

Accreditation standards: Chinese medicine



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Authority

The standards in this document have been approved by the Chinese Medicine Board of Australia (National Board) pursuant to the Health Practitioner Regulation National Law, as in force in each state and territory (the [National Law](#)) with approval taking effect from 17 December 2013.

Introduction

Chinese medicine education began in Australia in the 1970s, when private colleges offered short courses teaching acupuncture. Over time, these short courses 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.

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, when the Chinese medicine profession joined the National Registration and Accreditation Scheme (National Scheme) established by the National Law.

The Chinese Medicine Accreditation Committee (Accreditation Committee) was established under the National Law by the National Board. 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.

The *Chinese medicine accreditation standards* align with the threshold standards from the *Higher education standards framework (Threshold Standards) 2011* (threshold HES). The Accreditation Committee 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 and, rather than duplicating that role, the accreditation standards will be used to assess education providers and programs in the context of assuring quality outcomes of Chinese medicine programs of study.

Information about the Higher Education Standards Panel, TEQSA and the threshold HES framework is available at www.hestandards.gov.au and www.teqsa.gov.au.

The Accreditation Committee's recognition of the role of TEQSA fosters consistency and efficiency by enabling education providers to submit evidence of assessment by, and registration with, TEQSA as part of their application for accreditation assessment by the Accreditation Committee.

Structure of the accreditation standards

The *Chinese medicine accreditation standards* are set out within six overarching fields.

The accreditation standards set out in Field 1 establish requirements for education providers, and the Chinese medicine programs they offer, to meet requirements established by the threshold HES and regulated by TEQSA.

The accreditation standards set out in Fields 2 - 5 align with relevant standards from the threshold HES, but do not simply reproduce them. Instead, the accreditation standards apply the threshold HES (which cover all the operations of an education provider) to the context of the Chinese medicine program and the provider offering that program.

The accreditation standards set out in Field 6 cover aspects of education providers and programs specific to assuring those programs provide graduates with the knowledge, skills and professional attributes to practise the Chinese medicine profession in Australia.

Field 1: Education provider registration and course accreditation

Standard 1.1 Education provider registration

The education provider is registered as a higher education provider with TEQSA.

Standard 1.2 Course accreditation

The program has been accredited against the criteria listed in the *Provider course accreditation standards* in the threshold HES.

Field 2: Governance, management and resourcing

Standard 2.1 Education provider standing

The education provider is reputable and accountable for its Chinese medicine program, consistent with the requirements for registration as a higher education provider with TEQSA.

Standard 2.2 Financial viability and sustainability

The education provider has the financial resources and financial management capacity to sustain the delivery of its Chinese medicine program, consistent with the requirements for registration as a higher education provider with TEQSA.

Standard 2.3 Corporate and academic governance

The education provider shows sound corporate and academic governance in delivering its Chinese medicine program, consistent with the requirements for registration as a higher education provider with TEQSA.

Standard 2.4 Primacy of academic quality and integrity

The education provider maintains academic quality and integrity in delivering its Chinese medicine program, consistent with the requirements for registration as a higher education provider with TEQSA.

Standard 2.5 Management and human resources

The education provider's higher education operations are well-managed and human resources are appropriate for delivering its Chinese medicine program, consistent with the requirements for registration as a higher education provider with TEQSA.

Standard 2.6 Responsibilities to students

The education provider documents and meets its responsibilities to Chinese medicine students, consistent with the requirements for registration as a higher education provider with TEQSA, including by:

- 2.6.1 providing students with information, support and equitable treatment

- 2.6.2 informing all Chinese medicine students, prior to enrolment and during their studies, of the:

- a. education provider's obligation to provide information requested by the Chinese Medicine Board of Australia about students and the mandatory notification requirements under the Health Practitioner Regulation National Law
- b. practitioners' requirement to register with the Chinese Medicine Board of Australia in order to use professional titles
- c. Chinese Medicine Board of Australia's requirements for registration to practise as a Chinese medicine practitioner in Australia, and
- d. accreditation and approval status of its Chinese medicine program, under the Health Practitioner Regulation National Law.

Standard 2.7 Physical and electronic resources and infrastructure

The education provider ensures there is sufficient infrastructure and safe, well-maintained physical and electronic resources, to enable the achievement of the Chinese medicine program's objectives across all its relevant locations, consistent with the requirements for registration as a higher education provider with TEQSA, including by:

- 2.7.1 providing the teaching and learning equipment and devices, as well as the equipment relevant to clinical practice, necessary for Chinese medicine students to achieve the program learning outcomes, and
- 2.7.2 ensuring Chinese medicine students have exposure to contemporary technologies and equipment relevant to clinical practice.

