

Chinese medicine accreditation guidance materials

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Version number	Date of issue
1.0	January 2014
1.1	February 2014
1.2	February 2015
2.0	March 2015
2.1	July 2015
3.0	November 2016

Preamble

Purpose of this document

This document is an essential companion document to the application for accreditation assessment.

It provides guidance about what education providers need to do to show that they meet each accreditation standard. It also suggests the types of information that can be submitted as evidence to support explanations of how each standard is met.

This document is written primarily for education providers who are preparing an application for accreditation assessment. The document may be of interest to other stakeholders.

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.

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 30 June 2012. On 1 July 2012 the Chinese medicine profession joined the National Registration and Accreditation Scheme established by the Health Practitioner Regulation National Law, as in force in each state and territory (National Law).

The Chinese Medicine Accreditation Committee (Accreditation Committee) was established under the National Law by the Chinese Medicine Board of Australia (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 Panel¹ 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 HES 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.

Use of this document

Education providers must use this document as it contains advice on the information required when being assessed or monitored against accreditation standards.

Use of 'we' and 'you'

Throughout the document, 'we' refers to the Chinese Medicine Accreditation Committee (Accreditation Committee) or to the assessment team and 'you' refers to the education provider offering a program, or to staff preparing an application for accreditation assessment.

¹ 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.

Feedback and review of this document

Education providers, assessors and other users are invited to provide feedback on this document by emailing comments and suggestions to Accreditation.Unit@ahpra.gov.au using the subject, "Feedback on CM guidance material". The Accreditation Committee will review all feedback and may update the content in response to that feedback.

The structure of this document

This document is divided into six sections to reflect the six overarching fields of the accreditation standards.

Under the title of each field there is a summary which outlines the areas covered by the standards in that field. For some fields this is followed by a heading "Overall guidance" which gives an overview of the entire field.

The specific guidance for each standard is in a table like the one below.

This box contains the standard – for example Education provider standing
This box contains the full text of the relevant standard
Guidance <p>This box contains guidance only and it should not be interpreted as a standard.</p> <p>The guidance explains what the education provider needs to do to show that the standard is being met and includes examples and suggestions of the type of information and evidence the Accreditation Committee generally expects to see for that standard. These examples are provided to assist education providers and an education provider is not expected to submit all the items listed as examples. Education providers must choose the best or most appropriate information and evidence to submit with their application. Education providers may submit additional or alternative information and evidence to explain and demonstrate that a standard is being met.</p> <p>In this guidance section, the terms 'must', 'required to', 'generally expect', 'should' and 'may include' are used in the following ways:</p> <ul style="list-style-type: none">• 'must' and 'required to' are used when we are identifying mandatory requirements about completing your application• 'generally expect' and 'should' are used to explain or describe what we expect in your application when our expectation is not a mandatory requirement• 'may include' is used when we are describing something that is entirely optional in your application
Example questions <p>This box contains examples of the type of questions that may come up during assessment and monitoring and indicate some key issues for each standard. If evidence that answers the question has been provided in the application, the question may not need to be asked. The assessment team is not required to ask the questions in the exact way they are worded in the guidance. The assessment team is able to ask other questions to evaluate whether an education provider is meeting the standard. The assessment team may address their questions to all relevant stakeholders, including all levels of academic staff, general staff, students and clinical supervisors.</p>
Other sources of guidance <p>This box is included for some of the standards and lists other publications and links to other documents that may contain more background information relevant to meeting the standard.</p>

Version 1.2

Version 1.2 was developed in response to informal feedback from Assessment Teams and from trends, identified by the AHPRA Accreditation, in the types of information Assessment Teams request from education providers during accreditation assessments conducted in 2014.

Version 1.2 includes additional guidance for specific accreditation standards.

Version 3.0

Version 3.0 incorporates guidance about interpreting “English language proficiency” in part 4.5.4 of Standard 4.5 on page 33.

Additional guidance – completing the application form

When a standard has more than one part, clearly identify and address each part of the standard

Templates

Templates are provided to assist education providers in setting out information and submitting evidence with their application. The use of templates is optional, education providers may choose to set out the information or submit the evidence in a different format.

List of templates

Template 2.5	Staffing
Template 2.8A:	Details of clinical practice sessions
Template 2.8B:	Details of clinical education and practice sessions
Template 4.1.1A	How the program meets the AQF requirements at level 7
Template 4.1.1B:	How the program meets the AQF requirements at level 8
Template 4.1.1C:	How the program meets the AQF requirements at level 9
Template 4.1.5:	De-identified matrix of students’ clinical education and practice sessions
Template 6.1	Learning outcomes and assessment – Professional and ethical conduct
Template 6.2	Learning outcomes and assessment – Professional communication and collaboration
Template 6.3	Learning outcomes and assessment – Reflective practice and professional learning
Template 6.4	Learning outcomes and assessment – Quality and risk management
Template 6.5	Learning outcomes and assessment – Chinese medicine practice
Template 6.6	Learning outcomes and assessment – Chinese medicine practice in acupuncture
Template 6.7	Learning outcomes and assessment – Chinese herbal medicine practice
Template 6.8	Learning outcomes and assessment – Chinese herbal dispensing practice
Template 6A	Learning outcomes and assessment – not listed in other Field 6 templates

Field 1: Education provider registration and course accreditation

Summary

This field contains standards about the education provider's registration as a higher education provider with TEQSA and course accreditation against the *Provider course accreditation standards* in the threshold HES.

Overall guidance

We want you to provide evidence that you are registered as a higher education provider with TEQSA and the program of study meets the *Provider course accreditation standards* in the threshold HES.

Standard 1.1 Education provider registration

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

Guidance

You are required to provide evidence that you are registered as a higher education provider with TEQSA. This may include a link to the National Register of Higher Education Providers published by TEQSA.

You should identify whether you have been assessed by TEQSA against the *Provider registration standards* since January 2012.

Example questions

Does not apply.

Other sources of guidance

Does not apply.

Standard 1.2 Course accreditation

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

Guidance

We are required to ensure that the program of study meets the *Provider course accreditation standards* in the threshold HES

If you do not have self-accrediting authority, you are required to either:

- submit evidence of TEQSA's assessment against the *Provider course accreditation standards* and evidence that the course is accredited by TEQSA. This may include a link to the National Register of Accredited Courses published by TEQSA; or
- identify when the program is due to be assessed by TEQSA against the *Provider course accreditation standards*.

If you have self-accrediting authority, you must provide evidence of your internal systems to ensure the program meets the *Provider course accreditation standards* in the threshold HES.

We want to see evidence that the program was approved and endorsed by the applicable board.

Standard 1.2 Course accreditation

The types of evidence we generally expect an education provider that has self-accreditation authority will submit to us with their application and identify as containing evidence of their internal systems include:

- Minutes of meeting(s) of the academic board or equivalent that identify the program meets the *Provider course accreditation standards* and the paper about the program that was submitted to that body.
- Meeting minutes of the Academic Board showing the program was approved/endorsed. A description of your quality assurance mechanisms this may include a series of internal checks that lead to sign off that the program meets the *Provider course accreditation standards*.
- Any internal policies and procedures that programs must comply with to get internal approval.

Some of the information you provide for this standard may be relevant to demonstrating how you meet standard 4.1.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. Can you tell us about the steps required to get program approval within your institution?

Other sources of guidance

Application forms and guides at www.teqsa.gov.au

Field 2: Governance, management and resourcing

Summary

This field contains standards about your governance, how you manage the program of study and the resources available to the academic, general and clinical education staff, as well as to students enrolled in the program.

Overall guidance

The standards in this field align with the provider registration standards in the threshold HES **but do not simply reproduce them**. Instead, the accreditation standards apply the threshold HES to the context of the Chinese medicine program and the provider offering that program.

The alignment aims to reduce the regulatory burden on education providers by enabling you to submit evidence that has been provided to TEQSA, or will be provided to TEQSA, if it supports the explanation about how a particular standard within this Field has been met.

Standards 2.6, 2.7 and 2.8 contain standards additional to the requirements of the threshold HES.

You might choose to provide links from your website to the location of evidence in documents instead of submitting the full document. You must identify the exact location of the information in any documents (for example, page 4 paragraph 3) so that the assessors can easily find the information. You must also ensure the version to which you link and in which you locate information is not updated between when you apply and when the assessors use the link.

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

You are required to:

- tell us if TEQSA, its predecessor or any other regulator has placed any conditions or sanctions on its approval of the education provider, or on the Chinese medicine program, or on any third parties with whom the education provider has an agreement to deliver the Chinese medicine program
- describe the recent history of the Chinese medicine program (that is, over the last 5 years), including a summary of applicable regulatory and accreditation recognition
- describe any arrangements you have in place with other entities for the delivery of the Chinese medicine program and provide evidence to support the description, and
- describe the education provider's standing within the professional community.

You are required to provide evidence that:

- you have education as your principal purpose in relation to delivery of the Chinese medicine program, and
- the governance and management responsible for delivery of the Chinese medicine program, including the leadership and senior management staff, are located in Australia.

The types of documents we generally expect you will submit to us with your application and identify as containing this evidence include:

Standard 2.1 Education provider standing

- Documents containing the vision, mission and goals, strategic plan and/or annual report of the faculty or division that delivers your Chinese medicine program. (You might choose to provide links from your website to the location of evidence in these documents instead of submitting the full document.)
- A copy of any memorandum of understanding (MOU), contract or agreement with a third party, agent and/or partner outlining details about the provision of any higher education services on behalf of the education provider relating to the Chinese medicine program.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. How do you engage with the broader Chinese medicine professional community and the health sector?
2. Do you think the program is well-regarded by the broader Chinese medicine professional community and health sector? If so, what makes you think it is? If not, what could be done to address this issue?
3. Do you have a memorandum of understanding (MOU) with a third party?
4. Have conditions or sanctions been placed on you by TEQSA or any other regulator?
5. Has TEQSA or any other regulator placed conditions or sanctions on third parties that help you to deliver your program?

Other sources of guidance

Application forms and guides at www.teqsa.gov.au

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

You are required to provide evidence that:

- the Chinese medicine program is financially viable and that you have the capacity to sustain quality in the Chinese medicine program
- the business case for the Chinese medicine program is based on realistic projections of student demand and of income from all sources
- there is financial support for the program and contingency plans if projected student enrolment numbers are not reached, and
- you have business continuity plans and financial and tuition safeguards in place for Chinese medicine students should you cease to provide the Chinese medicine program of study, cease to operate as an education provider or suffer a major incident affecting your operations.

The types of documents we generally expect you might submit to us with your application and identify as containing this evidence include:

- your business plan, including aspects relevant to delivery of the Chinese medicine program

Standard 2.2 Financial viability and sustainability

- projected financial position (such as income and expenditure statements and balance sheet) for at least three (and up to five) years for the Chinese medicine program
- budget papers
- projections against staffing costs
- information about marketing and recruitment strategies for the Chinese medicine program
- information collected from external stakeholders about workforce needs relevant to the Chinese medicine program
- information about sources of income to support delivery of the Chinese medicine program
- evidence of appropriate insurance arrangements for the Chinese medicine program
- information about your planned tuition assurance arrangements for students enrolled in the Chinese medicine program, and/or
- risk management plans

Some of the information you provide for this standard may be relevant to demonstrating how you meet standard 4.1.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as::

1. How do you monitor student demand?
2. Can you tell us about any recent changes to your financial position and how you have sought to address them in your business plan?
3. What actions would you take if you had to cease offering the program to students before they graduate?

