

Consultation - Draft Chinese medicine accreditation standard

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Background

The Health Practitioner Regulation National Law, as in force in each State and Territory (National Law) empowers the relevant national board to decide whether accreditation functions will be carried out by an external accreditation entity, or a committee established by the relevant board (section 43).

The Chinese Medicine Board of Australia (National Board) decided to establish a committee to carry out the accreditation functions for the Chinese medicine profession - the Chinese Medicine Accreditation Committee (Accreditation Committee).

The role of the Accreditation Committee is to develop and propose accreditation standards to the National Board for approval. Once approved, the Accreditation Committee will assess and monitor education providers and their programs of study against those approved standards.

The Accreditation Committee is developing the draft accreditation standards in accordance with the requirements under the National Law set out in the *Procedures for development of accreditation standards (Procedures)*¹. The Committee's statement of assessment against these requirements is included with these draft accreditation standards.

Under section 46 of the National Law, an accreditation committee may develop accreditation standards for the purpose of assessing education providers and programs of study.

The National Law provides this definition of an accreditation standard:

accreditation standard, for a health profession, means a standard used to assess whether a program of study, and the education provider that provides the program of study, provide persons who complete the program with the knowledge, skills and professional attributes necessary to practise the profession in Australia.

It is a requirement of the National Law that, in developing the accreditation standards, the Accreditation Committee undertakes wide-ranging consultation on the content of the accreditation standard. After the public consultation is finished, the Accreditation Committee will propose final accreditation standards to the National Board for approval.

Introduction

Chinese medicine education began in Australia in the 1970s, when private colleges offered short courses teaching acupuncture. Over time, these short courses gradually evolved into advanced diploma qualifications requiring between one and four years of study. Currently, Chinese medicine education is offered by a number of universities and private providers.

For many years, education standards for acupuncture and herbal medicine programs were set by the Chinese medicine profession and promoted by organisations attempting to be at arm's length to the standards setting. Despite this attempt to create independence, the standards described the minimum education requirements for entry to those professional associations that set the standards.

In Victoria, the Chinese Medicine Registration Board of Victoria (Victorian Board) was established in December 2000. The Victorian Board developed accreditation standards and accredited programs of study against those standards from 2002 until 1 July 2012 at which time the Chinese medicine profession joined the National Registration and Accreditation Scheme established by the National Law.

The Accreditation Committee was established by the National Board under the National Law. The Accreditation Committee is responsible for developing the accreditation standards against which education providers and their Chinese medicine programs will be assessed when applying for accreditation under the National Law.

¹ The *Procedures* are available at www.ahpra.gov.au/Legislation-and-Publications/AHPRA-Publications.aspx

The *draft Chinese medicine accreditation standard* draws upon the threshold standards from the *Higher Education Standards Framework (Threshold Standards) 2011* (HES). This approach recognises the role of the Higher Education Standards Panel and the Tertiary Education Quality and Standards Agency (TEQSA) in regulation and quality assurance of higher education in Australia in the context of Chinese medicine programs of study. Information about the Higher Education Standards Panel, TEQSA and the HES framework is available at www.hestandards.gov.au and www.teqsa.gov.au

This approach fosters consistency and efficiency by enabling education providers to use evidence gathered to address the threshold HES as part of their application to the Accreditation Committee.

The Accreditation Committee notes that whilst the Higher Education Standards Panel² may recommend amendments to the HES Framework, the Chinese medicine accreditation standards and the HES Framework are not directly linked. This means changes in the HES framework will not have an immediate effect on the Chinese medicine accreditation standard.

The Chinese medicine accreditation standards

The Chinese medicine accreditation standards are categorised under five overarching fields.

Fields 1 to 4 contains standards that contextualise the threshold HES for assessment of Chinese medicine programs of study and the education providers offering those programs.

Field 5 contains standards that describe the professional capabilities of Chinese medicine practitioners. The criteria for each standard contextualise the relevant professional capability to graduates of Chinese medicine programs.

Pre-requisites for assessment of education providers and programs by the Chinese Medicine Accreditation Committee

The Accreditation Committee will only assess education providers registered with the Tertiary Education Quality and Standards Agency (TEQSA) in the 'Higher Education Provider' category.

This means an education provider must hold current TEQSA registration as a Higher Education Provider prior to applying to the Accreditation Committee.

The Accreditation Committee will only assess programs that

- lead to a minimum of Level 7 qualification on the Australian Qualifications Framework (www.aqf.edu.au), and
- are accredited by TEQSA unless the provider has evidence that it is authorised under the TEQSA Act to self-accredit the program.

Information about TEQSA and authorisation to self-accredit courses is available at www.teqsa.gov.au

² The Higher Education Standards Panel is responsible for providing independent advice to the Minister for Tertiary Education, Skills, Science and Research on making and varying the standards in the Higher Education Standards Framework.

Field 1: Governance, management and resourcing standards

Standard 1.1 Education provider standing

The education provider is reputable and accountable for the higher education it offers.

To meet this standard, the education provider must provide evidence that:

- 1.1.1 It has education as a principal purpose, with governance and management of its Australian higher education operations located in Australia.
- 1.1.2 All members of its corporate governing body and its key personnel have been assessed by TEQSA as “fit and proper” persons.
- 1.1.3 It takes responsibility for the quality of every Chinese medicine program of study that it offers.
- 1.1.4 It has disclosed to the Accreditation Committee all the information and documents it requires, including:
 - (a) details of the history of the education provider, its parent entities, its predecessors and related entities, and the history of these entities prior applications for approval to provide education or related services in Australia and overseas
 - (b) any conditions or sanctions placed on approvals by TEQSA, including deregistration
 - (c) when relevant, details of its arrangements with other entities for the delivery of the Chinese medicine program, the history of prior applications by those entities to TEQSA for approval to provide education or related services, and of any conditions or sanctions placed on their approval by TEQSA including deregistration
 - (d) details of the education provider’s agents, and
 - (e) details of the education provider’s operations, including information which may be classed as commercial-in-confidence information.
- 1.1.5 Its history, and the history of its parent entities, its predecessors and related entities, shows a sound track record in managing business operations and provision of education or related services at an acceptable level of quality and in accordance with any applicable regulatory or accreditation requirements.
- 1.1.6 It complies with applicable State/Territory and Commonwealth laws and regulatory requirements.

