent to the members of the assessment team by the Registrar.

Each member of the assessment team will review the application and its associated documentation and will comment on the adequacy of the documentation provided.

Further information may be requested from the university or if the application has serious shortcomings a revised application may be requested.

If it is clear from the documentation provided in the application that the course does not meet the standards in one or more material respects, the team can advise the Board that the process of accreditation should not continue.

The accreditation team members provide their advice through the chairman of the team who in turn provides the team's advice to the Board through its Registrar.

All communication with the applying university is by the Registrar of the Board although if there are difficulties with the standard of documentation of the application, the Registrar may arrange a meeting between the chairman of the assessment team and the university.

(v) Site Evaluation

The Assessment Team will visit the institution where the course is offered.

The purpose of this visit is to test the validity of the information provided in the application and to evaluate those aspects of the resources and program that cannot be adequately assessed from the written submission.

The site visit normally takes two days during which time the assessment team inspects the facilities used in providing the course and interviews senior officers of the university, the academic staff teaching in the course and students.

Table 1 sets out a model timetable for the site visit.

Table 1 Model timetable for the site visit

This is a nominal timetable intended only to provide guidance on the usual arrangements for a site visit. The actual timetable for a particular visit will be proposed by the head of the osteopathy course and settled by discussions with the chairman of the assessment team.

Day 1	
9.00	Meeting with Head of the responsible department or school and the osteopathy course coordinator
9.30	Introduction of the team to the staff. Chairman of the Team explains the purpose of the visit and how it will proceed
9.45	Orientation tour of the premises of the osteopath unit (teaching rooms, lecture theatres, teaching and research laboratories, library and clinic)
11.30	20-minute interviews with osteopathy subject coordinators
12.30	Lunch
1.15	Meeting with Year 1 to 3 students
2.00	20-minute interviews with osteopathy subject coordinators
4.00	Coffee break
4.15	Meeting with senior part time teaching clinicians
Day 2	
9.00	Team divides into two groups one to visit the library and Departments providing service teaching to the osteopathy course and the other to inspect the clinical teaching facilities
11.00	Coffee break
11.15	20-minute interviews with osteopathy subject coordinators.
12.30	Lunch
1.15	Meeting with Year 4 and 5 students
2.15	Meetings with the Dean of the Faculty and other senior officers of the university
3.15	Meeting with the course coordinator to discuss his or her teaching responsibilities and course coordination issues
3.45	Team meets privately to consider its observations
4.30	De-briefing meeting with Head of Department and the osteopathic course coordinator to discuss issues that have arisen and seek clarifications

The Registrar and the Chairman of the assessment team visit the university several weeks before the site visit to confer with the Head of the Department and the Course Coordinator about the objectives and requirements for the visit.

The assessment team should be provided with a meeting room for its exclusive use during the site visit. It is customary for the university to provide morning and afternoon teas and lunches for the team. The team is obliged to refuse any other offers of hospitality during the assessment. A staff member of the university should be assigned to liaise with the team and to ensure that the visit keeps to its timetable and that staff and students attend for the scheduled interviews.

(vi) Determination of recommendations by the assessment team and its report

The assessment team normally meets the day after the site visit to decide its recommendations. At this meeting the team considers whether or not the course meets each of the standards set out in Section 2.

If it is decided that one or more standards are not met the reasons for this decision are enunciated. The team may decide at this meeting to include in its report remarks about the strengths and weaknesses of the course that it has observed but in doing so it should be cognisant of its brief as set out in (iii) above.

The Chairman or another member of the team drafts the team's report, which is circulated by mail or email to each member of the team for comment and amendment.

The usual structure of the report is as follows:

Background. A brief synopsis of the institution and the osteopathic course it provides and a recapitulation of previous accreditations of the course.

The process of accreditation. A recital of the reference documents and procedures of accreditation including the names, qualifications and background of each member of the assessment team, dates of the application, the site visit and other meetings of the assessment team and the schedule of the site visit.

Findings and observations. The report usually makes observations on each standard separately, stating the standard, whether or not it is met, followed by remarks supporting the finding. These remarks will be brief for standards that are met but will be more extensive when there are comments or reservations (even though the standard is met). Where a standard is not met full reasons for the decision are given.