Other sources of guidance

Application forms and guides at www.teqsa.gov.au

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

You are required to:

- explain how the Chinese medicine program fits into the broader strategic direction of the education provider and provide evidence to support your explanation
- provide evidence that your governance arrangements for delivery of the Chinese medicine program ensure:
 - (a) a clear and discernible separation between corporate and academic governance, including a properly constituted academic board and a program advisory committee

Standard 2.3 Corporate and academic governance

- (b) a clear distinction between governance and management responsibilities
- (c) the effective development, implementation and review of policies for all aspects of the Chinese medicine academic activities including delivery of the program of study by other entities
- (d) the maintenance of academic standards, with appropriate mechanisms for external input, in accordance with relevant international conventions for good academic practice, and
- (e) effective quality assurance arrangements for the program operations, encompassing systematic monitoring, review and improvement.

- provide details about the membership of the corporate governing body responsible for delivery of the Chinese medicine program (such as a Faculty board) which identifies the range of expertise included on that body
- provide evidence that demonstrates that the corporate body responsible for delivery of the Chinese medicine program (such as a Faculty board):
 - a) has responsibility for oversight of the Chinese medicine program, including conferral of awards
 - b) is the body to which program management is accountable
 - c) regularly monitors risk to the Chinese medicine program, and
 - d) ensures strategies are in place to mitigate any risk to the Chinese medicine program.
- provide information about the relationship between the corporate body responsible for delivery of the Chinese medicine program (such as an academic board) and the management and administration of the Chinese medicine program
- explain how input from the external advisory committee (or similar external consultation) is incorporated into the program
- provide evidence of the most recent committee meetings of the committee responsible for the design and development of the program. Examples of documents you may choose to submit with your application include agenda and minutes of that committee.

The types of documents you might submit to us with your application and identify as containing this evidence include:

- relevant sections of key organisational documents such as your strategic plan as evidence that management of the Chinese medicine program is guided by that plan
- a chart describing your organisational structure as evidence of the relationships between different boards, committees and staff and relative responsibilities for delivery of the Chinese medicine program
- terms of reference for relevant boards and committees
- a list of the names, qualifications and positions of current members of relevant boards and committees, and
- relevant policy and procedure documents and examples of their implementation

Some of the information you provide for this standard may be relevant to demonstrating how you meet standards 4.1 and 4.5.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. Can you explain the relationship between the Chinese medicine program and other programs that you offer?
2. What types of program delivery issues do you need to take to Faculty Board (or equivalent) and how do you get feedback from Faculty Board about these issues?
3. Can you explain how governance issues are allowed to inform the program design and delivery?
4. Can you describe how you would take an issue that arises at program delivery level to the Academic

Standard 2.3 Corporate and academic governance

Board or to the Faculty Board?

Other sources of guidance

Application forms and guides at www.teqsa.gov.au

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

You are required to:

- explain how the academic integrity and quality of the Chinese medicine operations is protected through your governance arrangements
- explain how you promote and protect free intellectual inquiry and expression in learning and teaching activities relevant to delivery of the Chinese medicine program
- explain how and provide evidence that demonstrates how you:
 - encourage Chinese medicine students to engage in critical and independent thought
 - ensure Chinese medicine students demonstrate the capacity to continue their professional development and learning throughout their careers
- demonstrate the mechanisms you have in place to ensure the ongoing quality of any arrangement, where you have an arrangement with another entity to manage or deliver some, or all, of the Chinese medicine program on your behalf, and
- demonstrate that where the Chinese medicine program is delivered by a third party, the student learning outcomes are at least equivalent to those achieved when the program is delivered by you
- demonstrate how visiting staff members and/or guest lecturers and clinical supervisors are included in the quality assurance systems, and
- explain how you respond, or plan to respond, to the outcomes of student feedback surveys (or similar) for the program.

You are required to provide evidence that you have policies and measures in place that:

- protect the integrity of student assessment in the Chinese medicine program
- prevent, detect and address academic misconduct by Chinese medicine students or staff, including cheating and plagiarism, and
- ensure that Chinese medicine academic staff are free to make public comment on issues that lie within their area of expertise.

If research is carried out in the Chinese medicine program, we will want to see evidence that the research meets appropriate codes of conduct, safety, and ethics clearance requirements, and is consistent with legislative or other regulatory requirements and applicable national guidelines.

The types of documents we generally expect you will submit to us with your application and identify as

Standard 2.4 Primacy of academic quality and integrity

containing this evidence include:

- outcomes of student feedback surveys (or similar) for the program.
- evaluation of staff and student feedback about aspects of the Chinese medicine program managed or delivered by any other entity relevant policies and procedures and examples of their implementation, and
- where relevant, a comparative analysis of student results for the Chinese medicine program delivered by you and by any third parties.

Some of the information you provide for this standard may be relevant to demonstrating how you meet standards 3.1, 4.1,4.5 and 4.6.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. How do you deal with student cheating and plagiarism?
2. What arrangements do you have for ethics clearance and when is it required?
3. Do you require students to complete police checks or working with children checks prior to clinical placements?
4. What role does the Academic Board or Faculty Board have in confirmation of student results and student progression?
5. What quality assurance arrangements do you have for the Chinese medicine program?

Other sources of guidance

Application forms and guides at www.teqsa.gov.au

National Health and Medical Research Council codes and guidelines, for example *National statement on ethical conduct in human research* (2007), *Australian code for the responsible conduct of research* (2007), *Guidelines under section 95 of the Privacy Act 1988* (2000) www.nhmrc.gov.au

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

You are required to:

- explain how the personnel are appropriately qualified to manage and provide academic leadership of the Chinese medicine program
- outline the staff positions and provide evidence that those positions:
 - a) allow the objectives of the Chinese medicine program to be achieved, and
 - b) are filled by appropriately qualified and experienced personnel.

Standard 2.5 Management and human resources

You are required to provide evidence that:

- there is access to other human resources required to allow the achievement of the expected Chinese medicine student learning outcomes and other objectives of the Chinese medicine program
- you manage human resources effectively in the Chinese medicine program to ensure;
 - a) workload management
 - b) merit-based selection and promotion processes
 - c) workplace induction
 - d) performance review
 - e) staff grievance procedures, and
 - f) professional development of its personnel
- you have administrative systems, policies, procedures and practices in place that ensure effective management of the Chinese medicine program
- you maintain adequate records for operation of the Chinese medicine program, and that those records are maintained with appropriate confidentiality and security measures
- you compare performance on teaching, student learning outcomes and graduate outcomes for the Chinese medicine program with other education providers and, where relevant with similar programs that you deliver, and
- you use regular, valid and reliable feedback from internal and external stakeholders to improve the operations relevant to the Chinese medicine program.

We will want to see evidence that shows the workload of each staff member who teaches in the program (including casual and sessional staff).

We will want to see information that shows the professional development undertaken by the program staff in the last twelve months.

The types of documents you might submit to us with your application and identify as containing this evidence include:

- a list of all staff positions identifying the level of appointment (A – E), fraction of appointment (0.1 to 1.0EFT) and type of appointment (Sessional or permanent)
- a profile for each staff member identifying their position, teaching responsibilities, qualifications and experience relevant to their teaching responsibilities
- details of relevant policies and procedures and examples of their implementation
- a list of professional development completed by each staff member in the past 12 months
- details of each staff member's workload
- a comparative analysis of student results for the Chinese medicine program delivered by you and with results of students in similar programs – this may be internal or external to your institution
- where it is available, relevant data from Graduate Careers Australia, and
- where it is available, relevant comparative data with other programs offered by the education provider.

Some of the information you provide for this standard may be relevant to demonstrating how you meet standards 4.4 and 4.6.

We have provided template 2.5 to assist you in setting out details about staffing.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. Do you use staff who have conjoint or adjunct appointments? If so, can you explain the arrangements for these positions using some examples?
2. Do you have staff performance reviews each year?

Standard 2.5 Management and human resources

3. Do you use peer observation as part of staff development? If so, do you include comments in performance review?
4. Do you use visiting lecturers or tutors? If so, how do you include them in your quality-assurance systems?
5. Do you have any policies about the size of your classes?

Other sources of guidance

Application forms and guides at www.tegsa.gov.au

Australian Graduate Survey, including Course Experience Questionnaire and Graduate Destination Survey, <http://www.graduatecareers.com.au/research/start/>

Graduate Pathways Survey, http://research.acer.edu.au/higher_education/12/

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

You are required to explain how you:

- identify Chinese medicine students at risk of not progressing and provide details of the support available to those students, such as academic advisory services
- inform prospective and enrolled Chinese medicine students about the issues listed in standard 2.6.2, and
- promote an inclusive and safe culture for Chinese medicine students.

You are required to provide evidence that:

- all prospective and enrolled Chinese medicine students have access to current, accurate, adequate, and openly accessible information about:
 - (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) admission criteria for the Chinese medicine program
 - (e) any arrangements relevant to the Chinese medicine program for recognition of prior learning, credit for prior studies or arrangements for articulation with other programs
 - (f) structure, credit points and duration or volume of learning of the Chinese medicine program
 - (g) when (period) and where (location) the Chinese medicine program is offered, including the units that will be offered in each teaching period
 - (h) content and assessment for each unit in the Chinese medicine program, and
 - (i) availability of, and access to, student support for Chinese medicine students.
- Chinese medicine students are informed about the charges, conditions, refunds and costs

Standard 2.6 Responsibilities to students

involved in the Chinese medicine program, including any program-specific costs such as costs related to overseas placement opportunities or other program-specific requirements

- you provide Chinese medicine students with information about, and access to, effective grievance processes to enable them to make complaints, without fear of reprisal about any aspects of your operations, including in relation to services provided by a third party on your behalf
- you identify and respond to the varying learning needs of Chinese medicine students, including evidence of orientation programs and transition support, and ongoing academic language and learning support
- Chinese medicine students have information about, and access to academic advocacy and personal support services that are independent and freely available, and allow students to appeal academic decisions such as enrolment termination, or disputed academic results
- Chinese medicine students have access to personal support services such as counselling, health, welfare, accommodation and career services, provided by appropriately qualified personnel
- you ensure effective security arrangements are in place at all locations relevant to the Chinese medicine program - both on campus and at off campus locations
- Chinese medicine students are aware of actions they can take to enhance personal safety on campus and at program related off campus locations, and
- student representation is included in decision-making processes related to the Chinese medicine program.

The types of documents you might submit to us with your application and identify as containing this evidence include, links to or copies of:

- the information you provide to prospective and enrolled Chinese medicine students, on your website or in a program guide
- the minutes of course advisory committee meetings identifying student representation and highlighting decisions in which Chinese medicine student representation was included
- de-identified examples of grievance applications made by Chinese medicine students and the outcome of the applications, and
- relevant policies and procedures with examples of implementation.

Some of the information you provide for this standard may be relevant to demonstrating how you meet standards 4.1, 4.2, 4.3 and 4.4.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. How are National Board standards/policies/code of conduct etc articulated into the program: for example where in the curriculum are students taught about requirements for notifications, English language requirements etc?
2. How does your organisation either at a faculty, school, department or division level ensure that students who enter the program are aware of the requirements of registration etc?
3. What is the education provider/faculty policy regarding under-performing students?
4. What processes are in place to assist students who are not performing well?
5. What is the action plan for the following:
 - a) Impairment or health issue arising
 - b) Academic performance or misconduct
 - c) Criminal history and behaviour (query this) and unethical behaviour
 - d) Clinical skills below expected standard

Other sources of guidance

Application forms and guides at www.teqsa.gov.au

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

The infrastructure and resources covered by the standard include classrooms, teaching spaces, library, electronic learning resources, laboratories and clinical education facilities (Standard 2.8 contains more detail about what is required for Clinical Education) and also Chinese medicine students' access to contact people, whether students are completing their studies off-site or on-site. 'Relevant locations' refers to locations both in Australia and overseas where the Chinese medicine program is delivered.

You are required to:

- explain and provide evidence about the processes that you have in place to ensure the adequacy and security of facilities and resources used by Chinese medicine students is maintained, and
- describe how, and provide evidence that, you ensure sufficient resources are accessible to Chinese medicine students.