Standard 1.2 Financial viability and safeguards

The education provider has the financial resources and financial management capacity to sustain higher education operations consistent with the requirements for registration as a higher education provider with TEQSA.

To meet this standard, the education provider must provide evidence that it:

- 1.2.1 is financially viable and has the capacity to sustain quality in its current and planned higher education operations, using realistic projections of student demand and income from all sources
- 1.2.2 applies, and demonstrates the capacity to continue to apply, sufficient financial resources to ensure the achievement of its higher education objectives
- 1.2.3 has business continuity plans and financial and tuition safeguards in place for Chinese medicine students should the education provider cease to provide the Chinese medicine program of study, cease to operate as a education provider or suffer a major incident affecting its operations
- 1.2.4 manages the financial aspects of its higher education operations in accordance with legal requirements and Australian accounting standards; and it has effective arrangements for the detection and prevention of fraud and mismanagement, and

- 1.2.5 maintains accurate financial records that are independently audited on an annual basis by an appropriately qualified auditor.

Standard 1.3 Corporate and academic governance

The education provider shows sound corporate and academic governance of its higher education operations.

To meet this standard, the education provider must provide evidence that it:

- 1.3.1 has a corporate governing body that:
- (a) has responsibility for oversight of all of the education provider's higher education operations, including conferral of its higher education awards, and to which management is accountable
 - (b) has a majority of external members and uses a full range of expertise required for effective governance of the education provider, including higher education expertise and independent financial expertise, through its membership and/or through external advisors
 - (c) regularly monitors potential risks to the education provider's higher education operations and ensures the education provider has strategies to mitigate risks that may eventuate, and
 - (d) ensures that all delegations (including financial, academic and managerial) are appropriate, documented, observed and regularly reviewed
- 1.3.2 has approved a current strategic plan that:
- (a) shows the education provider has clarity about its future directions for higher education
 - (b) identifies key performance indicators
 - (c) is adequately communicated to internal and external stakeholders, and
 - (d) guides management decision-making
- 1.3.3 has in place governance arrangements that demonstrate:
- (a) a clear and discernible separation between corporate and academic governance, including a properly constituted academic board and program advisory committees
 - (b) a clear distinction between governance and management responsibilities
 - (c) the effective development, implementation and review of policies for all aspects of the education provider's academic activities including delivery of the Chinese medicine programs of study by other entities
 - (d) the maintenance of academic standards, with appropriate mechanisms for external input, in accordance with international conventions for good academic practice, and
 - (e) effective quality assurance arrangements for all the education provider's higher education operations, encompassing systematic monitoring, review and improvement.

Standard 1.4 Primacy of academic quality and integrity

The education provider maintains academic quality and integrity in its higher education operations.

To meet this standard, the education provider must provide evidence that it:

- 1.4.1 has in place academic governance arrangements that protect the academic integrity and quality of its higher education operations
- 1.4.2 encourages students to engage in critical and independent thought
- 1.4.3 ensures students demonstrate the capacity to continue their professional development and learning throughout their careers
- 1.4.4 promotes and protects free intellectual inquiry and expression in its higher education learning and teaching activities

- 1.4.5 protects academic integrity in higher education through effective policies and measures to:
- (a) ensure the integrity of student assessment
 - (b) prevent, detect and address academic misconduct by students or staff, including cheating and plagiarism, and
 - (c) ensure that academic staff are free to make public comment on issues that lie within their area of expertise
- 1.4.6 ensures any research carried out under its auspices meets appropriate codes of conduct, safety, and ethics clearance requirements, and is consistent with legislative or other regulatory requirements and any applicable national guidelines, and
- 1.4.7 has effective mechanisms to manage and quality assure all aspects of any arrangement with another entity to manage or deliver some or all of the Chinese medicine program of study on its behalf, including admission and support of students and delivery of the Chinese medicine program of study to ensure student learning outcomes at least equivalent to those for the same or a cognate program when delivered by the education provider.

Standard 1.5 Management and human resources

The education provider's higher education operations are well-managed and human resources are appropriate.

To meet this standard, the education provider must provide evidence that it:

- 1.5.1 has sufficient appropriately qualified personnel to manage and provide academic leadership for the Chinese medicine program
- 1.5.2 has the necessary staff positions, filled by appropriately qualified and experienced personnel, and access to other human resources, to achieve its higher education objectives, which include the achievement of expected Chinese medicine student learning outcomes
- 1.5.3 manages its human resources to ensure effective:
- (a) workload management
 - (b) merit-based selection and promotion processes
 - (c) induction
 - (d) performance review
 - (e) grievance procedures, and
 - (f) professional development of its personnel
- 1.5.4 has administrative systems, policies, procedures and practices that ensure the effective management of its Chinese medicine program
- 1.5.5 maintains adequate records for all its higher education operations, with appropriate confidentiality and security, and
- 1.5.6 compares its performance on teaching, student learning outcomes and graduate outcomes for its Chinese medicine program with other education providers, and uses regular, valid and reliable feedback from internal and external stakeholders to improve its higher education operations.

Standard 1.6 Responsibilities to students

The education provider documents its responsibilities to students and meets its responsibilities to students, including through the provision of information, support and equitable treatment.