Standard 2.8 Clinical education

The education provider has effective arrangements to assure the quality of student clinical placements in the Chinese medicine program, including by:

- 2.8.1 assuring the quality of all clinical education and placement facilities
- 2.8.2 using documented criteria for selecting clinical education and placement facilities for the Chinese medicine program, including a criterion that requires each facility to meet all applicable regulatory requirements
- 2.8.3 ensuring that, when external clinical education and placement facilities are used, a formal agreement is in place with the relevant external agency
- 2.8.4 having a risk management process in place that includes strategies to deal with potential workplace

incidents at clinical education and placement facilities for the Chinese medicine program

- 2.8.5 having a process in place that requires students disclose to the education provider issues that may affect their ability to safely engage in clinical education and placements
- 2.8.6 having appropriate processes in place to ensure students are safe to engage in clinical practice prior to clinical placements, including confidential disclosure of issues by students, completion of police checks and, where appropriate working with children checks
- 2.8.7 having 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
- 2.8.8 ensuring the volume, range and level of clinical education and placements is adequate for effective delivery of the Chinese medicine program learning outcomes
- 2.8.9 providing clinical supervisors and students in the Chinese medicine program with detailed information on their roles and responsibilities
- 2.8.10 ensuring the ratio of clinical staff to students is adequate for effectively achieving the Chinese medicine program's learning outcomes
- 2.8.11 ensuring there is ongoing evaluation of clinical supervisors engaged in the Chinese medicine program
- 2.8.12 ensuring each Chinese medicine student's clinical education and placements include experience providing culturally competent health care, and
- 2.8.13 ensuring clinical education and placements provide each Chinese medicine student with regular opportunities to reflect on their observations of practice.

Field 3: Education provider attributes

Standard 3.1 Education provider standards

The education provider delivers teaching and learning that engage with advanced knowledge and inquiry consistent with the higher education provider category requirements in the threshold HES, including by:

- 3.1.1 actively establishing and maintaining partnerships with relevant organisations in the health sector, aimed at enhancing the education, including clinical education, of Chinese medicine students, and

- 3.1.2 actively seeking stakeholder participation to maintain the currency and relevance of the Chinese medicine program to the health sector and the community.

Field 4: Program attributes

Standard 4.1 Program design

The education provider ensures its Chinese medicine program is designed to develop the knowledge, skills and professional capabilities required for graduates to be ready to engage in safe and effective practice of the Chinese medicine profession consistent with the requirements for course accreditation specified in the threshold HES, including by:

- 4.1.1 designing the Chinese medicine program to meet the requirements at level 7 or higher of the Australian Qualifications Framework (AQF)¹
- 4.1.2 ensuring input from relevant external stakeholders is taken into account in designing the Chinese medicine program
- 4.1.3 integrating theoretical knowledge and clinical practice of Chinese medicine throughout the program
- 4.1.4 defining and addressing learning outcomes that prepare graduates for entry to the Chinese medicine profession in the Australian healthcare context, and
- 4.1.5 designing an integrated, structured clinical education and placement 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.

Standard 4.2 Program resourcing and information

The education provider ensures the information provided to students, levels of resourcing for its Chinese medicine program and access to resources by staff and students are adequate and enable students to achieve the program's expected learning outcomes as well as being consistent with the requirements for course accreditation specified in the threshold HES.

Standard 4.3 Admission criteria

The education provider ensures the admission criteria for its Chinese medicine program are:

- 4.3.1 appropriate for the respective AQF level and the expected learning outcomes for the program, and
- 4.3.2 consistent with the requirements for course accreditation specified in the threshold HES.

¹ See www.aqf.edu.au

Standard 4.4 Teaching and learning

The education provider ensures the teaching and learning support for its Chinese medicine program is of high quality and consistent with the requirements for course accreditation specified in the threshold HES, including by:

- 4.4.1 ensuring that staff, including clinical supervisors, who teach students in the Chinese medicine program have a sound understanding of current scholarship and/or professional practice in the division of Chinese medicine that they teach
- 4.4.2 ensuring that clinical supervisors 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), and
- 4.4.3 employing mechanisms to ensure that the quality of the clinical supervision is attained and maintained in the Chinese medicine program.