Recommendation. The team's recommendation with respect to accreditation and the reason for the recommendation.

When the team has agreed on its report, it is forwarded by the Chairman to the Registrar of the Board.

The Board considers the report and may seek clarifications from the Chairman of the assessment team or may suggest amendments to the wording.

(vii) Final recommendations and notification to the university

The report of the assessment team is sent to the university for its comment.

The Board will consider the response from the university and will also confer with the Chairman of the Assessment Team about it.

If the response calls for some change in the assessment team's report because of new information or correction of error or if it brings the recommendations of the Assessment Team into question, the Chairman of the Team will confer with its members who will determine whether or not they wish to issue an amended report.

The Board will consider the final recommendations of the Assessment team, determine the grade of accreditation to be awarded and notify the university of its decision.

The Board will advise the Registration Boards in other States or Territories of its decision and provide them with a copy of the final report on an in-confidence basis.

ACCREDITATION PROCEDURES FOR A NEW COURSE

A university planning to introduce a new osteopathy course can apply for preliminary approval of the course when the course has been planned and can apply for provisional accreditation when its first students have been enrolled.

Preliminary approval.

Applications for preliminary approval can be made when the university has planned its course and determined the physical and human resources it will allocate to it.

The application should show how each of the standards defined in section 2 will be met.

The application should set out a clear timetable for enrolment of students, for the appointment of staff and the allocation of physical resources. It should provide convincing assurances that the university will be able to assemble the necessary resources in a timely way as the first cohort of students progresses through the course.

Particular emphasis should be given as to how the university will provide the necessary clinical facilities within which students will be given clinical instruction and experience.

It is expected that application will be made when a course outline with broad subject curricula has been adopted by the university and at least one staff member responsible for the development of the course has been appointed.

The procedures for considering the application will be the same as those set out for the accreditation of an existing course except that the assessment team will comprise only three people and the site visit will be a half day or one day.

Provisional accreditation

Application for provisional accreditation of a new course can be made when the first cohort of students has completed their first year of the course.

The procedures for application for provisional accreditation and consideration of that application are the same as those for the accreditation of an existing course.

ACCREDITATION WHEN MAJOR CHANGES ARE MADE TO A COURSE

A course that is subject to major changes must be reassessed for accreditation.

Accreditation of a course is not automatically transferred to the changed course. A university may not claim that a course is accredited if the previously accredited course has undergone major change.

Major changes include change of –

- the length of the course by a semester or more
- altering more than a third of the subjects of the course by deletion or addition of subjects or changing their content or order
- the level at which the course is offered (eg from undergraduate to post graduate or vice versa)
- an overall change in teaching philosophies or methods, especially in clinical teaching
- the scope of the course by removing significant elements of the curriculum, especially an element listed in Appendix 1 of this policy, or by adding a significant element, especially an element not listed in Appendix 1

The Registration Board should be consulted if there is doubt as to whether a proposed change may constitute a major change.

A course evolving from a major change is accredited as if it were a new course. Preliminary approval can be given at the planning stage and provisional accreditation when the first cohort has entered second year.

PERIODIC REPORTS TO THE BOARD

Notification of significant changes to the course or its resources

Universities holding any form of accreditation for an osteopathy course are required to notify the Board of any significant change to the course or the resources allocated to it that may have an adverse effect on the standards of education provided.

A significant change includes but is not limited to –

- a change of the pre-requisites for entry into the course either from secondary school or with advanced standing
- a change to the length of the course
- the deletion of subjects or the inclusion of new subjects
- an increase in the number of students enrolled in the course of more than 20%
- a decrease in the number of full time academic staff OR total equivalent full time academic staff of more than 20%
- a relocation of the osteopathy unit into different premises
- a change in the facilities for providing clinical instruction and experience or in access to such facilities, especially a change to the number or diversity of patients seen by students
- a major restructuring of the course (see major changes to a course, above)

When notified of a significant change the Board will simply note the report if it considers the change will not seriously diminish standards of education. It will enter into discussions with the university if it is concerned that standards of education may be affected. It may appoint an assessment team to advise it on whether or not accreditation of the course should be suspended or made conditional.