The types of documents we generally expect you will submit to us with your application and identify as containing this evidence include links to, or copies of:

- the Chinese medicine program timetable indicating facility bookings and class size
- the asset register listing all equipment used for teaching and learning in the Chinese medicine program
- photos of equipment used in the Chinese medicine program (these will be checked at the site visit)
- information provided to on-site and off-site Chinese medicine students about how to contact teachers/tutors and their consultation hours, and
- extracts from course guides describing how Chinese medicine students access facilities and learning materials.

Some of the information you provide for this standard may be relevant to demonstrating how you meet standards 2.8 and 4.2

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. What equipment do your students have access to on-campus?
2. Can students gain access to information technology and library resources off-campus and at weekends?
3. How many students are in the classes that use equipment on-campus and can the students access

Standard 2.7 Physical and electronic resources and infrastructure

the equipment outside of class time?

4. How do you make sure your equipment remains up to date?
5. How do you make sure students have exposure to contemporary technologies and equipment relevant to clinical practice?
6. How do you monitor student attendance at practical classes? What do you do if students do not attend practical classes in the pre-clinical placement periods?

To students:

7. Can you access information technology and library resources when you are off-campus or on weekends?
8. How large are the practical classes you attend? Do you always get a chance to use the equipment during practical classes?

Other sources of guidance

Application forms and guides at www.tegsa.gov.au

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

Standard 2.8 Clinical education

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

In your application you must show us how the quality of the clinical placements is ensured and provide evidence that the clinical placement arrangements lead to all students achieving the learning outcomes. We must see that clinical placements are safe for patients, students and staff with appropriate risk management plans and indemnity insurance in place.

This standard addresses the quality of activities used for clinical education and clinical placements. This includes all teaching and learning of clinical practice, simulated learning environments, the facilities used for clinical placements on campus and any placements in an external clinic either in Australia or overseas. You may wish to cross-reference some of the information you provide for standard 2.7 if it is relevant to demonstrating how you meet this standard.

You are required to:

- demonstrate how the quality of the clinical placements is ensured and provide evidence that:
 - a) the clinical placement arrangements lead to all students achieving the program learning outcomes
 - b) that clinical placements are safe for patients, students and staff with appropriate risk management plans and indemnity insurance in place, and
- explain how the number of clinical practice hours undertaken by students, the range of patients who students consult with, and the range of conditions that students are exposed to leads to achievement of the learning outcomes.

You are required to submit evidence that

- you inform students and supervisors of their respective roles and responsibilities when undertaking clinical education and clinical placement
- there is ongoing evaluation of the clinical supervisors, both those engaged on campus and external, this may include providing evidence that shows how evaluation is made and how the results of evaluation are used to improve the quality of supervision. Some of the information you provide for this standard may be relevant to demonstrating how you meet standard 4.6.
- you ensure that each student experiences providing culturally competent health care during clinical education and placements
- the ratio of clinical staff to students ensures that students achieve the learning outcomes
- you have a documented risk management plan, including strategies for responding to incidents that may occur at a clinical facility, both on campus and external
- training is provided to clinical supervisors, and
- you perform ongoing evaluation of clinical education facilities and supervisors, other than through gathering student feedback

We will want to see evidence:

- that shows the process you use to evaluate whether the program's learning outcomes are effectively delivered at clinical placement sites (for example, clinical supervisors' assessments of students and the guidelines that you give clinical supervisors about how to complete the assessments)
- that shows how you provide students and clinical supervisors with detailed information on their roles and responsibilities

Standard 2.8 Clinical education

- of documented criteria for selecting appropriate clinical education and placement facilities; including a criterion that requires each facility to meet all applicable regulatory requirements, and
- of formal partnerships with clinical placement sites such as copies of signed formal partnership agreements with clinical placement sites and/or an update on obtaining these.

The types of documents we generally expect you will submit to us with your application and identify as containing this evidence include links to, or copies of:

- detailed unit/subject outlines for clinical units/subjects
- student log books
- any criteria used to assess whether an external clinical placement facility is suitable for use in clinical placements
- any criteria used to approve external clinical supervisors
- examples of the formal arrangements in place with any external agencies who provide clinical placement facilities
- student feedback on activities used for clinical education which includes evaluation of the quantity and quality of activities used for clinical education, including any simulated learning environments and on campus and external clinical placements and clinical supervisors, and
- examples of information provided to students and staff about clinical education and placements.

We have provided templates 2.8A and 2.8B to assist you in setting out details about the number of students undertaking clinical practice sessions each week, what types of clinical situations the students will experience and the corresponding unit/subject name and code. Template 2.8A is for use when the clinical practice is at a clinic on campus and Template 2.8B is for use when the clinical practice is at an external clinic.

Some of the information you provide for this standard may be relevant to demonstrating how you meet standards 4.1 and 4.4.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. Can you tell us how you devised the criteria that you use to select clinical placement sites?
2. How did you construct the formal agreement you have with placement providers?
3. How much actual clinical experience do your students get on a day-to-day basis?
4. How do you ensure your students can communicate effectively with indigenous and ethnic minority Australians?
5. How does your clinical program manage the need to turn students into reflective practitioners? What learning tools are utilised to encourage student reflection on practice?
6. How are the clinical placement supervisors engaged in and informed of the program objectives?
7. Besides the completion of working with children checks and police checks, what other preparatory processes do you require your students to complete prior to the start of the clinical rotation and why?
8. What is your philosophical stance towards the development of clinical skills and how is this reflected in the sort of clinical studies' workbooks/portfolios you have created to give structure to your clinical education program?
9. If a student runs into difficulty as a result of personal issues during their clinical rotation, what process do you have in place to support them and ensure the safety of patients?
10. What support and education do you provide to clinical instructors or preceptors to ensure they evaluate and support students in a fair and consistent manner?
11. If you found that at the commencement of the academic year you had insufficient clinical placements for all of your enrolled students what would you do?
12. What mechanisms are in place to monitor the conduct of the clinical program and the quality of supervision?
13. When and how regularly do your staff undertake visits to external clinical placements where students are placed?
14. How do you assure yourself that external clinical placements sites use appropriate quality assurance

Standard 2.8 Clinical education

mechanisms and comply with the CMBA standards, codes and guidelines?

Other sources of guidance

For resources related to clinical supervision, clinical placement assessment tools and models of supervision:

Health Workforce Australia Clinical Supervision Support Program <http://www.hwa.gov.au/work-programs/clinical-training-reform/clinical-supervision-support-program>

Siggins Miller Consultants, 2012, *Promoting Quality in Clinical Placements: Literature review and national stakeholder consultation*, Health Workforce Australia, Adelaide

Health Workforce Australia, 2013, National guidelines for clinical placement agreements https://www.hwa.gov.au/sites/uploads/HWA_National-guidelines-for-clinical-placement-agreements.pdf

For resources about culturally competent health care

Centre for Culture, Ethnicity and Health - <http://ceh.org.au/culturalcompetence>

Health Workforce Australia, Aboriginal and Torres Strait Islander health curriculum framework - <https://www.hwa.gov.au/work-programs/workforce-innovation-and-reform/atsihw/health-curriculum-framework>

Queensland Health, 2010, Five Cross Cultural Capabilities for clinical staff, http://www.health.qld.gov.au/multicultural/health_workers/train-evaluate.asp

Field 3: Education provider attributes

Summary

This field contains standards about teaching and learning, the scholarship of academic staff and the relationship of teaching and learning to that scholarship.

Overall guidance

The standards in this field align with Section 1 of the provider category standards in the threshold HES **but do not simply reproduce them**. Instead, the accreditation standards apply the threshold HES to the context of the Chinese medicine program and the provider offering that program.

The alignment aims to reduce the regulatory burden on education providers by enabling providers to submit evidence that has been provided to TEQSA, or will be provided to TEQSA, if it supports the explanation about how a particular standard has been met.

Standard 3.1 contains standards additional to the requirements of the threshold HES.

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

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

You are required to explain how and provide evidence that demonstrates:

- a commitment to and support for free intellectual inquiry in academic endeavours relevant to the Chinese medicine program. We will want to see that you deliver teaching and learning that engages with advanced knowledge and inquiry, and
- engagement with local communities and a commitment to social responsibility in your activities relevant to delivery of the Chinese medicine program.

You are required to provide evidence that shows:

- the commitment of teachers, program designers and assessors for the Chinese medicine program to the systematic advancement and dissemination of knowledge
- that teaching and learning in the Chinese medicine program is informed by sustained scholarship
- how you ensure academic staff are active in scholarship that informs their teaching in the Chinese medicine program, and
- good practices in student teaching and learning are identified and implemented in the Chinese medicine program.

The types of documents we generally expect you will submit to us with your application and identify as

containing this evidence include:

- details of publications and presentations by staff in the Chinese medicine program
- details of research engagement by staff in the Chinese medicine program
- details of reference material that informs teaching in the Chinese medicine program
- partnership agreements with relevant organisations or individuals relevant to the Chinese medicine program, and
- results or outcomes from stakeholder consultation or participation in the Chinese medicine program.

You may wish to cross-reference some of the information you provide for standard 2.4 if it is relevant to demonstrating how you meet this standard. Some of the information you provide for this standard may be relevant to demonstrating how you meet standard 4.1.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. How do you ensure academic staff are active in scholarship that informs their teaching?
2. How do you support staff development to engage with advanced knowledge and inquiry?
3. How do you make sure your curriculum remains relevant to practice?

For students:

4. Can you explain how the reference materials and topics you covered prepared you for clinical placements? Has there ever been a time when you didn't understand something on placement because you had not covered it in your course? If so, can you tell about that experience?

Other sources of guidance

Application forms and guides at www.teqsa.gov.au

Field 4: Program attributes

Summary

This field contains standards about program design, resourcing and information, admission criteria, teaching and learning, assessment and expected student learning outcomes, and program monitoring, review, updating and termination.

Overall guidance

The standards in this field align with the *Provider course accreditation standards* in the threshold HES **but do not simply reproduce them**. Instead, the accreditation standards apply the threshold HES to the context of the Chinese medicine program and the provider offering that program.

The alignment aims to reduce the regulatory burden on education providers by enabling providers to submit evidence that has been provided to TEQSA, or will be provided to TEQSA, if it supports the explanation about how a particular standard has been met.

Standards 4.1, 4.4, 4.5, and 4.6 contain standards additional to the requirements of the threshold HES.

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)²
- 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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard. You may wish to cross-reference some of the information you provide for standard 3.1 to demonstrate how you meet this standard.

² See www.aqf.edu.au

You are required to:

- explain how the Chinese medicine program meets the AQF requirements for a qualification at Level 7 or higher. We have provided templates 4.1.1A, B and C (AQF levels 7, 8 and 9 respectively) to assist you or you may provide evidence in the format you use for internal approval
- describe your internal program development process and provide evidence of implementation of that process in the development of the Chinese medicine program. You should identify what committees or groups are involved in the process (such as advisory committees or course development committees), list the members and their relevant background and/or role on the committee or group and submit evidence of their involvement in the design of the program. You may wish to cross-reference some of information you provide for standards 1.2 and 2.3 if it is relevant to demonstrating how you meet this standard
- demonstrate how you ensure that the processes for design and approval of the Chinese medicine program provide realistic projections of the demand for the program and the resources required for its delivery. Your application should include projected student numbers for a full cycle of delivery for the program of study for which accreditation is being sought. For example, for a four-year bachelor degree, you must provide projected student numbers in each year of the program for at least the next four years and explain the rationale for these projections. Documents you may submit to demonstrate the rationale for the projections might include your business plan, with relevant section(s) highlighted. You may wish to cross-reference some of information you provide for standard 2.2 if it is relevant to demonstrating how you meet this standard
- explain how the program content takes account of external standards (including infection control standards), and provide evidence that program content is drawn from and relates to, the established, coherent and current body of Chinese medicine knowledge, clinical practice and research/scholarship
- provide an overview of the sequence of content for each year of the program and highlight specific parts of your program to show that theory and practice are integrated in the design of your program as required by standard 4.1.3. You should also explain the rationale for the sequencing within and between each year of the program
- map the learning outcomes for the program against the expected capabilities of a Chinese medicine practitioner at entry to practice. To address 4.1.4 you should cross-reference the matrices in the templates you complete and submit for Field 6 that map the learning outcomes for the program against the units/subjects and against expected capabilities of a Chinese medicine practitioner at entry to practice. You should include all learning outcomes including any that do not map to the standards in Field 6. You may wish to use template 6A for this purpose, and
- explain how the clinical education and placement program (including any simulated learning environments) provide each student with the experiences and exposure required by standard 4.1.5 and provide evidence to support your explanation. You should provide details of each student's clinical education . We have provided template 4.1.5 to assist you or you may provide deidentified student logbooks if they contain similar details. You may wish to cross-reference some of information you provide for standard 2.8 if it is relevant to demonstrating how you meet this standard.