Standard 4.5 Assessment and expected learning outcomes

The education provider ensures assessment methods within the Chinese medicine program are effective and consistent with the requirements for course accreditation specified in the threshold HES, including by:

- 4.5.1 employing assessment tasks that measure achievement of the program's learning outcomes
- 4.5.2 employing a range of assessment methods, including cognitive and practical assessment tasks
- 4.5.3 employing an appropriate balance between formative and summative assessment
- 4.5.4 ensuring graduates have attained the required level of English language proficiency for registration as a Chinese medicine practitioner in Australia, and
- 4.5.5 monitoring and analysing assessment data to support and assure the continued reliability and validity of the assessment methods.

Standard 4.6 Program monitoring, review, updating and termination

The education provider ensures its Chinese medicine program is regularly monitored, reviewed and updated to ensure compliance with the accreditation standards and that program change, including termination, will be appropriately managed, consistent with the requirements for course accreditation specified in the threshold HES, including by:

- 4.6.1 undertaking regular review of clinical education and placements in the Chinese medicine program including evaluating the students' experiences while

on placements and considering feedback from clinical supervisors and staff employed at clinical facilities

- 4.6.2 ensuring there is ongoing evaluation of the quality of clinical education and of placement facilities for the Chinese medicine program, and
- 4.6.3 having mechanisms in place to support accurate and timely completion and submission of monitoring reports to the Accreditation Committee.

Field 5: Qualification attributes

Standard 5.1 Certification documents

The education provider ensures that it issues appropriate certification documents to graduates of its Chinese medicine program, and maintains processes to authenticate those awards and protect against their fraudulent use, consistent with the *Qualification standard* specified in the threshold HES.

Standard 5.2 Articulation, recognition of prior learning and credit arrangements

The education provider ensures that it maintains processes to provide for the recognition of prior learning, credit transfer and articulation of awards for its Chinese medicine program, consistent with the *Qualification standard* specified in the threshold HES.

Field 6: Professional capabilities of Chinese medicine program graduates

This field covers aspects of education providers and programs specific to assuring those programs provide graduates with the knowledge, skills and professional attributes to practise the Chinese medicine profession in Australia.

Standard 6.1 Professional and ethical conduct

The education provider ensures the program's learning outcomes and assessment are designed to enable its graduates to practise in a manner that complies with their professional, ethical and legal obligations, by demonstrating all students are required to:

- 6.1.1 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
- 6.1.2 manage their own mental and physical health

- 6.1.3 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
- 6.1.4 apply knowledge of the legislative requirements regarding patient records and other practice documentation
- 6.1.5 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*
- 6.1.6 respect professional boundaries in relationships between themselves and patients and other members of the community
- 6.1.7 identify and effectively manage their own conflicts of interest including personal, professional and financial interests
- 6.1.8 understand and practise within their own scope of practice, and assume responsibility and accept accountability for their own professional decisions
- 6.1.9 advocate on behalf of their patient/client when appropriate within the context of their practice, and
- 6.1.10 practise in a culturally sensitive and inclusive manner.

Standard 6.2 Professional communication and collaboration

The education provider ensures the program's learning outcomes and assessment are designed to enable its graduates to communicate effectively with clients/patients, their carers and families, and work effectively with other health practitioners at all times by demonstrating that all students are required to:

- 6.2.1 communicate clearly, sensitively and effectively with their patients/clients, carers/families and when engaging in leadership, advocacy, teaching, assessment and appraisal
- 6.2.2 communicate clearly and effectively with other health practitioners
- 6.2.3 engage in inter-professional practice and work collaboratively with other health care practitioners for the benefit of their patients/clients
- 6.2.4 record necessary clinical data and patient information details accurately, in a timely manner and in a legible, secure, and accessible form, and in accord with guidelines issued by the Chinese Medicine Board of Australia, and

- 6.2.5 learn and work effectively as a member of the inter-professional health care team or other professional groups.

Standard 6.3 Reflective practice and professional learning

The education provider ensures the program's learning outcomes and assessment are designed to enable its graduates 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, by demonstrating all students are required to:

- 6.3.1 seek and respond to feedback to improve their practice
- 6.3.2 make clinical judgements and decisions based on the available clinical evidence
- 6.3.3 access, critically appraise, interpret and apply evidence from research and clinical literature from both contemporary Chinese medicine and relevant health sciences to ensure their practice of Chinese medicine is guided by relevant evidence
- 6.3.4 utilise effective strategies for continually improving practice
- 6.3.5 engage in learning which enhances professional competence, and
- 6.3.6 demonstrate self-directed learning, including self-evaluation of their own professional practice.