Reporting by universities offering a fully accredited osteopathy course

Universities offering a fully accredited osteopathy course are required to make a report to the Board no later than June 30 in the third year of the five-year accreditation period reporting on any changes to the course and its allocated resources that have occurred or may occur in the remaining period of accreditation.

Reporting by universities offering a conditionally accredited course

Universities offering a conditionally accredited course are required to make an annual report of progress made toward addressing the condition imposed.

Reporting by universities with preliminary approval or provisional accreditation of new courses

Universities with preliminary approval or provisional accreditation of new courses are required to make annual reports of progress in the introduction of the new course that should cover student enrolments, staff appointments, acquisition of physical resources as planned and the establishment of clinical teaching facilities as planned. Annual reports must be submitted no later than March 31 in the following year.

Failure to report

The Board may suspend accreditation if a university fails to report as required.

SECTION 2
STANDARDS FOR ACCREDITATION OF OSTEOPATHY COURSES
FOR ENTRY LEVEL COMPETENCE

This section describes the requirements of the Osteopath Registration Boards in Australia for the accreditation of courses intended to qualify graduates for registration for the practice of osteopathy.

It also provides guidance on the documentation that should be submitted by the provider educational institution seeking accreditation of an osteopathy course.

The suggested documentation is for guidance. It is for the institution applying for accreditation to show that each standard is met and to decide on the information to be included in the main text of the application and the supporting documents necessary to do this. However, if the assessment team believes the documentation is inadequate a revised submission may be requested. Documentation that does not bear directly on a standard or provides excessive detail should not be included. The sources of copies of supporting documents must be clearly identified.

It is expected that the documentation will be provided in a ring binder with page numbers, index separators and a contents page to assist the assessment team find information quickly. Long supporting documents (such as staff curriculum vitae and subject guides) should be in appendices or a separate folder. Booklets and brochures should be in a pocket attached to the ring folder if they are not suitable for ring binding.

The context within which the course is provided

Standard 1 The course is provided by a recognised tertiary educational institution, preferably a university established under State or Commonwealth legislation, which can provide the resources and the scholarly context that will ensure effective learning.

Suggested documentation

A statement of –

- the name of the provider institution
- the name of the course for which accreditation is sought and the qualification or qualifications granted on successful completion of the course
- the name of the Faculty or Division responsible for the course and the title, name and qualifications of the Dean or Head of that Faculty or Division
- the name of the academic unit directly responsible for the teaching of the course and the title, name and qualifications of the Head of that unit
- the campus or campuses on which the course is provided
- the postal and email addresses and telephone numbers of the Dean and Head.
- A short description of the provider institution giving an account of its origins, its present nature, its governance and the size and scope of its operation.
- The annual report of the provider institution and/or other appropriate publications that provide information on the nature, resources and standing of the provider institution.

Standard 2 The course is taught in the context of research and scholarly enquiry, as demonstrated by the active pursuit of research by the provider institution and by the academic staff teaching in the osteopathy course, so that students learn the importance of evidence in determining views and acquire the attitudes and skills necessary to continually re-evaluate established ideas and critically assess new ideas.

Suggested documentation

- A short statement supported by documents (such as the provider institution's most recent annual research report) that demonstrates that the provider institution pursues substantial and effective research.
- A list of the current research projects (giving the names of the principal researchers and an explanatory title of each project) currently being pursued by staff and higher research degree students in the academic unit that has primary responsibility for teaching the osteopathy course.

- A list of sources and amounts of research grants made over the last 3 years to staff in academic unit that has primary responsibility for teaching the osteopathy course.
- A list of books and publications in professional and scientific journals for the last 6 years written by the academic staff of the academic unit that has primary responsibility for teaching the osteopathy course.
- For new courses, documents demonstrating that the university is committed to ensuring that the osteopathy unit will have a capacity for significant research and scholarly enquiry should be submitted. These might include policy statements and position descriptions and advertisements for staff.

Goals of the course

Standard 3 The philosophy and objectives of the course are clearly stated and are consistent with those the Registration Boards believe should guide and underpin a course intended to provide the necessary knowledge and skills for the safe and effective practice of osteopathy.