To meet this standard, the education provider must provide evidence that:

- 1.6.1 Prior to enrolment and during their studies, all Chinese medicine students are informed of the requirement to register with the Chinese Medicine Board of Australia and the requirements for registration to practise Chinese medicine in Australia.

- 1.6.2 Prior to enrolment and during their studies, all Chinese medicine students are informed about their relationship with the education provider, which includes:
- (a) any contractual arrangements
 - (b) the obligations of the education provider, and
 - (c) the rights and obligations of the student.
- 1.6.3 All Chinese medicine students are informed about the charges, conditions, refunds, and costs involved in studying with the education provider, including program-specific costs and tuition assurance arrangements.
- 1.6.4 The education provider, its agents and other entities with which it has arrangements for the delivery of its Chinese medicine program, provide current, accurate, adequate, and openly accessible information for prospective and enrolled students on all matters relating to their studies, including details regarding:
- (a) the education provider and its TEQSA registration status
 - (b) the TEQSA accreditation status of the Chinese medicine program
 - (c) the AQF qualification type awarded to graduates of the Chinese medicine program
 - (d) accreditation and approval of the Chinese medicine program under the National Law
 - (e) structure, credit points and duration or volume of learning for the Chinese medicine program
 - (f) admission criteria, recognition of prior learning and credit and articulation to and from other studies
 - (g) content and assessment for each unit in the Chinese medicine program
 - (h) when and where the Chinese medicine program will be offered, including the units that will be offered in any teaching period, and
 - (i) availability of student support.
- 1.6.5 All Chinese medicine students are informed about, and have access to, effective grievance processes, which enable students to make complaints about any aspect of the education provider's higher education operations, including operations provided by other entities on behalf of the education provider, without fear of reprisal, and which provide for review by an appropriate independent third party if internal processes fail to resolve a grievance.
- 1.6.6 The education provider identifies and adequately meets the varying learning needs of all its students, including:
- (a) the provision of orientation programs and transition support, and
 - (b) ongoing academic language and learning support.
- 1.6.7 Students are informed of and have appropriate access to:
- (a) advocacy support, for example in relation to the education provider's academic and procedural rules, and
 - (b) a range of personal support services adequate to meet the needs of the student body, such as counselling, health, welfare, accommodation and career services, provided by appropriately qualified personnel.
- 1.6.8 The education provider promotes an inclusive and safe culture, ensures there are appropriate security arrangements for all its locations, and advises students of actions they can take to enhance their safety and security both on and off campus.
- 1.6.9 As appropriate to its scale and scope, the education provider has student representation within its deliberative and decision-making processes and encourages students to participate in these processes.

Standard 1.7 Physical and electronic resources and infrastructure

The education provider ensures there are safe, well-maintained physical and electronic resources and infrastructure sufficient to enable the achievement of the Chinese medicine program objectives, across all its locations in Australia and overseas.

To meet this standard, the education provider must provide evidence that it:

- 1.7.1 ensures that there are safe, well-maintained facilities and infrastructure sufficient to achieve expected student learning outcomes, as appropriate to the scale, scope, location, mode of delivery and nature of its Chinese medicine program, including:
 - (a) classrooms and other teaching and learning spaces
 - (b) library and/or learning resource centre spaces and collections, and electronic learning resources
 - (c) laboratories and clinical education facilities
 - (d) appropriate work environments for personnel who are on site
 - (e) facilities for student support services
 - (f) student meeting and recreation areas
- 1.7.2 has adequate IT infrastructure and software to support student learning in its Chinese medicine program, including a website with current content, and ensures that students and personnel have ready access to online information and resources
- 1.7.3 ensures that all Chinese medicine students, regardless of mode of study have access to one or more contact people who can respond to queries in a timely manner
- 1.7.4 has effective arrangements to actively maintain contact with and support students who are remote from or away from its locations
- 1.7.5 maintains the adequacy and security of facilities and resources through effective capital and IT planning and project management, adequate for its scale and scope
- 1.7.6 provides teaching and learning equipment and devices to allow for the achievement of the Chinese medicine program objectives, this includes equipment relevant to clinical practice, and
- 1.7.7 ensures students have exposure to contemporary technologies and equipment relevant to the Chinese medicine profession.

Standard 1.8 Clinical education

The education provider has effective arrangements to assure the quality of student clinical placements in the Chinese medicine program, including assuring the quality of clinical education facilities, in Australia and overseas.

To meet this standard, the education provider must provide evidence that it:

- 1.8.1 utilises documented selection criteria for selecting clinical education facilities for the Chinese medicine program, including a requirement that each facility meets all applicable regulatory requirements
- 1.8.2 ensures that, when external clinical education facilities are used, a formal agreement is in place with the relevant external agency
- 1.8.3 has a risk management process in place that includes strategies to deal with workplace incidents that could occur in clinical education facilities for the Chinese medicine program
- 1.8.4 has appropriate insurance that indemnifies all academic and clinical staff, students and clinical supervisors when undertaking activities related to the Chinese medicine program, including when undertaking activities off-shore
- 1.8.5 ensures the volume, range and level of clinical education is adequate for effective delivery of the Chinese medicine program learning outcomes

- 1.8.6 provides clinical supervisors and students in the Chinese medicine program with detailed information on their roles and responsibilities
- 1.8.7 ensures the ratio of clinical staff to students is adequate for effective delivery of the Chinese medicine program learning outcomes
- 1.8.8 ensures there is ongoing evaluation of clinical supervisors engaged in the Chinese medicine program
- 1.8.9 ensures each Chinese medicine student's clinical education includes experience providing culturally competent health care, and
- 1.8.10 ensures clinical education provides Chinese medicine students with the opportunity to reflect on observations of practice.

Field 2: Education provider attributes

Standard 2.1 Education provider standards

The education provider has a clearly articulated higher education purpose that includes a commitment to and support for free intellectual inquiry in its academic endeavours.