You are required to provide evidence that:

- Shows that students who complete the program will attain key graduate attributes, including an appropriate level of English language proficiency.
- Shows that students who require English language support will be promptly identified, and that appropriate development of students' English language proficiency will be ensured in the program. You could include a description of how English language is integrated with curriculum design, assessment practices and course delivery.
- Identifies whether the Chinese medicine program has options for entry and exit pathways, including any opportunities for articulation from other studies and to further studies.
- The Chinese medicine program documentation clearly presents the rationale, objectives, structure, delivery methods, assessment approaches and student workload requirements for the entire program, and includes any compulsory requirements for completion of the program. You may wish to submit a detailed course guide with relevant sections highlighted as evidence.
- Shows that the Chinese medicine program is coherent, and is designed to provide appropriate engagement by students in intellectual inquiry.
- Where there are different delivery sites and/or modes of study the learning outcomes for each site

and/or mode of study are equivalent.

- The quality assurance arrangements that you use to ensure that learning outcomes from programs or units/subjects offered through arrangements with your third parties, agents and/or partners are equivalent to those achieved when the program is offered directly by you.

The types of documents we generally expect you will submit to us with your application and identify as containing this evidence include:

- records of meetings of the course development committees or groups, with sections relevant to the design and development of the program highlighted
- course materials highlighting content relevant to external standards and to the established, coherent and current body of Chinese medicine practice knowledge, clinical practice and research/scholarship, and
- examples of application forms for students to seek advanced standing on the basis of previous studies; and/or clearly stated pre-requisites in published program information. You may wish to cross-reference some of the information you provide for standard 2.6 if it is relevant to meeting this standard. Some of the information you provide for this standard may be relevant to demonstrating how you meet standard 5.2.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. How did/do you engage external stakeholders, including consumers, in the design of your education program?
2. What educational strategies do you use that will allow students to integrate their understanding across basic science, clinical, and disciplinary boundaries?
3. How do you know your students are ready for each clinical placement and are work ready at the end of the program?
4. What areas of practice do you find it most difficult to cover in the course?
5. How does your organisation ensure that students who enter the program are aware of the requirements of registration etc?
6. Does the education provider have a social media policy and how are students made aware of it and its ramifications for clinical education?
7. What steps are in place for the monitoring of student progression throughout the program in terms of the development of clinical skills and higher order learning skills?
8. How did/do you engage students/clients/patients in the design of your education program? E.g. feedback into quality improvement

Other sources of guidance

Application forms and guides at www.tegqa.gov.au

Tertiary Education Quality and Standards Agency *TEQSA and the Australian Qualifications Framework – FAQ document*, <http://www.tegqa.gov.au/for-providers/frequently-asked-questions-providers>

Tertiary Education Quality and Standards Agency *TEQSA Information Sheet: eLearning and compliance with the Threshold Standards* <http://tegqa.gov.au/sites/default/files/TEQSAeLearningInformationSheet.pdf>

Australian Learning and Teaching Council, 2011, Resources to assist discipline communities to define threshold learning outcomes, <http://www.olt.gov.au/resource-library?text=learning+outcomes>

Adding Support Skills for European Teachers (ASSET) project webpage on learning outcomes http://www.assetproject.info/learner_methodologies/before/overview.htm#outcome

Robyn Nash, Australian Learning & Teaching Council Good practice report, 2012, Clinical teaching <http://www.olt.gov.au/resource-library/good-practice-reports>

Learning and teaching for interprofessional practice in health <http://www.olt.gov.au/project-learning-teaching-health-uts-2007>

Publications list at Australian Interprofessional Practice Network, <http://www.aippen.net/publications>

Health Workforce Australia, Simulated Learning Environments web page and resources
<https://www.hwa.gov.au/work-programs/clinical-training-reform/simulated-learning-environments-sles>

The Good Practice Principles for English Language Proficiency for International Students in Australian Universities, March 2009, <http://pandora.nla.gov.au/pan/127066/20110826-0004/www.auqa.edu.au/files/otherpublications/good%20practice%20principles%20for%20english%20language%20proficiency%20report.pdf>

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

You are required to provide evidence that shows how you ensure:

- All students have adequate access to;
 - electronic and/or physical library and information resources,
 - IT resources and
 - specialised teaching facilities such as laboratories and practice teaching facilities.
- That you provide accurate and current information and advice about the Chinese medicine program to prospective and current students.

You may wish to cross-reference some of the information you provide for standards 2.6 and 2.7 if it is relevant to demonstrating how you meet this standard.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. Can you tell us how you can be confident that adequate funding for staffing and operational costs will be provided by the education provider
2. How reliable is your IT support
3. What relationship is there between funding level and student number, for both local and international students?
4. Can you tell us about your class sizes?

For students:

5. Do you have access to the library/e-resources and lab facilities you need? How do you access them?
6. Are the rooms adequately ventilated/heated?
7. Are you able to access teachers/tutors when you need to? How do you access them and how do you know whether they are available?

Other sources of guidance

Standard 4.3 Admission criteria

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

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

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

You are required to provide evidence that shows how you determine admission criteria for the Chinese medicine program. You may wish to include evidence that:

- demonstrates external benchmarking against other education providers' admission criteria for entry to Chinese medicine studies
- shows how you ensure that students have adequate prior knowledge and skills to successfully undertake the Chinese medicine program
- shows how you determine the English language requirements for prospective students, and
- demonstrates how you ensure the English language requirements provide for sufficient competence in the English language to allow students to participate effectively in the program and achieve its expected learning outcomes

You are required to demonstrate that credit for previous studies or skills (including articulation, recognition of prior learning and credit arrangements) is provided for and is consistent with the AQF. You will need to demonstrate that credit arrangements preserve the integrity of the Chinese medicine program.

You are required to provide evidence that demonstrates that admission decisions for Chinese medicine students are made by appropriately qualified personnel under delegated authority.

You may wish to cross-reference some of the information you provide for standard 2.6 if it is relevant to demonstrating how you meet this standard.

Some of the information you provide for this standard may be relevant to demonstrating how you meet standards 4.5 and 5.2.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. How do you ensure appropriate competency in English language for participation in the program?
2. What pre-requisite knowledge or qualifications are expected of students entering the program?
3. How do you evaluate credit for previous studies- particularly for applicants to graduate entry programs?
4. How do you monitor institution-wide strategies that address diversity and equality?

Other sources of guidance

Application forms and guides at www.teqsa.gov.au

Chinese Medicine Board of Australia English Language Skills Registration Standard,

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

You must explain how 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.

You are required to show how you ensure that staff, including clinical supervisors, who teach students in the Chinese medicine program have a sound understanding of current scholarship and/or professional practice. If students complete clinical placements overseas, the education provider must demonstrate that the standards are met for those placements.

You are required to show that staff, including clinical supervisors, who teach students in the Chinese medicine program:

- are either qualified in the Chinese medicine discipline to at least one AQF level higher than the program of study being taught; or have equivalent Chinese medicine professional experience
- have a sound understanding of current scholarship and/or professional practice in the division of Chinese medicine that they teach
- have an understanding of pedagogical and/or adult learning principles relevant to the student cohort being taught
- engage students in intellectual inquiry appropriate to the level of the Chinese medicine program and unit/subject being taught, and
- are advised of student and other feedback on the quality of their teaching and have opportunities to improve their teaching.

You are required to provide evidence that

- details the clinical practice experience of clinical supervisors, and evidence of registration in the relevant division of Chinese medicine practice with the National Board (or equivalent licensing authority if the practice is not in Australia)
- shows how you ensure the quality of the clinical supervision is attained and maintained, (you may wish to cross-reference some of the information you provide for standard 2.8 if it is relevant to

demonstrating how you meet this standard).

- shows how and when academic staff are available to students seeking assistance.
- shows how and when you identify students at risk of not progressing academically and evidence of the support provided to those students (you may wish to cross-reference some of the information you provide for standard 2.6 if it is relevant to demonstrating how you meet this standard), and
- shows the types of staff development programs that staff participate in (you may wish to cross-reference some of the information you provide for standard 2.5 if it is relevant to demonstrating how you meet this standard).

The types of documents we generally expect you will submit to us with your application and identify as containing this evidence include:

- organisational structure showing the staff profile (name, qualifications and type of appointment including the fraction of the appointment compared to full time appointment)
- CVs for academic staff and contract and, where relevant, conjoint/adjunct staff
- academic staff timetables identifying when each staff member is available to students, and
- de-identified case studies of students identified at risk of not progressing.

You may wish to cross-reference some of the information you provide for standards 2.5, 2.6 and 2.8 if it is relevant to demonstrating how you meet this standard. Some of the information you provide for this standard may be relevant to demonstrating how you meet standard 4.6.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. How did you decide on the staffing profile you showed us in your documentation?
2. What scholarly activities in research and in teaching and learning are your staff currently undertaking?
3. How do you use the feedback on teaching and learning that you receive in your student surveys about quality?
4. What faculty development in research and in teaching and learning is available to your academic staff?
5. What do you do to support clinical supervisors and ensure they are capable of delivering clinical placements?
6. How do you identify good practices in student teaching and learning? Show us evidence of implementation of good practices that you have identified.

Other sources of guidance

Application forms and guides at www.tegsa.gov.au

Standard 4.5 Assessment and expected student 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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

You must:

- describe your assessment processes and procedures, including moderation procedures, and
- describe the quality assurance processes you use to ensure the continued reliability and validity of your assessment methods.

You are required to provide evidence that:

- assessments tasks provide opportunities for students to demonstrate achievement of the expected learning outcomes
- the processes and procedures achieve consistent and appropriate assessment
- appropriately qualified staff are appointed to undertake assessment
- demonstrates how you decide who assesses students
- feedback on assessment is provided to students
- provides details about the timeframes in which students usually receive feedback on assessment
- shows how you monitor and analyse assessment data and how you subsequently apply those quality assurance processes to the program
- shows how you undertake benchmarking to ensure that academic results achieved reflect students' level of performance compared to students in similar programs – this may be internal or external to your institution
- you maintain, monitor and act on comparative data on the performance of the Chinese medicine students. This may include evidence that you have considered information on the performance of student cohorts by entry pathway, mode of study and place of study, including student attrition; student progress; program completions; and grade distributions
- you have considered the progression and completion rates of each cohort and see how you have determined the rates are appropriate, and
- shows how you ensure that graduates have attained a level of English language proficiency consistent with the Chinese Medicine Board of Australia requirements for registration as a Chinese medicine practitioner for example by providing information that clearly shows recent graduates are registered as Chinese medicine practitioners.

The accreditation standards are not prescriptive and the wording of part 4.5.4 does not explicitly require you to assess your students against the Chinese Medicine Board of Australia's English language skills registration standard.