Appendix 1 is a statement of educational goals adopted by the Registration Boards for the purpose of providing guidance to providers of osteopathy courses.

The statement of the goals of the course is made known to students and teaching staff by its publication in course handbooks and guides that are read by students.

Suggested documentation

- The statement of philosophy and objectives of the course
- A statement about how students are made aware of the philosophy and objectives of the course and how staff are reminded of them, including a list of the official publications, student guides and Internet sites in which it appears.

Mechanisms of accountability and processes of review

Standard 4 The academic governance of the responsible academic unit and the osteopathy course is clearly defined and is appropriate to providing good management and promoting academic excellence.

Suggested documentation

- Describe the lines of accountability in the institution and the defined responsibilities of management at each level. This should include subject, course and clinic coordinators, the Head and Dean and the lines of reporting of the Head and Dean. Make clear the procedures that are followed for approval of changes to the course. Where appropriate include copies of supporting official documents.

Standard 5 There are clear and effective mechanisms for the evaluation of the performance of the staff and an organisational structure that encourages and rewards good performance.

Suggested documentation

- Describe the measures used to evaluate the teaching, research and administrative performance of academic staff (eg student feedback of teaching, publications, research grants) and how those measures are analysed and used to appraise and enhance the performance of staff
- Describe the organisational structure that provides a career path for staff and the opportunities for personal development (eg study and conference leave, limits on teaching load to enable research or further study, periodic appraisals of plans for personal development). Describe the criteria for promotion of academic staff.

Standard 6 There are clear and comprehensive policies for the evaluation of the effectiveness of the course and for continuing review of its content, the methods of teaching and the methods of assessment.

Suggested documentation

- Describe the policies and the measures used to evaluate the effectiveness of the course and the quality of teaching in the course and how those measures are reviewed and acted on.
- Describe the mechanisms by which student evaluations and comment are obtained. Enclose copies of any profoma student questionnaires used. Provide data from recent student evaluations of the course and/or individual subjects
- Describe the mechanisms (eg regular staff meetings, annual course review) by which the academic staff contribute to the development of the course and teaching quality
- Describe the mechanisms by which practising osteopaths including part time clinical instructors contribute to the development of the course and teaching quality.

Input measures

Length of course

Standard 7 The course requires successful completion of at least 5 years of full time study after completion of year 12 schooling.

Suggested documentation

- The official handbook of the provider institution that includes details of the osteopathy course
- A copy of the official policy of the provider institution as it applies to the osteopathy course for granting credit for prior learning and which may reduce the period of study
- An explanatory statement of the credit that may be given for those who enter the course having completed, for example, a degree course in biomedical science or a course in physiotherapy or related professional discipline.
- A clear statement of the minimum number of years of study that is required, after granting of credit for prior learning, in order to be awarded the qualification or qualifications normally given on successful completion of the osteopathy course.

Pre-requisites for entry into the course

Standard 8 The academic pre-requisites and other criteria for entry into the course are clearly stated and are compatible with the academic requirements of the course.

Suggested documentation

- A statement of the normal requirements for entry into the course including the pre-requisite year 12 subjects and reference to the publication in which these pre-requisite requirements are legally defined or officially stated
- A copy of the official policy on mature age entry into the course when the pre-requisite year 12 subjects may not have been studied or passed.

NOTE: The Registration Boards hold the view that mature age applicants for entry into an osteopathy course who have not completed the year 12 secondary school certificate should not be admitted unless they have passes in the prescribed pre-requisite subjects. The Boards have no objection to the granting of credit for successful prior studies of biological and biomedical subjects in a science course or a course for a related health science that are equivalent to subjects in the osteopathy course. However, such students should be required to complete all the osteopathy subjects and clinical practicums of the course, in which case at least three years of further study would be necessary. Students who have completed or completed part of an osteopathy course at another institution may be granted credit for osteopathy subjects as well as biological and biomedical subjects provided they are equivalent to those of the course. In this case, it may be appropriate, if sufficient credit can be granted, to admit such students at fourth year standing so that the course may be completed in two years.