To meet this standard, the education provider must provide evidence that it:

- 2.1.1 delivers teaching and learning that engages with advanced knowledge and inquiry
- 2.1.2 demonstrates the commitment of teachers, program designers and assessors to the systematic advancement and dissemination of knowledge
- 2.1.3 demonstrates sustained scholarship that informs teaching and learning in its Chinese medicine program and ensures academic staff teaching on its Chinese medicine program are active in scholarship that informs their teaching
- 2.1.4 identifies and implements good practices in student teaching and learning, including those that have the potential for wider dissemination nationally
- 2.1.5 demonstrates engagement with its local and regional communities and demonstrates a commitment to social responsibility in its activities
- 2.1.6 actively establishes and maintains partnerships with relevant organisations in the health sector, to enhance education, including clinical education, of Chinese medicine students, and
- 2.1.7 actively seeks stakeholder participation to maintain the currency and relevance of the Chinese medicine program of study to the health sector and the community

Field 3: Program attributes

Standard 3.1 Program design

The Chinese medicine program is designed to develop the knowledge, skills and professional capabilities required for graduate readiness to engage in safe and effective practice of the Chinese medicine profession.

To meet this standard, the education provider must provide evidence that it meets the following criteria.

- 3.1.1 The design of the Chinese medicine program meets the requirements at level 7 or higher of the AQF (www.aqf.edu.au).
- 3.1.2 There are robust internal processes for design, approval and monitoring of quality of the Chinese medicine program, which:
 - (a) provide realistic projections of the demand and resources required for the program
 - (b) take account of external standards and requirements, e.g. registration standards and infection control standards and guidelines

- (c) ensure Chinese medicine students are safe and competent Chinese medicine practitioners prior to confirming their completion of the program
 - (d) provide for appropriate development of key graduate attributes in students including English language proficiency, and
 - (e) ensure input from relevant external stakeholders is taken into account.
- 3.1.3 The content of the Chinese medicine program:
- (a) is drawn from, and relates to, the established, coherent and current body of Chinese medicine knowledge, clinical practice, research and scholarship, and
 - (b) integrates theoretical knowledge and clinical practice of Chinese medicine throughout the program.
- 3.1.4 The design of the Chinese medicine program shows appropriate consideration of entry and exit pathways, including articulation from other studies and to further studies.
- 3.1.5 The Chinese medicine program documentation clearly presents the rationale, objectives, structure, delivery methods, assessment approaches and student workload requirements for the program, and includes any compulsory requirements for completion of the program.
- 3.1.6 Program documentation shows that the Chinese medicine program has an overall coherence and is designed to provide appropriate engagement by students in intellectual inquiry consistent with the nature and level of the units being taught and the expected Chinese medicine program learning outcomes.
- 3.1.7 The Chinese medicine program learning outcomes are consistent with the practice of the profession in the Australian healthcare context.
- 3.1.8 The design of the Chinese medicine program includes an integrated, structured clinical education program that provides each student with experiences (including simulated learning and opportunities for inter-professional learning) across the scope of practice expected of entry level Chinese medicine practitioners.
- 3.1.9 The Chinese medicine program is designed to ensure equivalent student learning outcomes regardless of a student's place or mode of study.
- 3.1.10 If the Chinese medicine program is to be offered through arrangements with another entity whether in Australia or overseas, the program documentation specifies the detailed quality assurance arrangements that have been made with the other entity to ensure the student learning outcomes are equivalent to those when the program of study is offered directly by the education provider.

Standard 3.2 Program resourcing and information is adequate

The education provider ensures resourcing for the Chinese medicine program is adequate to meet its projected enrolments for the program and for students to achieve the expected Chinese medicine learning outcomes.

To meet this standard, the education provider must provide evidence that it:

- 3.2.1 ensures all students readily have access to electronic and/or physical library and information resources required to achieve the learning outcomes of the Chinese medicine program
- 3.2.2 ensures there are adequate IT resources to facilitate student learning consistent with Chinese medicine program requirements, as well as necessary access to specialised teaching facilities required specifically for the Chinese medicine program, such as laboratories and practical teaching facilities, and
- 3.2.3 provides accurate and current information and advice about the Chinese medicine program to prospective and current students.

Standard 3.3 Admission criteria are appropriate

Admission criteria for the Chinese medicine program are appropriate for an Australian Qualifications Framework (AQF) level 7 or higher program and the required learning outcomes.

To meet this standard, the education provider must provide evidence that it meets the following criteria.

- 3.3.1 Admission criteria for the Chinese medicine program:
 - (a) take account of external benchmarks, and
 - (b) ensure that students have adequate prior knowledge and skills to successfully undertake the Chinese medicine program.
- 3.3.2 The education provider ensures students enrolled in the Chinese medicine program are sufficiently competent in the English language to participate effectively in the program and achieve its expected learning outcomes, and sets English language entry requirements accordingly.
- 3.3.3 Credit for previous studies or skills (including articulation, recognition of prior learning and credit arrangements) is consistent with the AQF (www.aqf.edu.au) and preserves the integrity of the higher education award to which it applies.
- 3.3.4 Decisions on the admission of Chinese medicine students are made by appropriately qualified personnel under delegated authority.

Standard 3.4 Teaching and learning are of high quality

The numbers, qualifications, experience, expertise and sessional/full-time mix of the academic staff who teach or tutor the Chinese medicine program, and support staff, are appropriate to the nature, level, and mode of delivery of the Chinese medicine program and the attainment of expected student learning outcomes.