The types of documents we generally expect you will submit to us with your application and identify as containing this evidence include:

- examples of feedback you have provided to students on their assessment
- an assessment plan outlining the range of assessment tasks, identifying whether each task is formative or summative
- detailed mapping of learning outcomes for each unit/subject to assessment tasks, including detail of the assessment task, you may wish to cross-reference some of the information you provide in the templates you complete and submit for Field 6 if it is relevant to demonstrating how you meet this standard
- de-identified examples of completed student assessments across the range of assessment tasks
- detailed examples of assessments tasks including an explanation of how each task measures achievement of the student learning outcomes
- feedback from staff that evaluates their satisfaction with the range of assessment tasks they are required to undertake and their satisfaction with the feedback they are required to provide to

students and the timeframes to provide that feedback, and

- feedback from students that evaluates their satisfaction with the feedback you have provided to them on their assessment and their satisfaction with the timeframes to receive that feedback.

You may wish to cross-reference some of the information you provide for standards 2.3, 2.4 and 4.3 if it is relevant to demonstrating how you meet this standard.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. How do you ensure your students are safe practitioners?
2. How do you monitor the quality of your assessment strategies?
3. What do you do when you find that a particular assessment is not working very well? Can you give us a recent example of this happening?
4. Do students get formative assessment in every mode of assessment you use? What are the challenges in providing this?
5. Please explain how you ensure your students achieve the required level of proficiency in English? (if not provided in documentation)

Other sources of guidance

Application forms and guides at www.teqsa.gov.au

Chinese Medicine Board of Australia English Language Skills Registration Standard, <http://www.chinesemedicineboard.gov.au/Registration-Standards.aspx>

Sue McAllister, Michelle Lincoln et al, 2011, Establishing infrastructure and collaborative processes for cross-institutional benchmarking of student clinical performance in speech pathology, www.olt.gov.au. See also <http://benchmarking.portal.com.au/>

Office of Learning and Teaching Resource Library – <http://www.olt.gov.au>

Assessment resources at http://www.cshe.unimelb.edu.au/resources_teach/assessment/ including the *Assessing Learning project* at <http://www.cshe.unimelb.edu.au/assessinglearning/index.html>

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 whilst 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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this

standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

You are required to explain and provide evidence that demonstrates how you undertake monitoring, review and updating of the Chinese medicine program, including how monitoring and review leads to change in the program, and identify the cycle for program review.

The types of documents we generally expect you will submit to us with your application and identify as containing this evidence include:

- student feedback which has been considered by relevant program review committee or relevant persons undertaking program review
- changes made to the program as a result of student or staff feedback
- external review processes undertaken such as benchmarking against other Chinese medicine programs, or relevant stakeholder consultation with the profession, and
- changes made to the program as a result of external review processes.

You are required to explain how you manage change, including termination of, the Chinese medicine program. You must provide information about teach out mechanisms or program transition plans and explain how these mechanisms and plans ensure that affected students will not be disadvantaged by change or termination the Chinese medicine program.

Our assessment of your monitoring, review and updating processes also applies to clinical education and placements and related facilities. You are required to provide evidence of evaluation of student experience whilst on placements and evaluation of clinical supervisors and facilities..

The types of documents we generally expect you will submit to us with your application and identify as containing this evidence include:

- evidence of student feedback regarding clinical placements both on campus and at external clinical facilities
- evidence of feedback from clinical supervisors and staff employed at clinical facilities, and
- evidence of change(s) made to the program as a result of feedback or evaluation of clinical placements and facilities

You are required to explain what mechanisms you have put into place to respond to the monitoring requirements of the Accreditation Committee. You must identify how you decide who responds to monitoring issues in the first instance, and identify the line of reporting that monitoring submissions are subject to within your organisation.

You may wish to cross-reference some of the information you provide for standards 2.4, 2.5, 2.8 and 4.4 if it is relevant to demonstrating how you meet this standard

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. Can you describe the structures you have in place to allow external stakeholders to provide you with feedback about your Chinese medicine program?
2. How do you ensure that all of your clinical providers provide feedback to you about the quality of your students' academic and pre-clinical preparations?
3. What methods do you use to elicit feedback from students about the quality of clinical supervisors and the placement facilities and what action do you take as a result of this feedback?
4. What processes are in place to respond to stakeholder feedback and to make any required revisions to your program in a timely manner?
5. What would prevent you from making changes to your course that were recommended to you by an external review process?
6. How do you ensure accreditation requirements such as monitoring reports are completed as required?

Other sources of guidance

Application forms and guides at www.teqsa.gov.au

Australian Graduate Survey, including Course Experience Questionnaire and Graduate Destination Survey, <http://www.graduatecareers.com.au/research/start/>

Graduate Pathways Survey, http://research.acer.edu.au/higher_education/12/

Field 5: Qualification attributes

Summary

This field contains standards about the certification documentation issued by education providers, about arrangements for recognition of prior learning, and about credit and articulation arrangements with other providers.

Overall guidance

The standards in this field align with the qualification standards in the threshold HES **but do not simply reproduce them**. Instead, the accreditation standards apply the threshold HES to the context of the Chinese medicine program and the provider offering that program.

The alignment aims to reduce the regulatory burden on education providers by enabling providers to submit evidence that has been provided to TEQSA, or will be provided to TEQSA, if it supports the explanation about how a particular standard has been met.

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 standards* specified in the threshold HES.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

You are required to

- provide an example of the testamur and record of results issued to graduates upon completion of the Chinese medicine program
- provide an example of an Australian Higher Education Graduation Statement (Graduation Statement), if you issue one, and demonstrate that it is consistent with the *Guidelines for the Presentation of the Australian Higher Education Graduation Statement*, and
- provide evidence about how you ensure students have access to a statement of attainment or record of results.

You are required to demonstrate that the testamur identifies;

- the education provider
- the graduate receiving the award
- the award by its full title
- the date of issue
- the person/s authorised to issue the award, and
- the authenticity of the documents in a form to reduce fraud such as the education provider's seal, corporate identifier and/or unique watermark.

You are required to demonstrate that either the testamur or Graduation Statement (if you issue one) identifies;

- that the Chinese medicine qualification awarded is an award recognised by the AQF by either
 - the words, 'The award is recognised within the Australian Qualifications Framework', or
 - the AQF logo, as authorised by the AQF Council.

You are required to demonstrate that the testamur, the Graduation Statement (if you issue one), and record of results:

- identify any part of the Chinese medicine program that has been delivered and/or assessed in a language other than English, and
- contain sufficient information to authenticate the document for the purposes of preventing fraudulent use

You are required to demonstrate that the record of results:

- identifies the student, the full title of each unit/subject, the period of study in which each unit/subject was completed and the date issued, and
- is in a form which cannot be mistaken for a testamur or Graduation Statement for a completed Chinese medicine program.

You may also wish to include unit/subject codes, course codes in the record of results.

It is important that all certification documentation issued by you includes mechanisms to prevent fraudulent reproduction. An example of the evidence you might choose to submit with your application to demonstrate these mechanisms is:

- certification documentation containing your seal, corporate identifier and/or unique watermark.

You will need to show how you provide for replacement of certification documentation and how you maintain processes to authenticate and verify replacement documentation.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. Please provide a sample copy of the testamur of the course being evaluated.
2. What mechanisms are in place to authenticate and verify replacement documentation?
3. Can you confirm how the record of results are archived?
4. Can you show us how changes to the qualification have been recorded over time?
5. How do students access replacement documents?

Other sources of guidance

Application forms and guides at www.teqsa.gov.au

AQF Qualifications Issuance Policy, <http://www.aqf.edu.au/in-detail/aqf-policies>

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 standards* specified in the threshold HES.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard.

We will not duplicate TEQSA's assessment of the threshold HES and our focus is on how you meet this standard - the wording of which is specific to your Chinese medicine program. You may wish to submit evidence that you provided to TEQSA if it supports your explanation about how you meet this standard.

Recognition of prior learning and credit arrangements are considered to be separate issues. These terms

are defined in the Glossary.

You are required to

- show us that there are clear, accessible and transparent policies and processes that provide award pathways and credit arrangements for students. We will want to see articulation and credit arrangement policies and processes that apply to both internal arrangements and external arrangements
- demonstrates that your processes for giving credit into or towards the Chinese medicine qualification are information based, equitable, transparent, timely and academically defensible, and
- demonstrate how you ensure you take into account the comparability and equivalence of the learning outcomes, volume of learning, program of study including content, and learning and assessment approaches when determining credit towards the Chinese medicine qualification

If there is a formalised credit arrangement with another provider, we will want to see that the arrangement 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. You are required to explain how you ensure any subjects included in an articulation arrangement enable students to achieve the same learning outcomes as applicable to the subject when delivered wholly by you and provide evidence to support your explanation.

The types of documents we generally expect you will submit to us with your application and identify as containing this evidence include:

- your policies and procedures for articulation, recognition of prior learning and credit arrangements
- evidence that shows where these policies and procedures are accessible to students
- details about each relevant internal arrangement including identifying the program of study, the amount of credit available, and articulation and/or credit transfer arrangements
- details about each relevant external arrangements including identifying the title of the program, the name of the provider, the amount of RPL or the amount of credit available, and any articulation and/or credit arrangements
- examples of an application for recognition of prior learning towards the Chinese medicine qualification where recognition was awarded and where recognition was refused, including the reason for the decision and timeframe in which the application was processed
- examples of an appeal against a unsuccessful application for recognition of prior learning towards the Chinese medicine qualification including the outcome of the appeal and reason for the decision
- agreements, memorandum of understanding (or similar) that provide details of credit arrangements negotiated with other providers and justification in terms of volume, level and approach to learning and assessment
- a link to the publicly available registers of formalised agreements and common credit transfer articulation arrangements, and
- a comparative analysis of student results for the Chinese medicine program delivered by you and delivered by any other entity

You may wish to cross-reference some of the information you provide for standards 4.1 and 4.3 if it is relevant to demonstrating how you meet this standard.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. How do you evaluate credit for previous studies?
2. Do you have existing articulation arrangements from specific programs/institutions? Can you tell us how these work?
3. Do you have mapping for any recognition or credit arrangements on “block” recognition of programs?

Other sources of guidance

Application forms and guides at www.tegsa.gov.au

Integrated Articulation and Credit Transfer (IACT) Project, 2011, *The Corporate Strategy Approach to Articulation and Credit Transfer*, <http://3darticulation.com.au/enabling-resources/corporate-strategy-approach/>

Field 6: Professional capabilities of Chinese medicine program graduates

Summary

The standards in this field cover aspects of the knowledge, skills and professional attributes required to practise as a Chinese medicine practitioner in Australia. These professional capabilities are detailed in each of the standards.

Overall guidance

The assessment team will want to see evidence that the Chinese medicine program learning outcomes and assessment cover each standard and that students demonstrate all of the standards during the program.

To meet each standard in Field 6, the education provider must provide evidence that shows where each of the standards are covered in the program and how each of the standards are assessed.

To do this you will need to identify the learning outcomes of the program and map those learning outcomes to the standards.

We have provided templates for each standard in Field 6 (Templates 6.1 – 6.8) that enable you to show in which units/subjects each of part of the standards in Field 6 are taught and assessed across all years of the program.

We will also want to see a detailed unit/subject outline for each unit/subject identified in the template for each standard. We generally expect each detailed unit/subject outline to include: the learning outcomes, the assessment tasks identifying which learning outcome is being assessed, weighting and timing of assessments, the schedule that identifies the topics covered by the unit/subject, the type of delivery of each topic such as lecture, demonstration or practical class and a list of key references. If your unit/subject outlines do not contain all or some of this information, you can provide the information that isn't included in your unit/subject outlines in a different format.