The curriculum

Standard 9 The curriculum is designed to achieve the goals of the course and includes instruction in:

- (a) the basic sciences of biology, chemistry and physics to the extent necessary to lay foundations for proper understanding at an advanced level of the human and clinical sciences taught later in the course
- (b) the life sciences of anatomy, histology, embryology, physiology, biomechanics, biochemistry, microbiology and psychology
- (c) pathology, pharmacology and general medicine, especially those aspects of general medicine most important to osteopathic diagnosis and management, including especially the musculo-skeletal and connective tissue disorders and the neurologic disorders
- (d) critical analysis, problem solving, research methodology and biomedical statistics
- (e) osteopathic science and the skills of osteopathic examination, diagnosis and treatment including the assessment and management of chronic disability and pain and how human behavior, attitudes and lifestyle can contribute to illness and be factors in its amelioration
- (f) the clinical skills of diagnosis, oral and written communication and counselling and the development of clinical judgment in deciding appropriate treatment and/or referral
- (g) professional awareness including the history of osteopathy, ethics and the law as it relates to health care in general and osteopathy in particular, health care delivery systems in Australia and elsewhere, the means of and barriers to inter-professional cooperation, practice management and the means of ensuring continuing personal professional development throughout a career life.

Suggested documentation

- The official handbook of the provider institution that includes details of the osteopathy course
- A tabular summary of all the subjects of the course in chronological order giving the:
 - number of the subject
 - name of the subject
 - academic unit providing the subject and the name of the subject coordinator
 - duration of the subject (one semester or two semester)
 - average number of hours per week of lectures, tutorials and practical classes (including clinics)
 - number of hours per week students are expected to spend completing assignments including computer-assisted learning programs
 - total hours per week of formal contact teaching and expected hours undertaking required assignments for each subject and for each semester.
 - total hours per year of formal contact and assignment teaching for each subject and the total hours for each year and the whole course.

This tabulated list should be laid out on the lines suggested in Appendix 2.

- A summary table of the total number of hours and percentage of total hours of timetabled and assignment teaching for each of the components of the curriculum (a) to (g) as specified in Standard 9 above. Where teaching of the components of the curriculum are spread across more than one subject indicate the contribution from each subject. The total number of hours in this Table should be the same as the total given in the summary Table of subjects.

This summary table should be laid out on the lines suggested in Appendix 2.

Standard 10 Each subject has specific learning objectives and a detailed teaching plan that is made available to students at the commencement of each subject.

Suggested documentation

- A copy of the student guide and/or the appropriate pages from the course handbook or other sources accessible to students that sets out the name of the subject, the name of the subject coordinator, the objectives of the course, the syllabus, the lecture and practical class schedule, the assignments, the prescribed text books and key references that students are expected to consult and the methods of assessment.

Clinical training

Standard 11 The course provides students with extensive clinical experience in osteopathic diagnosis and treatment for a diversity of patients and clinical conditions under the supervision of experienced osteopathic practitioners, the extent of which is such that all students completing the course are able to independently practise osteopathy safely and competently.

Suggested documentation

- A description of the clinical facilities within which students obtain clinical experience under supervision, how those facilities work and how clinical teaching is carried out.
- A description of any externship arrangements by which all or some students can broaden their clinical experience by observation or direct provision of care in clinical settings not operated by the provider institution. If these placements are not available to all students indicate the number of students who are allocated or find external placement. Give the frequency and duration of external placements and the kind of experience provided to students by them.
- A description of the means by which the number of patients seen by each student is monitored and how students who are seeing too few patients are given opportunities to increase the number of patients they see.
- A statement of the minimum number of patients and minimum number of visits for each student in the subjects that has a clinical practicum and whether or not that minimum is achieved by every student. If the target is not always met state the extent of the shortfall and explain why this has occurred and the steps being taken to achieve the targets.
- A Table setting out the average number of patients and the average number of visits managed by students in each year of the course in which there is a clinical practicum.

The Table should provide information for at least the last three years.

The Table should exclude –

clinical experience obtained by students practising on each other or on staff unless the staff member or student is seen as a patient in the clinic and the examination or treatment is supervised in the usual manner

observation of treatment given by other students or staff although this observational experience should be described in a separate section if it is extensive.