To meet this standard, the education provider must provide evidence that it:

- 3.4.1 ensures that staff, including clinical supervisors, who teach students in the Chinese medicine program:
 - (a) are appropriately qualified in the relevant discipline for their level of teaching (qualified to at least one Australian Qualifications Framework level higher than the program of study being taught or with equivalent relevant professional experience)
 - (b) have a sound understanding of current scholarship and/or professional practice in the division of Chinese medicine that they teach
 - (c) have an understanding of pedagogical and/or adult learning principles relevant to the student cohort being taught
 - (d) engage students in intellectual inquiry appropriate to the level of the Chinese medicine program and unit being taught
 - (e) are advised of student and other feedback on the quality of their teaching and have opportunities to improve their teaching, and
 - (f) when undertaking the role of clinical supervisor, are experienced in clinical practice and registered in the relevant division of Chinese medicine practice by the Chinese Medicine Board of Australia (or equivalent licensing authority if the practice is not in Australia)
- 3.4.2 employ mechanisms to ensure that the quality of the clinical supervision is attained and maintained in the Chinese medicine program
- 3.4.3 ensure that academic staff who teach on the Chinese medicine program are reasonably available for students seeking academic assistance for units within the program, and
- 3.4.4 employs effective mechanisms to identify and support students who are at risk of not progressing academically.

Standard 3.5 Assessment is effective and expected student learning outcomes are achieved

Assessment tasks for the Chinese medicine program and its units provide opportunities for students to demonstrate achievement of the expected student learning outcomes for the program.

To meet this standard, the education provider must provide evidence that it meets the following criteria.

- 3.5.1 Assessment of learning outcomes in the Chinese medicine program is undertaken by appropriately qualified staff, and timely, adequate feedback is provided to students on their assessed work.
- 3.5.2 The education provider employs a range of assessment methods in the Chinese medicine program including cognitive and practical assessment tasks.
- 3.5.3 The education provider employs an appropriate balance between formative and summative assessment in the Chinese medicine program.
- 3.5.4 Management and coordination of the Chinese medicine program, including assessment moderation procedures, ensure consistent and appropriate assessment.
- 3.5.5 The education provider maintains, monitors and acts on comparative data on the performance of students in the Chinese medicine program, including information on the performance of student cohorts by entry pathway, mode of study and place of study, such data to include: student attrition; student progress; program completions; and grade distributions.
- 3.5.6 The academic standards intended to be achieved by students and the standards actually achieved by students in the Chinese medicine program are benchmarked against similar accredited programs offered by other education providers.
- 3.5.7 The education provider is able to demonstrate appropriate progression and completion rates and demonstrate that graduates have attained key attributes including the required level of English language proficiency for registration as a Chinese medicine practitioner in Australia.
- 3.5.8 The education provider monitors and analyses assessment data to support and quality assure the continued reliability and validity of the assessment methods employed in the Chinese medicine program.

Standard 3.6 Program monitoring, review, updating and termination are appropriately managed

To meet this standard, the education provider must provide evidence that it:

- 3.6.1 ensures the Chinese medicine program is systematically updated, through internal revision and external reviews, and that its coherence is maintained
- 3.6.2 undertakes regular review of the clinical education in the Chinese medicine program including evaluating the students' experiences whilst on placements and considering feedback from clinical supervisors and facilities
- 3.6.3 ensures there is ongoing evaluation of the quality of clinical education facilities for the Chinese medicine program, and
- 3.6.4 has in place effective teach out mechanisms or program transition plans for all students enrolled in the Chinese medicine program to ensure that these students are not disadvantaged should the education provider change or discontinue that program.

Field 4: Qualification attributes

Standard 4.1 Chinese medicine qualifications delivered meet the appropriate criteria

The education provider ensures that its Chinese medicine program is located at level 7 or higher of the Australian Qualifications Framework (AQF) and complies with all corresponding AQF requirements.

To meet this standard, the education provider must provide evidence that:

- 4.1.1 Its Chinese medicine qualification:
 - (a) is located at level 7 or higher of the Australian Qualifications Framework (AQF) (www.aqf.edu.au), and
 - (b) meets the corresponding specifications (including the levels criteria and qualification type descriptors) described in the AQF (<http://www.aqf.edu.au>)
- 4.1.2 The title of the Chinese medicine award is consistent with the AQF Qualifications Issuance Policy (www.aqf.edu.au).

Standard 4.2 Certification documentation issued is accurate and protects against fraudulent use

The education provider ensures that it issues appropriate certification documentation and maintains processes to authenticate awards and protect against fraudulent use.

To meet this standard, the education provider must provide evidence that it:

- 4.2.1 issues graduates who complete the Chinese medicine program:
 - (a) a testamur, and
 - (b) a record of results
- 4.2.2 ensures that it identifies the Chinese medicine qualification awarded as an award recognised by the AQF on the testamur by either (www.aqf.edu.au):
 - (a) the words, 'The award is recognised within the Australian Qualifications Framework', or
 - (b) the AQF logo, as authorised by the AQF Council
- 4.2.3 identifies any part of the Chinese medicine program that has been delivered and/or assessed in a language other than English on the testamur and record of results
- 4.2.4 ensures the testamur and record of results contain sufficient information to authenticate the document for the purposes of preventing fraudulent use
- 4.2.5 ensures information included on the testamur correctly identifies:
 - (c) the education provider
 - (d) the graduate receiving the award
 - (e) the award by its full title
 - (f) the date of issue
 - (g) the person/s authorised to issue the award, and
 - (h) the authenticity of the documents in a form to reduce fraud such as the education provider's seal, corporate identifier and/or unique watermark.
- 4.2.6 where relevant, ensures information included on the Graduation Statement is consistent with the *Guidelines for the Presentation of the Australian Higher Education Graduation Statement* (<http://deewr.gov.au/>)
- 4.2.7 ensures students have access to a statement of attainment or record of results
- 4.2.8 ensures the statement of attainment or record of results identifies the student, the full title of each unit, the period of study in which each unit was completed and the date issued

- 4.2.9 ensures that the statement of attainment or record of results is in a form which cannot be mistaken for a testamur or Graduation Statement for a completed Chinese medicine program
- 4.2.10 ensures that if it issues a statement of attainment, it is identified with the words, 'A statement of attainment is issued when an individual has completed one or more accredited units'
- 4.2.11 identifies in any statement of attainment or record of results whether any units have been delivered and/or assessed in a language other than English on the statement of attainment
- 4.2.12 maintains appropriate mechanisms to prevent fraudulent reproduction of certification documentation and statement of attainment documentation, and
- 4.2.13 permits the replacement of certification documentation and statement of attainment documentation and maintains processes to authenticate and verify replacement documentation.