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

<p>6.1.7 identify and effectively manage their own conflicts of interest including personal, professional and financial interests</p> <p>6.1.8 understand and practise within their own scope of practice, and assume responsibility and accept accountability for their own professional decisions</p> <p>6.1.9 advocate on behalf of their patient/client when appropriate within the context of their practice, and</p> <p>6.1.10 practise in a culturally sensitive and inclusive manner.</p>
<p>Guidance</p> <p>You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.</p> <p>We want to be sure that in order to successfully complete the program each student must demonstrate each part of the standard from 6.1.1 through to 6.1.10.</p> <p>To meet this standard, the education provider must provide evidence that shows:</p> <ul style="list-style-type: none"> • the relationship between each part of the standard and the unit/subject learning outcomes of the program • where each part of the standard is covered by units/subjects in the program, and • in which unit/subject each part of the standard is assessed. <p>You are required to use template 6.1 to list the learning outcomes of the units/subjects that are relevant to each part of Standard 6.1.</p> <p>We will want to see a detailed unit/subject outline for each unit/subject you list in the template for this standard. We generally expect each detailed unit/subject outline to include: the learning outcomes, the assessment tasks identifying which learning outcome is being assessed, weighting and timing of assessments, the schedule that identifies the topics covered by the unit/subject, the type of delivery of each topic such as lecture, demonstration or practical class and a list of key references. If your unit/subject outlines do not contain all or some of this information, you can provide the information that isn't included in your unit/subject outlines in a different format.</p> <p>We will want to see evidence that explicitly identifies how and where the learning outcomes for each unit/subject in the program are assessed – this may include the information about each assessment task that you provide to the students and to staff teaching in the program. You should clearly identify which unit/subject learning outcomes are assessed by each assessment task for that unit/subject.</p> <p>During the site visit we will want to see de-identified examples of completed and graded student assessment work relevant to each part of standard 6.1. These may include work across all years of the program.</p> <p>Some of the information you provide in template 6.1 may be relevant to demonstrating how you meet standard 4.1.</p>
<p>Example questions</p> <p>During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:</p> <ol style="list-style-type: none"> 1. Have you ever had to engage with a student over an ethical or legal issue? Tell us how you approached this? 2. How do you teach students to be responsive to incidents of poor ethical or clinical practice that they might observe on placement? Do they act appropriately? Can you describe a recent example? <p>To clinical students:</p> <ol style="list-style-type: none"> 3. Tell us what you understand by the term 'notifiable conduct'? 4. What would you do if you thought a patient was getting inadequate care?

Other sources of guidance

Resources for health professionals accessible on the Therapeutic Goods Administration website - <http://tga.gov.au/hp/index.htm>

Chinese Medicine Board of Australia policies, codes and guidelines available at <http://www.chinesemedicineboard.gov.au/>

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We want to be sure that in order to successfully complete the program, each student must demonstrate each part of the standard from 6.2.1 through to 6.2.5

To meet this standard, you must provide evidence that shows:

- the relationship between each part of the standard and the unit/subject learning outcomes of the program
- where each part of the standard is covered by units/subjects in the program, and
- in which unit/subject each part of the standard is assessed.

You are required to use template 6.2 to list the learning outcomes of the units/subjects that are relevant to each part of Standard 6.2.

We will want to see a detailed unit/subject outline for each unit/subject you list in the template for this standard. We generally expect each detailed unit/subject outline to include: the learning outcomes, the assessment tasks identifying which learning outcome is being assessed, weighting and timing of assessments, the schedule that identifies the topics covered by the unit/subject, the type of delivery of each topic such as lecture, demonstration or practical class and a list of key references. If your unit/subject outlines do not contain all or some of this information, you can provide the information that isn't included in your unit/subject outlines in a different format.

We will want to see evidence that explicitly identifies how and where the learning outcomes for each

unit/subject in the program are assessed – this may include the information about each assessment task that you provide to the students and to staff teaching in the program. You should clearly identify which unit/subject learning outcomes are assessed by each assessment task for that unit/subject.

During the site visit we will want to see de-identified examples of completed and graded student assessment work relevant to each part of standard 6.2. These may include work across all years of the program.

Some of the information you provide in template 6.2 may be relevant to demonstrating how you meet standard 4.1.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. Have you ever had to engage with a student over communication with a patient or health practitioner? Tell us how you approached this?
2. What strategies do you undertake to educate students on appropriate language and communication techniques prior to clinical placements?
3. How do you monitor effective communication across the continuum of the student program?
4. How do you prepare your students for collaboration with other health practitioners?
5. Do you provide students with the Board's record keeping guidelines?

Other sources of guidance

Chinese Medicine Board of Australia Patient Record Guidelines
<http://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>

Learning and teaching for interprofessional practice in health <http://www.olt.gov.au/project-learning-teaching-health-uts-2007>

Publications list at Australian Interprofessional Practice Network, <http://www.aippen.net/publications>

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We want to be sure that in order to successfully complete the program each student must demonstrate

each part of the standard from 6.3.1 through to 6.3.6.

To meet this standard, you must provide evidence that shows:

- the relationship between each part of the standard and the unit/subject learning outcomes of the program
- where each part of the standard is covered by units/subjects in the program, and
- in which unit/subject each part of the standard is assessed.

You are required to use template 6.3 to list the learning outcomes of the units/subjects that are relevant to each part of Standard 6.3.

We will want to see a detailed unit/subject outline for each unit/subject you list in the template for this standard. We generally expect each detailed unit/subject outline to include: the learning outcomes, the assessment tasks identifying which learning outcome is being assessed, weighting and timing of assessments, the schedule that identifies the topics covered by the unit/subject, the type of delivery of each topic such as lecture, demonstration or practical class and a list of key references. If your unit/subject outlines do not contain all or some of this information, you can provide the information that isn't included in your unit/subject outlines in a different format.

We will want to see evidence that explicitly identifies how and where the learning outcomes for each unit/subject in the program are assessed – this may include the information about each assessment task that you provide to the students and to staff teaching in the program. You should clearly identify which unit/subject learning outcomes are assessed by each assessment task for that unit/subject.

During the site visit we will want to see de-identified examples of completed and graded student assessment work relevant to each part of standard 6.3. These may include work across all years of the program.

You must show us what contemporary Chinese medicine research and clinical literature is included in the program. We would generally expect to see the inclusion of key references sources such as Pub Med and other electronic research databases, aMed, Proquest, the Cochrane Systematic Review, empirical reports published on relevant websites, in journals and presented at forums. We will want to see that students are able to evaluate both peer-reviewed and non-peer reviewed clinical literature.

Some of the information you provide in template 6.3 may be relevant to demonstrating how you meet standard 4.1.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. How do you teach students how to engage in critical thinking?
2. What teaching methods do you use to teach students the principles of scientific research, the differences between quantitative and qualitative research methods and the appropriate use of research and evidence to inform their practice?
3. What opportunities do you provide to students to implement an evidence based approach to the practice of Chinese medicine throughout the clinical education program?
4. What kinds of activities have you designed that explicitly require students to engage in reflection upon action and reflection after action?
5. How are students encouraged to monitor their own well-being and health?
6. How is life - long learning fostered and the skills for this delivered in the program?

Other sources of guidance

University of South Australia Learning Resources - Critical Reflective Practice - <http://resource.unisa.edu.au/course/view.php?id=225>

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 guidelines³ and guidelines issues 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
- 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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We want to be sure that in order to successfully complete the program each student must demonstrate each standard 6.4.1 through to 6.4.6

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

- the relationship between each part of the standard and the unit/subject learning outcomes of the program
- where each part of the standard is covered by units/subjects in the program, and
- in which unit/subject each part of the standard is assessed.

You are required to use template 6.4 to list the learning outcomes of the units/subjects that are relevant to each part of Standard 6.4.

We will want to see a detailed unit/subject outline for each unit/subject you list in the template for this standard. We generally expect each detailed unit/subject outline to include: the learning outcomes, the assessment tasks identifying which learning outcome is being assessed, weighting and timing of assessments, the schedule that identifies the topics covered by the unit/subject, the type of delivery of each topic such as lecture, demonstration or practical class and a list of key references. If your unit/subject outlines do not contain all or some of this information, you can provide the information that isn't included in your unit/subject outlines in a different format.

We will want to see evidence that explicitly identifies how and where the learning outcomes for each unit/subject in the program are assessed – this may include the information about each assessment task that you provide to the students and to staff teaching in the program. You should clearly identify which unit/subject learning outcomes are assessed by each assessment task for that unit/subject.

³ *Australian guidelines for the prevention and control of infection in healthcare (2010)* available at www.nhmrc.gov.au/node/30290

During the site visit we will want to see de-identified examples of completed and graded student assessment work relevant to each part of standard 6.4. These may include work across all years of the program.

Some of the information you provide in template 6.4 may be relevant to demonstrating how you meet standard 4.1.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. What principles of risk management do students apply to acupuncture practice?
2. How do students know which legislation, guidelines and regulations apply to their practice?

Other sources of guidance

Chinese Medicine Board of Australia *Infection prevention and control guidelines for acupuncture practice*
<http://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>

Chinese Medicine Board of Australia other guidelines relevant to this standard
<http://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>

National Health and Medical Research Council *Australian guidelines for the prevention and control of infection in healthcare 2010* <http://www.nhmrc.gov.au/guidelines/publications/cd33>

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We want to be sure that in order to successfully complete the program each student must demonstrate each part of the standard from 6.5.1 through to 6.5.6.

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

- the relationship between each part of the standard and the units/subjects learning outcomes of the program
- where each part of the standard is covered by units/subjects in the program, and
- in which unit/subject each part of the standard is assessed.

You are required to use template 6.5 to list the learning outcomes of the units/subjects that are relevant to each part of Standard 6.5.

We will want to see a detailed unit/subject outline for each unit/subject you list in the template for this standard. We generally expect each detailed unit/subject outline to include: the learning outcomes, the assessment tasks identifying which learning outcome is being assessed, weighting and timing of assessments, the schedule that identifies the topics covered by the unit/subject, the type of delivery of each topic such as lecture, demonstration or practical class and a list of key references. If your unit/subject outlines do not contain all or some of this information, you can provide the information that isn't included in your unit/subject outlines in a different format.

We will want to see evidence that explicitly identifies how and where the learning outcomes for each unit/subject in the program are assessed – this may include the information about each assessment task that you provide to the students and to staff teaching in the program. You should clearly identify which unit/subject learning outcomes are assessed by each assessment task for that unit/subject.

During the site visit we will want to see de-identified examples of completed and graded student assessment work relevant to each part of standard 6.5. These may include work across all years of the program.

You are required to explain how you:

- Determine that the level of Chinese language, including which Chinese medicine terms, that students are exposed to enables them to gain a basic understanding of Chinese language relevant to the practice of Chinese medicine. Your explanation and evidence may address the following issues:
 - how do you know that your approach to teaching the history, development and structure of the Chinese language enables graduates to safely and effectively practice Chinese medicine?
 - how do you determine which resources you require students to reference, such as which Chinese-English dictionary students are required to use?
 - how do you determine the level of exposure to recognising, reading and writing simple Chinese characters, to the Pin Yin system of Romanisation and to pronunciation of the main commonly used Chinese medicine terms to enable safe and effective practice of Chinese medicine?
- select which content to include in teaching to ensure students gain a broad knowledge of the formation and development of medicine in China to inform their practice of Chinese medicine
- determine the theories and principles of Chinese medicine that are taught to students, and where any basic theories or principles are not taught to students why these are excluded, and
- determine that your approach to teaching ensures students are able to relate the basic

theories and principles of Chinese medicine to contemporary practice of Chinese medicine

We would generally expect that students are exposed to Chinese medicine terms associated with

- Chinese medical theory e.g. yin/yang, five phases, qi and blood,
- channel theory e.g. twelve regular channels, eight irregular channels
- viscera and bowels e.g. five zang and six fu
- diagnostics e.g. commonly seen Chinese medicine syndromes, and
- treatment e.g. commonly used acupuncture points and herbal substance names.

In order to work within the Australian context, Chinese medicine practitioners need to know how to screen and refer clients to other health practitioners, because the theory of western medicine underpins the paradigm and system in which Chinese medicine is practised in Australia.