- A sample of student log books and student evaluation forms.
- A copy of any clinical manuals provided to students.

Staff

Standard 12 The academic unit responsible for the course has a sufficient number of full time and fractional full time academic staff in relation to the number of students in the course to enable good teaching and good pastoral care of students.

Suggested documentation

- **Number of academic staff.** A table giving the number of full time, fractional full time and casual teaching staff in the responsible academic unit. Express these numbers also in terms of equivalent full time staff in the Table. Show the total number of equivalent full time academic staff in the responsible academic unit. Exclude academic staff from other academic units that teach subjects in the course.

Comment on any currently vacant academic posts and any plans to either increase or decrease the number of academic staff in the near future.

For new courses state the planned staffing structure for the osteopathic academic unit and the timetable for appointment of staff.

- **Student load.**

A table giving the number of graduates from the course in the past 5 years.

A table giving the number of current students in each year of the course and the number of students enrolled for a higher degree (except staff enrolled for a higher degree).

A table giving the number of equivalent full time students in the course for the current year in each of the years of the course in the academic unit responsible for the course (that is excluding student load assigned to other academic units teaching some subjects of the course).

For new courses state the planned student load for the osteopathic academic unit and how student load will be distributed between that unit and other academic units in the university.

- **Staff student ratio.** Give the ratio of equivalent full time academic staff to equivalent full time students in the academic unit responsible for the course.
- **Teaching clinicians.** State the usual ratio of teaching clinicians to students in teaching clinics giving details as to how this varies depending on the year level of students, the time of day and the time of year.

For new courses describe the planned staffing for clinical teaching.

Standard 13 The academic staff have qualifications, expertise and experience suitable to the subjects they are assigned to teach and the commitment and ability to teach well.

Suggested documentation

- List the full time and fractional full time academic staff of the academic unit responsible for the course, in order of rank, giving their rank, fraction of full time, qualifications (including awarding institution), principal teaching responsibilities and the number of lectures and hours of tutorial, practical and clinical classes each will give in the current year in each subject. Give total contact hours of teaching per annum for each staff member.
- The curriculum vitae of each full time and fractional full time staff in the responsible academic unit.
- A list of the coordinators of subjects taught by academic units other than the unit responsible for the course, giving the name of the subject, the name of the provider academic unit and the rank, fraction of full time and qualifications of the coordinator.
- List the current casual teaching staff giving their qualifications, their teaching responsibility and their expected total hours of teaching in the current year.

Standard 14 The academic staff are accessible to students and have sufficient time to provide them with pastoral care

Suggested documentation

- Describe how support for students with study or personal problems is provided.
- List the support staff and their duties to whom academic staff can devolve administrative and technical tasks to free time for pastoral care and research

Physical resources

Standard 15 There are a sufficient number of classrooms, laboratories, staff offices and study space for students to provide a physical environment conducive to learning and research.

Suggested documentation

- Describe the accommodation allocated to the academic unit responsible for the course and the shared facilities available for teaching the course or for use by students of the course.
- For new courses describe the accommodation that has been reserved for the osteopathic academic unit and/or describe the building program that is planned or underway to provide that accommodation. If accommodation is to be built or under construction enclose architectural plans and the timetable for completion of the building.

Standard 16 The clinical facility is adequate in size for the number of patients attending and the number of students rostered and is well organised and equipped.

Suggested documentation

- Describe the clinical facility in terms of its location, equipment and floor area, including the number of treatment rooms and space for reception, waiting patients, student locker room and rooms for confidential consultation between teaching staff and students.
- State the hours of opening and the hours students are rostered to the clinic.
- State the number of patients presenting for a new course of treatment in a year and the total number of patient visits in a year.
- For new courses, describe the plans for providing a teaching clinic and how that clinic will set about attracting sufficient patients

Standard 17 There is sufficient equipment for effective teaching and the equipment is well maintained.

Suggested documentation

- Provide information to show this standard is met by means of the asset register or a list of the equipment purchased in the last two years or the usual annual budget for equipment purchase or the forward plan for equipment purchase. Comment on the strengths and weaknesses of equipment holdings.