Standard 6.4 Quality and risk management

The education provider ensures the program's learning outcomes and assessment are designed to enable its graduates to integrate knowledge, skills and attitudes relevant to quality assurance and risk management to provide safe and effective collaborative health care, by demonstrating all students are required to:

- 6.4.1 apply principles of quality assurance, quality improvement and risk management to improve the safety and quality of practice
- 6.4.2 apply current National Health and Medical Research Council (NHMRC) infection prevention and control guidelines² and guidelines issued by the Chinese Medicine Board of Australia relevant to the safe practice of acupuncture
- 6.4.3 apply relevant guidelines issued by the Chinese Medicine Board of Australia to their practice

² Australian guidelines for the prevention and control of infection in healthcare (2010) available at www.nhmrc.gov.au/node/30290

- 6.4.4 identify when emergency care is required and perform safely common emergency and life support procedures
- 6.4.5 explain how mistakes, adverse events and near misses may occur and implement strategies to avoid them, and
- 6.4.6 identify and respond appropriately to near misses, adverse events, mistakes, unsafe practice and unprofessional practice.

Standard 6.5 Chinese medicine practice

The education provider ensures the program's learning outcomes and assessment are designed to enable its graduates 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, by demonstrating all students are required to:

- 6.5.1 demonstrate basic understanding of Chinese language with particular reference to the Chinese terms used in Chinese medicine practice
- 6.5.2 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
- 6.5.3 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
- 6.5.4 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. yin yang theories
 - b. the five-element theories (*wu xing*)
 - c. the Chinese medicine theories and principles relevant to structure and function of the body organs, channels system, and vital substances
 - d. the Chinese medicine theory of the causes, development and progression of disease
 - e. the Chinese medicine approach to the prevention and management of diseases, and

- f. the therapeutic principles and syndrome/pattern differentiation employed in Chinese medicine practice
- 6.5.5 demonstrate knowledge of the biomedical sciences enabling the practice of Chinese medicine within an inter-professional Australian health care context, and
- 6.5.6 demonstrate knowledge of the behavioural sciences enabling the practice of Chinese medicine within an inter-professional Australian health care context.

Standard 6.6 Chinese medicine practice in acupuncture

Only Chinese medicine programs leading to a qualification in acupuncture must meet this standard.

The education provider ensures the program learning outcomes and assessment are designed to enable its graduates to integrate their professional and health care knowledge, skills and attitudes acquired through education and practice to safely, skilfully and effectively practise acupuncture according to the relevant Chinese medicine theories and principles of treatment, by requiring all students to:

- 6.6.1 acquire the specific knowledge of the theories that underpin and enable the safe application of acupuncture
- 6.6.2 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)
- 6.6.3 perform a complete and accurate problem-focused physical examination, including tongue and pulse examinations as used in Chinese medicine
- 6.6.4 interpret and analyse the information gathered during interview and physical examination, using their knowledge, including the application of differentiation of diseases (*bian bing*) and patterns (*bian zheng*) in Chinese medicine, to diagnose the presenting health issue
- 6.6.5 identify the relevant treatment principle informed by the diagnosis of the presenting health issue and make treatment recommendations for acupuncture and other Chinese medicine manual therapies
- 6.6.6 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
- 6.6.7 identify and justify Chinese medicine treatment options in response to the identified diagnosis and appropriate to the presenting health issue