You are required to explain how you decide what aspects of western biomedical sciences are covered by the program, what areas are covered and how these areas are covered (for example units/subjects are taught in common with other health sciences students), how the teaching of these areas is integrated with the practice of Chinese medicine and how you address the particular needs of Chinese medicine practice - for example students may study surface anatomy with other health sciences students, but Chinese medicine students may focus on its relevance to acupuncture practice, whereas the study of drug-herb interactions and its relevance to Chinese herbal medicine practice is likely to be specific to Chinese herbal medicine students.

We generally expect study of the western biomedical sciences in the program to have a clinical focus and that the teaching and learning strategies will provide students with the breadth and depth of understanding of areas such as cell biology, anatomy, physiology and pathology to enable them to:

- engage in safe practice in the Australian health system
- communicate with western medicine practitioners using terms that are understood by those practitioners
- recognise emergencies
- relate red flag conditions with western medical terms, and
- avoid adverse events in administering herbs and acupuncture.

We do not expect you to cover genetics or exercise physiology.

We generally expect study of the behavioural sciences in the program will include introductory health psychology, introductory sociology and public health.

You should identify any biomedical and behavioural sciences units/subjects that are common to Chinese medicine students and other health sciences students and any teaching and learning of these areas that is specific to Chinese medicine students.

You are required to provide evidence that supports your explanations of the above.

Some of the information you provide in template 6.5 may be relevant to demonstrating how you meet standard 4.1.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. What level of knowledge are students expected to reach with respect to the underlying principles and theories of Chinese medicine?
2. What level of knowledge are students expected to reach with respect to biomedical and behavioural sciences?
3. How do you ensure non Chinese medicine lecturers teaching into your units/subjects contextualise their discipline to the practice of Chinese medicine so that students can apply knowledge of medical sciences, behavioural sciences etc. to the resolution of Chinese medicine clinical problems and challenges?

4. How are the key decisions made about the selection of prescribed academic materials and media in Chinese medicine, medical sciences and the behavioural sciences and how does this ensure relevance and currency of student learning? Is there a policy to recommend certain internet sites to students?

If your application does not include responses to the questions in the Guidance for this standard, we may ask you to respond to these questions during the site visit.

Other sources of guidance

Resources available from the World Health Organisation, Traditional and Complementary Medicines <http://www.who.int/medicines/areas/traditional/en/>

Resources available from the World Health Organisation, Western Pacific Region Traditional Medicine Publications and documents http://www.wpro.who.int/traditional_medicine/documents/en/

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We want to be sure that in order to successfully complete the program each student must demonstrate each part of the standard from 6.6.1 through to 6.6.14.

To meet this standard, you must provide evidence that shows:

- the relationship between each part of the standard and the unit/subject learning outcomes of the program
- where each part of the standard is covered by units/subjects in the program, and
- in which unit/subject each part of the standard is assessed.

You are required to use template 6.6 to list the learning outcomes of the units/subjects that are relevant to each part of Standard 6.6.

We will want to see a detailed unit/subject outline for each unit/subject you list in the template for this standard. We generally expect each detailed unit/subject outline to include: the learning outcomes, the assessment tasks identifying which learning outcome is being assessed, weighting and timing of assessments, the schedule that identifies the topics covered by the unit/subject, the type of delivery of each topic such as lecture, demonstration or practical class and a list of key references. If your unit/subject outlines do not contain all or some of this information, you can provide the information that isn't included in your unit/subject outlines in a different format.

We will want to see evidence that explicitly identifies how and where the learning outcomes for each unit/subject in the program are assessed – this may include the information about each assessment task that you provide to the students and to staff teaching in the program. You should clearly identify which unit/subject learning outcomes are assessed by each assessment task for that unit/subject.

During the site visit we will want to see de-identified examples of completed and graded student assessment work relevant to each part of standard 6.6. These may include work across all years of the program.

You are required to

- explain how you:
 - determine the specific knowledge of theories that students must acquire to ensure the safe application of acupuncture and Chinese medicine manual therapies. Your explanation may address the following type of issues:
 - How do you know if the quantity and selection of points your students are exposed to leads to safe and effective acupuncture practice?
 - How do you know if your approach to teaching channel theory detail ensures all students can effectively practice acupuncture?
 - Do you require students to cover the study of micro-systems (ear and scalp points)? If not why not?
 - How do you know if your approach to teaching students about indications for use and contraindications leads to safe and effective acupuncture practice?
 - determine the selection of clinical primary acupuncture literature, including the classics, that students are required to study, and
 - determine that your approach to teaching the clinical primary acupuncture literature, including the classics, enables all students to relate this knowledge to contemporary practice

- explain how your approach to teaching clinical interviewing skills, including physical examination ensures all students are:
 - capable of obtaining detail of the presenting problem
 - familiar with recording and performing the four main Chinese medicine diagnostic methods – inspection, auscultation and olfaction, interrogation, and palpation (including arterial pulses)
 - capable of obtaining information about the patient's medical history, including through diagnostic reports
 - able to record the cause, development and progression of the condition, and
 - familiar with performing physical examinations additional to the four main Chinese medicine diagnostic methods, such as palpation of points, muscles, tendons, bones for uniformity, pain, tension, sensitivity, vacuity, and heat or cold.
- explain how you
 - determine that the treatment options you teach such as acupuncture, *gua sha*, *tuina*, moxibustion, dermal hammer, cupping etc enable all students to safely and effectively practice acupuncture and other Chinese medicine manual therapies. Your explanation may address the following types of issues:
 - How do you determine which Chinese medicine manual therapies to include in the program to ensure effective practice?
 - How do you know if your approach to teaching acupuncture and Chinese medicine manual therapies leads to safe practice?
 - determine which skills are covered in the program to provide for safe and effective practice of acupuncture and other Chinese medicine manual therapies. Your explanation may address the following types of issues:
 - How do you know if your approach to teaching safe needling techniques leads to safe practice of acupuncture?
 - How do you know if your approach to teaching moxibustion leads to safe practice?
 - How do you know if your approach to teaching dangerous points leads to safe practice?
 - How do you ensure that all students know how to recognise and respond to clinical emergencies, such as pneumothorax, fainting, burns etc?
 - How do you know if your approach to teaching infection control is effective and leads to safe practice?
 - How do you ensure that the teaching of appropriate draping techniques ensures all students are able to protect patient privacy in an acceptable and appropriate manner?
 - determine which common diseases and conditions, and which specific diseases and conditions, are addressed in the program.

We generally expect to see that your teaching of management and disposal of needles and sharps containers covers the procedures for storage of sharps containers, knowledge of medical waste management companies that dispose of sharps containers, knowledge of and reference to the Chinese Medicine Board of Australia infection control guidelines for acupuncture and knowledge of and reference to relevant practice management guidelines.

You should explain how your approach to teaching diagnosis ensures all students:

- are able to safely and effectively practice acupuncture
- can effectively interpret and analyse information gathered in clinical interview, and
- are able to apply differentiation of diseases (*bian bing*) and patterns (*bian zheng*).

You should explain how you determine which clinical Chinese medicine areas of study you include in the program and how you determine that students receive the breadth and depth of understanding to enable them to:

- engage in safe and effective practice of acupuncture and other Chinese medicine manual therapies
- treat a range of common, as well as some specific, diseases and conditions, and
- satisfactorily achieve the range of capabilities listed in standard 6.6.

We generally expect to see the following areas of clinical Chinese medicine covered; internal medicine, gynaecology, paediatrics, external medicine, traumatology, and dermatology. If any of these areas is not

covered, your explanation should include a detailed rationale for not including that area, There may be additional areas that you cover such as ENT, ophthalmology etc. Where this is the case your explanation should include a detailed rationale for including those areas.

You are required to explain how your approach to teaching healthy living within the Chinese medicine framework ensures all students are able to effectively advise patients on lifestyle choices, diet and nutrition, exercise, self management techniques and other relevant areas.

You are required to provide evidence that supports all of your explanations in response to the requirements outlined above.

Some of the information you provide in template 6.6 may be relevant to demonstrating how you meet standard 4.1.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard. If your application does not include responses to the questions in the Guidance for this standard, we may ask you to respond to these questions during the site visit.

Other sources of guidance

Resources available from the World Health Organisation, Traditional and Complementary Medicines <http://www.who.int/medicines/areas/traditional/en/>

Resources available from the World Health Organisation, Western Pacific Region Traditional Medicine Publications and documents http://www.wpro.who.int/traditional_medicine/documents/en/

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We want to be sure that in order to successfully complete the program each student must demonstrate each part of the standards from 6.7.1 through to 6.7.17.

To meet this standard, you must provide evidence that shows:

- the relationship between each part of the standard and the unit/subject learning outcomes of the program
- where each part of the standard is covered by units/subjects in the program, and
- in which unit/subject each part of the standard is assessed.

You are required to use template 6.7 to list the learning outcomes of the units/subjects that are relevant to each part of Standard 6.7.

We will want to see a detailed unit/subject outline for each unit/subject you list in the template for this standard. We generally expect each detailed unit/subject outline to include: the learning outcomes, the assessment tasks identifying which learning outcome is being assessed, weighting and timing of assessments, the schedule that identifies the topics covered by the unit/subject, the type of delivery of each topic such as lecture, demonstration or practical class and a list of key references. If your unit/subject outlines do not contain all or some of this information, you can provide the information that isn't included in your unit/subject outlines in a different format.

We will want to see evidence that explicitly identifies how and where the learning outcomes for each unit/subject in the program are assessed – this may include the information about each assessment task that you provide to the students and to staff teaching in the program. You should clearly identify which unit/subject learning outcomes are assessed by each assessment task for that unit/subject.

During the site visit we will want to see de-identified examples of completed and graded student assessment work relevant to each part of standard 6.7. These may include work across all years of the program.

You are required to

- explain how you
 - determine the specific knowledge of theories that students must acquire to ensure the safe application of Chinese herbal medicine practice. Your explanation may address the following types of issues:
 - how do you know if the principles of Chinese herbal materia medica and formulas your students are exposed to leads to safe Chinese herbal medicine practice?
 - how do you determine which Chinese materia medica and Chinese herbal formulas to teach to your students to ensure they can engage in safe and effective Chinese herbal medicine practice?
 - how do you know if the quantity and selection of Chinese material medica and Chinese medicinal herbal formulas your students are exposed to ensures they are safe to practice Chinese herbal medicine?
 - how did you determine the level of pharmacology, pharmacognosy and toxicology you teach to your students to ensure they can engage in safe and effective Chinese herbal medicine practice?
 - determine the selection of classics that your students are required to study
 - know if your approach to teaching the classics enables all students to relate knowledge from the classics to contemporary Chinese herbal medicine practice
 - determine which common diseases and conditions and which specific diseases and conditions are addressed in the program,
 - align the knowledge of herbs and herbal formulas with teaching about the treatment of common and some specific diseases and conditions, and
 - know if your approach to teaching herbal formulas, including the number and selection of formulas taught, ensures all students are able to treat a range of common and some specific diseases and conditions.
- explain how your approach to teaching clinical interviewing skills, including physical examination ensures all students are:
 - capable of obtaining detail of the presenting problem
 - familiar with recording and performing the four main Chinese medicine diagnostic methods – inspection, auscultation and olfaction, interrogation, and palpation (including arterial pulses)
 - capable of obtaining information about the patient’s medical history, including through diagnostic reports
 - able to record the cause, development and progression of the condition, and
 - familiar with performing physical examinations additional to the four main Chinese medicine diagnostic methods, such as palpation of points, muscles, tendons, bones for uniformity, pain, tension, sensitivity, vacuity, and heat or cold.
- explain how you
 - determine which skills are covered in the program to provide for safe and effective practice of Chinese herbal medicine. Your explanation may address the following types of issues:
 - how do you know if your approach to teaching diagnosis leads to safe practice?
 - how do you know if your approach to teaching identification of Chinese material medica ensures graduates are able to safely identify a range of Chinese material medica?
 - how do you know if your approach to teaching scheduled herbs leads to safe practice?
 - how do you determine which techniques of processing Chinese herbal medicines (pao zhi) need to be covered to ensure your students can engage in safe and effective practice of Chinese herbal medicine practice?
 - how do you know if your approach to teaching dispensing skills ensures your students can engage in safe practice?
 - how do you know if your approach to teaching clinical management, including herbal dispensary management, ensures your students can engage in safe practice?