Standard 4.3 Articulation, recognition of prior learning and credit arrangements meet the appropriate criteria

The education provider ensures that it maintains processes to provide for the recognition of prior learning, credit transfer and articulation of awards. These processes are designed to maximise the credit students may gain for learning already undertaken, subject to preserving the integrity of learning outcomes and/or discipline requirements of the award to which it applies.

To meet this standard, the education provider must provide evidence that it:

- 4.3.1 has clear, accessible and transparent policies and processes to provide award pathways and credit arrangements for students
- 4.3.2 can demonstrate that its decision to give credit into or towards the Chinese medicine qualification is information based, equitable, transparent, timely and academically defensible
- 4.3.3 can give credit in the form of block, specified or unspecified credit
- 4.3.4 ensures that where it formalises credit agreements with other providers for any award, it maximises the credit available to eligible students for both entry into and credit towards the award, subject to preserving the integrity of learning outcomes and/or discipline requirements of the award to which credit applies
- 4.3.5 in determining credit towards the Chinese medicine qualification, ensures it takes into account the comparability and equivalence of the learning outcomes, volume of learning, program of study including content, and learning and assessment approaches, and
- 4.3.6 ensures it maintains publicly available registers of their formalised agreements and common credit transfer articulation arrangements.

Field 5: Professional capabilities of Chinese medicine program graduates

This field covers standards that describe the professional capabilities of Chinese medicine practitioners. The criteria for each standard contextualise the relevant professional capability to graduates of Chinese medicine programs.

The education provider must ensure the Chinese medicine program learning outcomes cover the professional capabilities and criteria and provide evidence that students achieve these capabilities during the program.

Standard 5.1 Professional and ethical conduct

Chinese medicine practitioners must practise in a manner that complies with their professional, ethical and legal obligations.

To meet this standard, the education provider must provide evidence that the program enables all students to demonstrate the ability to:

- 5.1.1 apply knowledge of and comply with the fundamental legal responsibilities of registered Chinese medicine practitioners including informed consent, duty of care to patients and colleagues,

privacy, confidentiality, mandatory reporting and notification, reporting on adverse events, and restrictions on importing and/or exporting and using medicines as regulated by the Therapeutic Goods Administration (TGA) and other government agencies

- 5.1.2 manage their own mental and physical health
- 5.1.3 understand the importance of their own fitness to practise and to notify their own impairments to the Chinese Medicine Board of Australia when required to do so under the *Health Practitioner Regulation National Law Act*
- 5.1.4 apply knowledge of the legislative requirements regarding ownership, storage, retention and destruction of patient records and other practice documentation
- 5.1.5 practise in a professional manner characterised by integrity, honesty and respect and apply the Chinese Medicine Board of Australia's *Code of Conduct*, policies, codes and guidelines to their practice including the Board's *Updated listing of restricted Chinese herbs*.
- 5.1.6 respect professional boundaries in relationships between themselves and patients and other members of the community
- 5.1.7 identify and effectively manage their own conflicts of interest including personal, professional and financial interests
- 5.1.8 understand and practise within their own scope of practice and assume responsibility and accept accountability for their own professional decisions
- 5.1.9 advocate on behalf of their patient/client where appropriate within the context of their practice, and
- 5.1.10 practise in a culturally safe, culturally sensitive and inclusive manner.

Standard 5.2 Professional communication and collaboration

Chinese medicine practitioners must communicate effectively with clients/patients, their carers and families and work effectively with other health practitioners at all times.

To meet this standard, the education provider must provide evidence that the program enables all students to demonstrate the ability to:

- 5.2.1 communicate clearly, sensitively and effectively with their patients/clients, carers/families and when engaging in leadership, advocacy, teaching, assessment and appraisal
- 5.2.2 communicate clearly and effectively with other health practitioners
- 5.2.3 engage in inter-professional practice and work collaboratively with other health care practitioners for the benefit of their patients/clients
- 5.2.4 record necessary clinical data and patient information details accurately, in a timely manner and in a legible, secure, and accessible form
- 5.2.5 communicate effectively in English with Emergency Services if required, and
- 5.2.6 learn and work effectively as a member of the inter-professional health care team or other professional groups.

Standard 5.3 Reflective practice and professional learning

Chinese medicine practitioners must be able to incorporate the best available clinical evidence (including professional consensus and own experience) into their practice and engage in continuing learning and professional development activities throughout their career.

To meet this standard, the education provider must provide evidence that the program enables all students to demonstrate the ability to:

- 5.3.1 make clinical judgements and decisions based on the available clinical evidence
- 5.3.2 access, critically appraise, interpret and apply evidence from contemporary Chinese medicine research and clinical literature, and from relevant health sciences research and clinical literature to ensure their practise of Chinese medicine is guided by relevant evidence

- 5.3.3 utilise effective strategies for continually improving practice
- 5.3.4 engage in learning which enhances professional competence, and
- 5.3.5 demonstrate self-directed learning including self-evaluation of their own professional practice.