Standard 18 Students have ready access to a well maintained and catalogued library that has holdings of books, journals and other media that are current and sufficient in number and breadth to support the diversity of subjects studied in the course.

Suggested documentation

- Describe the library used by osteopathy students giving its location, hours of opening, the scope and number of its holdings, the number of librarians and the name of the librarian who liaises with the osteopathy academic unit
- List the osteopathy journals subscribed to by the library
- Any other information that demonstrates that the library supports osteopathic staff and students well. (eg list of osteopathy monograph titles purchased in the last year)

Output measures

Standard 19 The outcomes of teaching, especially clinical competence, are rigorously assessed by a range of assessment methods.

Suggested documentation

- Tabulate by subject all the forms of assessment used for each subject stating the form or type of examination, when it is given and its percentage contribution to the final mark in the subject
- Describe in full the assessment of the clinical competence of students, describing in particular any 'hurdle' requirements each student must meet before proceeding to a subsequent stage of clinical learning or before being deemed to have completed the course
- Describe the process by which examinations are prepared and given and how the results of assessments are modulated to ensure fairness and rigour (eg by an examination board, by monitoring statistical measures of examination performance)
- State the usual failure and discontinuation rates in each year of the course
- Provide information on the rules of progression in the course for students who have failed one or more subjects in a year.
- State the options open for students of the course who fail the clinical subjects (or hurdle requirements) of fourth and fifth year (eg supplementary examination, repeated supplementary examination until a pass is achieved, repeat failed subjects, repeat whole year including subjects passed, suspension from course) and which options are usual.

Equity and student support

Standard 20 Entry into the course is non-discriminatory and is based solely on selecting students who are most likely to succeed in studying the course.

Suggested documentation

- Enclose copies of the selection policy of the provider institution and any special rules for entry into the osteopathy course.

Standard 21 Students have ready access to services that will facilitate successful completion of their course including counselling, health, language instruction, housing assistance and financial aid.

Suggested documentation

- Describe the student support services available, their hours of operation and their location. Provide Internet addresses to further information about these services.

Standard 22 The provider institution has clearly stated policies and well established practices with respect to occupational health and safety, sexual harassment and disability.

Suggested documentation

- Provide copies of official policies or Internet addresses for information about them.

APPENDIX 1 MODEL COURSE OBJECTIVES

Goals and objectives of an entry level osteopathy course

The goal of basic osteopathic education is to produce graduates with the knowledge, skills and attitudes to enable them to undertake competent general practice of osteopathy. They will be able to practise safely and effectively. Their knowledge and skills will be firmly based on scientific principles. They will be self-directed learners and will be motivated to continually develop their knowledge and skills throughout their professional careers.

To achieve these goals, the following objectives can be identified:

1. Objectives relating to knowledge and understanding

Graduates completing basic osteopathic education should have knowledge and understanding of:

- (a) the physical, biological, behavioural and social sciences, at a level not only adequate to provide a rational basis for osteopathic practice immediately following graduation, but also to assist them adapt to the changes in practice and assimilate the advances in knowledge which will occur over their working life;
- (b) the structure, function and normal growth and development of the human body and mind at all stages of life, the interactions between body and mind, the factors which may disturb these and the disorders of structure and function which may result;
- (c) the history, theory and underlying principles of osteopathy;
- (d) the aetiology, natural history, prognosis and management of relevant disorders in children, adolescents, adults and the aged which may or may not respond to osteopathic care. The knowledge required to allow appropriate management including knowledge of all the commonly used manipulative techniques and other treatment modalities used in osteopathic practice;
- (e) the recognition of and timely referral for joint or separate care of patients with conditions for which osteopathic treatment is inadequate or inappropriate or where it will delay urgently needed medical or other care;
- (f) the principles of health education; disease prevention; amelioration of pain, suffering and disability; rehabilitation; the maintenance of health and the minimisation of disability in old age;
- (g) the agencies that provide support and counselling of patients who have permanent disabilities or debilitating illnesses, have suffered severe physical or emotional trauma, have a notifiable disease or have a drug addiction, and the means of referral of such patients to those agencies.
- (h) factors affecting human relationships, the psychological well-being of patients and their families and the interactions between humans and their social and physical environment;
- (i) the principles of public and occupational health;
- (j) systems of provision of health care with their advantages and limitations including methods of meeting the health care needs of disadvantaged groups within the community;
- (k) the costs associated with health care, and the principles of efficient and equitable allocation and use of finite resources;
- (l) scientific method as applied to biomedical, behavioural and sociological research;
- (m) the ethical standards and legal responsibilities of osteopathic practitioners; and
- (n) management of disorders of somatic origin relevant to osteopathic care.