You should explain how your approach to teaching diagnosis ensures all students:

- are able to engage in safe and effective Chinese herbal medicine practice
- can effectively interpret and analyse information gathered in clinical interview, and
- are able to apply differentiation of diseases (bian bing) and patterns (bian zheng).

You should explain how you determine which clinical Chinese medicine areas of study are covered in the program and how you know if students receive the breadth and depth of understanding to enable them to:

- engage in safe and effective practice of Chinese herbal medicine
- treat a range of common, as well as some specific, diseases and conditions, and
- satisfactorily achieve the range of capabilities listed in standard 6.7.

We generally expect to see the following areas of clinical Chinese medicine covered; internal medicine, gynaecology, paediatrics, external medicine, traumatology, and dermatology. If any of these areas is not covered, your explanation should include a detailed rationale for not including that area. There may be additional areas that you cover such as ENT, ophthalmology etc. Where this is the case your explanation should include a detailed rationale for including those areas.

You are required to explain how your approach to teaching healthy living within the Chinese medicine framework ensures your students are able to effectively advise patients on lifestyle choices, diet and nutrition, exercise, self management techniques and other relevant areas.

We generally expect the learning outcomes and assessment related to the correct usage and method of administration of prescribed Chinese herbal medicines to require students to explain:

- the decoction and the poultice methods of administration
- the correct use of salves
- the cautions and contraindications of the prescribed medicines, and
- what to do in the event of an adverse reaction.

The National Board is in the process of consulting on its draft Guidelines on writing prescriptions, labelling and dispensing for Chinese medicine practitioners. We generally expect that the learning outcomes and assessment related to correct labelling of herbal medicines would refer to and adequately cover these guidelines once they are published. In the interim we would expect the learning outcomes related to labelling of herbal medicines to refer to and adequately cover the guidelines in place immediately prior to the implementation of national registration and accreditation scheme.

You are required to provide evidence that supports all of your explanations in response to the requirements outlined above.

Some of the information you provide in template 6.7 may be relevant to demonstrating how you meet standard 4.1.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. How do you prepare students to communicate with, and refer to, other health practitioners within and external to the Chinese medicine discipline?
2. What teaching strategies and evaluation methods do you use to ensure students know what is expected of them in relation to the delivery of appropriate patient care?

If your application does not include responses to the questions in the Guidance for this standard, we may ask you to respond to these questions during the site visit.

Other sources of guidance

Guidelines for the practice of Chinese herbal medicine including Schedule 1 herbs. Revised March 2012. Chinese Medicine Board of Victoria. Available at:

<http://pandora.nla.gov.au/pan/134910/20120628-001/www.cmr.vic.gov.au/information/p%26c/practiceconduct.html>

Chinese Medicine Board of Australia will publish a consultation draft of its *Guidelines on writing prescriptions, labelling and dispensing for Chinese medicine practitioners* in early 2014.

Resources available from the World Health Organisation, Western Pacific Region Traditional Medicine

Publications and documents http://www.wpro.who.int/traditional_medicine/documents/en/

Resources available from the World Health Organisation, South East Asian Region, HerbalNet - a digital repository in herbal medicine <http://herbalnet.healthrepository.org/>

Resources available from the World Health Organisation Quality control methods for herbal materials http://www.who.int/medicines/publications/qas_herbalmed/en/

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.

Guidance

You must complete the relevant sections of the application form and submit evidence to support any claims you make about how you meet this standard. This standard has more than one part, clearly identify and address each part of the standard.

We want to be sure that in order to successfully complete the program each student must demonstrate each part of the standard from 6.8.1 through to 6.8.7.

To meet this standard, you must provide evidence that shows:

- the relationship between each part of the standard and the unit/subject learning outcomes of the program
- where each part of the standard is covered by units/subjects in the program, and
- in which unit/subject each part of the standard is assessed.

You are required to use template 6.8 to list the learning outcomes of the units/subjects that are relevant to each part of Standard 6.8.

We will want to see a detailed unit/subject outline for each unit/subject you list in the template for this standard. We generally expect each detailed unit/subject outline to include: the learning outcomes, the assessment tasks identifying which learning outcome is being assessed, weighting and timing of assessments, the schedule that identifies the topics covered by the unit/subject, the type of delivery of

each topic such as lecture, demonstration or practical class and a list of key references. If your unit/subject outlines do not contain all or some of this information, you can provide the information that isn't included in your unit/subject outlines in a different format.

We will want to see evidence that explicitly identifies how and where the learning outcomes for each unit/subject in the program are assessed – this may include the information about each assessment task that you provide to the students and to staff teaching in the program. You should clearly identify which unit/subject learning outcomes are assessed by each assessment task for that unit/subject.

During the site visit we will want to see de-identified examples of completed and graded student assessment work relevant to each part of standard 6.8. These may include work across all years of the program.

You are required to

- explain how you:
 - determine the specific knowledge of theories that students must acquire to ensure the safe application of Chinese herbal dispensing. Your explanation may address the following types of issues:
 - How do you know if your approach to teaching introductory botany, taxonomy and zoology enables safe Chinese herbal dispensing?
 - How do you know if the principles of Chinese herbal materia medica and formulas that students are exposed to enables them to engage in safe Chinese herbal dispensing?
 - How do you determine which Chinese materia medica and Chinese herbal formulas students need to learn about to ensure they can engage in safe and effective Chinese herbal dispensing?
 - How do you know if the quantity and selection of Chinese material medica and Chinese medicinal herbal formulas that you teach to your students ensures they can engage in safe Chinese herbal dispensing?
 - determine the specific knowledge of theories about the interaction between herbal and pharmaceutical medicines that students must acquire to ensure they are able to engage in the safe application of Chinese herbal dispensing. Your explanation may address the following types of issues:
 - How do you determine what level of pharmacology, pharmacognosy and toxicology to teach to your students to ensure they can engage in safe practice of Chinese herbal dispensing?
 - How does your approach to teaching the principles of pharmacokinetics and pharmacodynamics ensure students can engage in the safe application of Chinese herbal dispensing?
 - How does your approach to teaching toxicology including the procedures for evaluating toxicity, the types of toxic effects, and the action mechanisms of antidotes ensure students can engage in safe application of Chinese herbal dispensing?
 - know if your approach to teaching herbal processing (*pao zhi*) enables the safe practice of Chinese herbal dispensing. Your explanation may address the following types of issues:
 - How do you know which techniques of *pao zhi* to teach in order to ensure safe and effective Chinese herbal dispensing?
 - How do you know if your approach to teaching the actions and processes for the each of the main methods of *pao zhi* enable safe and effective Chinese herbal dispensing?
 - determine which skills are covered in the program to ensure students can engage in safe and effective Chinese herbal dispensing. Your explanation may address the following types of issues:
 - How do you know your approach to teaching herbal quality assessment, grading and authentication leads to safe Chinese herbal dispensing?
 - How do you know that your approach to teaching students to scrutinise and fill herbal prescriptions leads to safe Chinese herbal dispensing?
 - How do you know if your approach to teaching identification of Chinese material medica ensures graduates are able to safely identify a range of Chinese material medica?
 - How do you know if your approach to teaching scheduled herbs leads to safe

- practice?
- How do you determine which techniques of processing Chinese herbal medicines (pao zhi) need to be covered to ensure your students can engage in safe and effective practice of Chinese herbal medicine practice?
- How do you know if your approach to teaching dispensary management ensures your students can engage in safe practice?

We generally expect the learning outcomes and assessment related to teaching and learning about the interaction between herbal and pharmaceutical medicines ensure students are able to:

- describe interactions of herbs with other herbs, with nutrients and with plant contaminants,
- describe interactions of herbs with Australian drugs and poisoning schedules and reporting mechanisms
- demonstrate knowledge of herb-herb and herb-drug interactions
- describe adverse reactions and principles of the safe use of drugs
- identify the key steps to prevent and manage drug-related disorders,
- acquire the skills required to access information on drugs, and
- gain an understanding of toxicology including the procedures for evaluating toxicity, the types of toxic effects, and the action mechanisms of antidotes.

You are required to provide evidence that supports all of your explanations in response to the requirements outlined above.

We generally expect to see that the learning outcomes and assessment related to safe storage of herbs and herbal dispensary management would include procedures that describe the methods of safe storage of herbs including reference to Australian food handling and relevant asepsis guidelines, procedures for auditing the quality of stored herbs and monitoring expiry dates, and knowledge of scheduled herbs (i.e. The Poisons Standard – SUSMP).

We generally expect the learning outcomes and assessment related to the correct usage and method of administration of prescribed Chinese herbal medicines to require students to explain:

- the decoction and the poultice methods of administration
- the correct use of salves
- the cautions and contraindications of the prescribed medicines, and
- what to do in the event of an adverse reaction.

The National Board is in the process of finalising its *Guidelines for safe Chinese herbal medicine practice*. We generally expect that the learning outcomes and assessment related to correct labelling of herbal medicines would refer to and adequately cover these guidelines once they are published. In the interim we would expect the learning outcomes to refer to and adequately cover the guidelines in place immediately prior to the implementation of national registration and accreditation.

Some of the information you provide in template 6.8 may be relevant to demonstrating how you meet standard 4.1.

Example questions

During the site visit, we may require you to provide additional information or to respond to questions about this standard such as:

1. What teaching strategies and evaluation methods do you use to ensure students know what is expected of them in relation to the dispensing of Chinese herbal medicines?

If your application does not include responses to the questions in the Guidance for this standard, we may ask you to respond to these questions during the site visit.

Other sources of guidance

Guidelines for the practice of Chinese herbal medicine including Schedule 1 herbs. Revised March 2012. Chinese Medicine Board of Victoria. Available at:

<http://pandora.nla.gov.au/pan/134910/20120628-001/www.cmr.vic.gov.au/information/p%26c/practiceconduct.html> last accessed 12 Nov 2013

Resources available from the World Health Organisation, Western Pacific Region Traditional Medicine Publications and documents http://www.wpro.who.int/traditional_medicine/documents/en/

Resources available from the World Health Organisation, South East Asian Region, HerbalNet - a digital repository in herbal medicine <http://herbalnet.healthrepository.org/>

Resources available from the World Health Organisation Quality control methods for herbal materials http://www.who.int/medicines/publications/qas_herbalmed/en/

Glossary

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.
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 practice	is practice of clinical skills upon a patient undertaken under supervision and as such does not include simulated learning environments, practice with a fellow student or practice on inanimate objects (in the case of needling practice)
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.
Credit arrangements	means formal negotiated arrangements within and between education providers, or between education providers and students, about student entitlement to credit for components of a program. (Adapted from: <i>TEQSA Application Guide</i>)
Current research and 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. (Source: <i>TEQSA Application Guide</i>)
Education provider	means: (a) a university, or (b) other provider registered by TEQSA as a “Higher Education Provider”.
Learning outcomes	means the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate

as a result of learning.

(Adapted from: *Australian Qualifications Framework, January 2013*)

Moderation	quality assurance, control processes and activities such as peer review that aim to assure: consistency or comparability, appropriateness, and fairness of assessment judgments; and the validity and reliability of assessment tasks, criteria and standards. Moderation of assessment processes establish comparability of standards of student performance across, for example, different markers, locations, subjects, providers and/or courses of study.
Recognition of prior learning	means a process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual's application for credit for components of a program. (Adapted from: <i>TEQSA Application Guide</i>)
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' and must comply with the specifications in the threshold HES.
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	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 theory (<i>wu xing</i>).
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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