Standard 5.4 Quality and risk management

Chinese medicine practitioners must be able to integrate knowledge, skills and attitudes relevant to quality assurance and risk management to provide safe and effective collaborative health care.

To meet this standard, the education provider must provide evidence that the program enables all students to demonstrate the ability to:

- 5.4.1 apply principles of quality assurance, quality improvement and risk management to improve the safety and quality of practice
- 5.4.2 apply current National Health and Medical Research Council (NHMRC) infection prevention and control guidelines³ and relevant guidelines issued by the National Board to their practice
- 5.4.3 identify when emergency care is required and perform safely common emergency and life support procedures, including caring for the unconscious patient and performing cardiopulmonary resuscitation to an accepted standard
- 5.4.4 explain how mistakes, adverse events and near misses may occur and implement strategies to avoid them, and
- 5.4.5 identify and respond appropriately to near misses, adverse events, mistakes, unsafe practice and unprofessional practice.

Standard 5.5 Chinese medicine practice

Chinese medicine practitioners must be able to integrate their professional and health care knowledge, skills and attitudes acquired through education and practice to safely and effectively practise Chinese medicine according to the Chinese medicine theories and principles of treatment relevant to their division of practice.

All programs of study leading to a qualification in any division of Chinese medicine practice must meet this standard. To meet this standard, the education provider must provide evidence that the program learning outcomes ensure all students are required to:

- 5.5.1 demonstrate basic understanding of Chinese language with particular reference to the Chinese terms used in Chinese medicine practice
- 5.5.2 master the use of the *Pin Yin* system of Romanisation by:
 - (a) accurately spelling and communicating common Chinese medicine terms they will encounter in their study and practise of Chinese medicine, and
 - (b) effectively using a Chinese-English *Pin Yin* dictionary of Chinese medicine terminology.
- 5.5.3 demonstrate broad knowledge of the history of the formation and development of medicine in China from ancient times to the present, including examining its geographical and historical development
- 5.5.4 demonstrate a basic understanding of the theories and principles of Chinese medicine required for the contemporary practice of acupuncture and/or Chinese herbal medicine, including
 - (a) the five –element theories (*yin yang* and *wu xing*)
 - (b) the Chinese medicine theories and principles relevant to structure and function of the body organs, channels system, and vital substances

³ Australian Guidelines for the prevention and control of infection in healthcare (2010) available at <http://www.nhmrc.gov.au/node/30290>

- (c) the Chinese medicine theory of the causes, development and progression of disease
 - (d) the Chinese medicine approach to the prevention and management of diseases, and
 - (e) the therapeutic principles and diagnostic methods employed in Chinese medicine practice, and
- 5.5.5 demonstrate knowledge of the biomedical sciences of cell biology, microbiology, anatomy, physiology, pathology, pharmacology, the physical sciences including biomechanics, and the behavioural sciences including psychology, sociology and public health as they relate to the practice of Chinese medicine within the Australian health care context.

Standard 5.6 Chinese medicine practice in acupuncture

Chinese medicine practitioners registered in the acupuncture division must be able to integrate their professional and health care knowledge, skills and attitudes acquired through education and practice to safely, skillfully and effectively practise acupuncture according to the relevant Chinese medicine theories and principles of treatment.

Only Chinese medicine programs leading to a qualification in acupuncture practice must meet this standard. To meet this standard, the education provider must provide evidence that the program learning outcomes ensure all students are required to:

- 5.6.1 acquire the specific knowledge and theories that underpin and enable the safe application of acupuncture
- 5.6.2 perform a sequenced and problem focused interview that elicits required information about the patient's current and past history relevant to their presenting health issue(s)
- 5.6.3 safely perform a complete and accurate problem-focused physical examination, especially tongue and pulse examinations in Chinese medicine
- 5.6.4 interpret and analyse the information gathered during interview and physical examination, using their knowledge to diagnose the presenting health issue, including the application of differentiations of diseases (*bian bing*) and patterns (*bian zheng*) in Chinese medicine and matching them to acupuncture and other Chinese medicine manual therapies
- 5.6.5 involve patients in decision-making and planning their treatment, including identifying and explaining options to manage the presenting health issue, including any risks and benefits of each option
- 5.6.6 identify and justify Chinese medicine treatment options, including the need for referral to other health practitioners, including those with more appropriate expertise in the scope of Chinese medicine practice relevant to the patient/client's needs
- 5.6.7 demonstrate the skills required for safe and effective practise of acupuncture and other Chinese medicine manual therapies according to the relevant theories and principles of treatment in Chinese medicine
- 5.6.8 demonstrate clinically competent, safe and effective practise of acupuncture and other Chinese medicine manual therapies including compliance with appropriate procedures for management and disposal of needles and sharps containers
- 5.6.9 provide advice on relevant matters such as lifestyle, diet and exercise within the Chinese medicine framework, and
- 5.6.10 explain the theories that underpin clinical reasoning in practice of acupuncture and other Chinese medicine manual therapies.

Standard 5.7 Chinese herbal medicine practice

Chinese medicine practitioners registered in the Chinese herbal medicine division must be able to integrate their professional and health care knowledge, skills and attitudes acquired through education and practice to safely and effectively practise Chinese herbal medicine according to the relevant Chinese medicine theories and principles of treatment.