2. Objectives relating to skills

Graduates completing basic osteopathic education should have the following skills:

- (a) the ability to gather and record an accurate, organised and problem-focused patient history, including psycho-social factors, using appropriate perspective, tact and judgement;
- (b) the ability to perform a physical examination and to assess the general well-being and emotional state of patients;
- (c) the ability to apply judgement and perspective in choosing from the repertoire of clinical skills those which it is appropriate and practical to apply in a given situation;
- (d) the ability to arrive at an appropriate diagnosis based on the objective evaluation of all available evidence;
- (e) the ability to formulate a management plan in concert with the patient;
- (f) judgement in deciding on appropriate care by instituting the appropriate osteopathic management with treatment and/or referral to other health disciplines. This includes treatment of the disorder, the relief of discomfort and counselling on alleviation of causal and aggravating factors;
- (g) manual dexterity to carry out manipulative treatments and competence in other modalities of treatment;
- (h) the ability to provide continuing health care by assessing the patient's progress; modifying patient care appropriately; planning effective follow-up care and by counselling and instructing the patient and family, if necessary, regarding cause, management and prognosis;
- (i) the ability to establish satisfactory relationships with patients by developing patient cooperation and showing concern and consideration to relieve anxiety, tension and discomfort;
- (j) the ability to communicate clearly, considerately and sensitively with patients, relatives, professional colleagues, other health professionals and the general public. This should include the ability to counsel sensitively and effectively and to provide information in a manner which ensures patients and families can be truly informed when consenting to any clinical procedure. It also includes the ability to write referral letters, progress reports and medico-legal reports that are clear, effective and in proper form;
- (k) the ability to perform common life-saving procedures such as caring for the unconscious patient and cardiopulmonary resuscitation;
- (l) the ability to interpret relevant literature in a critical and scientific manner and apply these skills to ongoing learning and patient management;
- (m) the ability to use the resources of an appropriate reference library to pursue independent inquiry relating to clinical problems;
- (n) the ability to use computers for learning, literature searches and other applications in osteopathic practice; and
- (o) the ability to adapt to changes in relevant knowledge and practice and to incorporate such changes into their own practice.

3. Objectives relating to attitudes as they affect professional behaviour

During basic osteopathic education, students should acquire the following attitudes, which are fundamental to osteopathic practice:

- (a) respect for every human being, with an appreciation of the diversity of human background and opportunities, and an unprejudiced attitude towards patients regardless of their background. There should be respect for and understanding of different cultural values and incorporation of that respect and understanding in all aspects of osteopathic practice;

- (b) a desire to ease pain and suffering;
- (c) a willingness to accept responsibilities for the patient's welfare; recognising personal professional capabilities and limitations; and relating effectively and knowledgeably to other health disciplines;
- (d) an acceptance of the responsibilities of an osteopath in relation to the care of the patient; the profession of osteopathy and the community;
- (e) an awareness of the need to communicate clearly and fully with patients and their families, and to involve them fully in planning management;
- (f) a desire to achieve optimal patient care for the least cost, with an awareness of the need for cost-effectiveness to allow maximum benefit from the available resources;
- (g) a consideration of the interests of the patient and the community as paramount, with these interests never subservient to their own pecuniary interest;
- (h) a desire to work effectively and as a team with other health care professionals;
- (i) an appreciation of their responsibility and a desire to maintain their standards of practice at the highest possible level by continuing education throughout their professional careers;
- (j) an appreciation of the need to recognise when a clinical problem exceeds their capacity to deal with it safely and efficiently and to refer the patient for help from others when this occurs; and
- (k) a realisation that it is not always in the interests of the patient or their family to do everything which is technologically possible to make a precise diagnosis or to attempt to modify the course of a problem.