- 6.6.8 identify 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
 - 6.6.9 demonstrate fundamental knowledge of theory and principles of as well as conversance with the clinical primary acupuncture literature (including classics) and be able to apply its relevance to contemporary acupuncture practice
 - 6.6.10 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
 - 6.6.11 demonstrate clinically competent, safe and effective practise of acupuncture and other Chinese medicine manual therapies for a range of common, as well as some specific diseases and conditions
 - 6.6.12 comply with appropriate procedures for management and disposal of needles and sharps containers
 - 6.6.13 provide advice on healthy living such as lifestyle, diet and exercise within the Chinese medicine framework, and
 - 6.6.14 explain the theories that underpin clinical reasoning in practice of acupuncture and other Chinese medicine manual therapies.
- Standard 6.7 Chinese herbal medicine practice**
- Only Chinese medicine programs leading to a qualification in Chinese herbal medicine practice must meet this standard.
- The education provider ensures the program's learning outcomes and assessment are designed to enable its graduates 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, by requiring all students to:
- 6.7.1 acquire the specific knowledge of theories that underpin and enable the safe application of Chinese herbal medicine skills, including relevant knowledge of pharmacognosy and toxicology
 - 6.7.2 acquire specific knowledge and theories of the interaction between herbal and pharmaceutical medicines to enable the safe application of Chinese herbal medicine skills
 - 6.7.3 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)
 - 6.7.4 perform a complete and accurate problem-focused physical examination, including tongue and pulse examinations as used in Chinese medicine
 - 6.7.5 interpret and analyse the information gathered during interview and physical examination, using their knowledge, including the application of differentiation of diseases (bian bing) and patterns (bian zheng) in Chinese medicine, to diagnose the presenting health issue
 - 6.7.6 identify the relevant treatment principle informed by the diagnosis of the presenting health issue and make treatment recommendations for Chinese herbal medicine treatments and methods
 - 6.7.7 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
 - 6.7.8 identify and justify Chinese medicine treatment options in response to the identified diagnosis and appropriate to the presenting health issue
 - 6.7.9 identify 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
 - 6.7.10 comply with appropriate procedures for record keeping, safe storage and dispensing of Chinese herbal medicines
 - 6.7.11 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.
 - 6.7.12 demonstrate the skills required for safe and effective practice of Chinese herbal medicine according to the relevant theories and principles of treatment in Chinese medicine
 - 6.7.13 demonstrate clinically competent, safe and effective practice of Chinese herbal medicine for a range of common, as well as some specific, diseases and conditions
 - 6.7.14 explain the theories that underpin clinical reasoning in the practice of Chinese herbal medicine
 - 6.7.15 provide advice on healthy living such as lifestyle, diet and exercise within the Chinese medicine framework
 - 6.7.16 clearly explain to clients the correct usage and method of administration of prescribed Chinese herbal medicines, and

- 6.7.17 correctly label Chinese herbal medicines for dispensing where relevant to practice.

Standard 6.8 Chinese herbal dispensing practice

Only Chinese medicine programs leading to a qualification in Chinese herbal dispensing practice must meet this standard.

The education provider ensures the program's learning outcomes and assessment are designed to enable its graduates 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 by requiring all students to:

- 6.8.1 acquire specific knowledge of the theories that underpin and enable the safe application of Chinese herbal dispensing skills, including relevant knowledge of pharmacognosy and toxicology
- 6.8.2 acquire specific knowledge of the theories of the interaction between herbal and pharmaceutical medicines to enable the safe application of Chinese herbal medicine skills
- 6.8.3 read and write common terms used in the practice of Chinese medicine dispensing
- 6.8.4 demonstrate the skills required to safely and effectively process Chinese herbal medicines (pao zhi) according to the relevant theories and principles of treatment in Chinese medicine
- 6.8.5 comply with appropriate procedures for record keeping, safe storage and dispensing of Chinese herbal medicines
- 6.8.6 safely and effectively supply and administer Chinese herbal medicines including clearly and correctly labelling the herbal medicines for dispensing, and
- 6.8.7 demonstrate clinically competent, safe and effective practice of Chinese herbal dispensing, including clearly explaining to clients the correct usage and method of administration of prescribed Chinese herbal medicines.

Glossary

Chinese medicine program of study or Chinese medicine program	means a Chinese medicine program of study provided by an education provider.
Clinical education and placements	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.
Chinese medicine manual therapies	means any techniques associated with acupuncture such as <i>tuina</i> , moxibustion, <i>gua sha</i> , dermal hammer and/or cupping etc.
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.
Culturally competent health care	a set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations ³ .
Current scholarship	involves, in the context of teaching and learning: <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.28].</p>
Education provider	means: <ul style="list-style-type: none"> (a) a university, or (b) other provider registered by TEQSA as a ‘Higher Education Provider’.
Inter-professional learning	occasions when two or more professions learn from, with and about each other to improve collaboration and the quality of care.

Note 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 (*wu xing*).

³ Cross, T.L. et al (1989) *Towards a culturally competent system of care* cited in NH&MRC, (2005) *Cultural competency in health: A guide for policy, partnerships and participation*, www.nhmrc.gov.au Accessed 16 October 2013.

List of acronyms

AQF	Australian Qualifications Framework
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