Only Chinese medicine programs leading to a qualification in Chinese herbal medicine practice must meet this standard. To meet this standard, the education provider must provide evidence that the program learning outcomes ensure all students are required to:

- 5.7.1 acquire the specific knowledge and theories that underpin and enable the safe application of Chinese herbal medicine skills, including relevant knowledge of pharmacognosy and toxicology
- 5.7.2 acquire specific knowledge and theories of the interaction between herbal and pharmaceutical medicines to enable the safe application of Chinese herbal medicine skills
- 5.7.3 perform a sequenced and problem focused interview that elicits required information about the patient's current and past history relevant to their presenting health issue(s)
- 5.7.4 safely perform a complete and accurate problem-focused physical examination, especially tongue and pulse examinations in Chinese medicine
- 5.7.5 involve patients in decision-making and planning their treatment, including identifying and explaining options to manage the presenting health issue, including any risks and benefits of each option
- 5.7.6 identify and justify Chinese medicine treatment options, including the need for referral to other health practitioners, including those with more appropriate expertise in the scope of Chinese medicine practice relevant to the patient/client's needs
- 5.7.7 comply with appropriate procedures for storage, dispensing and administering instructions for herbal medicines
- 5.7.8 interpret and analyse the information gathered during interview and physical examination, using their knowledge to diagnose the presenting health issue, including the application of differentiations of diseases (*bian bing*) and patterns (*bian zheng*) in Chinese medicine and matching them to Chinese herbal medicine treatment and methods
- 5.7.9 demonstrate fundamental knowledge of theory and principles of as well as conversance with the clinical primary Chinese medicine classics and be able to apply its relevance to contemporary Chinese medicine practice.
- 5.7.10 demonstrate the skills required for safe and effective practise of Chinese herbal medicine according to the relevant theories and principles of treatment in Chinese medicine
- 5.7.11 demonstrate clinically competent, safe and effective practice of Chinese herbal medicine for a range of common, as well as some specific, diseases and conditions
- 5.7.12 provide advice on relevant matters such as lifestyle, diet and exercise within the Chinese medicine framework, and
- 5.7.13 clearly and correctly explain usage and administration of prescribed Chinese herbal medicines, and label the herbal medicines for dispensing where relevant to practice.

Standard 5.8 Chinese herbal dispensing practice

Chinese medicine practitioners registered in the Chinese herbal dispensing division must be able to integrate their professional and health care knowledge, skills and attitudes acquired through education and practice to safely and effectively practise Chinese herbal dispensing according to the relevant Chinese medicine theories and principles of treatment.

Only Chinese medicine programs leading to a qualification in Chinese herbal dispensing practice must meet this standard. To meet this standard, the education provider must provide evidence that the program learning outcomes ensure all students are required to:

- 5.8.1 acquire the specific knowledge and theories that underpin and enable the safe application of Chinese herbal dispensing skills, including relevant knowledge of pharmacognosy and toxicology
- 5.8.2 acquire specific knowledge and theories of the interaction between herbal and pharmaceutical medicines to enable the safe application of Chinese herbal medicine skills
- 5.8.3 demonstrate the ability to comply with appropriate procedures for storage, dispensing and administering instructions for herbal medicines
- 5.8.4 demonstrate the ability to read and write common terms used in Chinese medicine practice
- 5.8.5 demonstrate the skills required for safe and effective practise of Chinese herbal dispensing according to the relevant theories and principles of treatment in Chinese medicine
- 5.8.6 demonstrate clinically competent, safe and effective practice of Chinese herbal dispensing, and
- 5.8.7 clearly and correctly explain usage and administration of prescribed Chinese herbal medicines, and label the herbal medicines for dispensing.

Glossary

Chinese medicine program of study or Chinese medicine program	means a Chinese medicine program of study provided by an education provider.
Clinical education	the performance of professional procedures and/or processes, including experience providing patient care, by a student or a group of students whilst receiving guidance and feedback from a clinical supervisor for the purpose of developing the professional capabilities required to engage in safe and effective practice of the Chinese medicine profession
Clinical supervision	the oversight – either direct or indirect – by a clinical supervisor of professional procedures and/or processes performed by a student or a group of students within a clinical placement for the purpose of guiding, providing feedback on, and assessing personal, professional and educational development in the context of each student’s experience of providing safe, appropriate and high quality patient care
Clinical supervisor	an appropriately qualified and registered practitioner who guides students’ education during clinical placements. The clinical supervisor’s role may encompass educational, support and managerial functions. The clinical supervisor is responsible for ensuring safe, appropriate and high-quality patient care.
Current research and scholarship	<p>Involves, in the context of teaching and learning:</p> <ul style="list-style-type: none">• demonstrating current subject knowledge and an ongoing intellectual engagement in primary and allied disciplines, and their theoretical underpinnings• keeping abreast of the literature and new research, including by interaction with peers, and using that knowledge to inform teaching and learning• encouraging students to be critical, creative thinkers and enhancing understanding of teaching through interaction with students• engaging in professional practice that is appropriate to the discipline• being informed about the literature of teaching and learning in relevant disciplines and being committed to ongoing development of teaching practice, and• focusing on the learning outcomes of students. <p>(Source: <i>TEQSA Application Guide</i>)</p>
Education provider	means: (a) a university, or (b) other provider registered by TEQSA as a “Higher Education Provider”.
Teach out mechanisms	means arrangements that allow students to complete the qualification or program in which they were enrolled at the time the education provider decided to discontinue offering that qualification or program
Testamur	means an official certification document that confirms that a qualification has been awarded to an individual. In Australia this may be called an ‘award’, ‘parchment’, ‘laureate’ or ‘certificate’.
Volume of learning	A volume of learning is included within the AQF as an integral part of the description for each qualification type. The volume of learning is a dimension of the complexity of the qualification type. It identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.

Notes on use of pinyin

Pinyin is a system for transcribing the sounds of Chinese language into Latin script. Pinyin is used in this document for clarity where the English term may be ambiguous for example five –element theories (*yin yang* and *wu xing*).

List of acronyms

AQF	Australian Qualifications Framework
HES	Higher Education Standards
IT	Information technology
NHMRC	National Health and Medical Research Council
TEQSA	Tertiary Education Quality and Standards Agency
TGA	Therapeutic Goods Administration
Threshold HES	Higher Education Standards Framework (Threshold Standards) 2011