Education Accreditation

Australian and New Zealand Osteopathic Council (ANZOC)
Council of Australian Governments (COAG) Standing Council on Health (SCoH)

Meets as ‘Australian Health Workforce Ministerial Conference’
(to fulfill legislative and governance obligations under Health Practitioner Regulation National Law Act 2009)

- Australian Health Ministers Advisory Council (AHMAC)
  - Principal Committee of AHMAC
    - Health Workforce Principal Committee (HWPC)
  - National Boards
    - State and Territory Regional Boards
  - Accreditation authorities
    - Health Professions Accreditation Councils’ Forum
- Accreditation authorities
- AHPRA Agency Management Committee
  - Australian Health Practitioners Regulation Agency (AHPRA)
    - AHPRA National office
    - AHPRA State and Territory Office
Who is ANZOC?

• National Boards have a choice between external accreditation entity (“accreditation authority”) or a committee of the National Board

• ANZOC is the accreditation authority for the osteopathy profession in Australia

• Accreditation authorities work with their National Board to deliver specified functions under a formal agreement with AHPRA on the Board’s behalf

• ANZOC is legally constituted as an independent entity
Our Role Under the National Law

- Develop and review accreditation standards
- Accredit programs of study and education providers
- Assess overseas assessing authorities
- Assess overseas qualified health practitioners
Develop and Review Accreditation Standards

- Develop, revise, review
- 22 standards split into three categories
- Supplemented by procedures
- Developed in accordance with a number of guiding documents
- Publicly available from website
Accredit Programs of Study and Education Providers

- Three osteopathic programs of study in Australia
- All transitioned as approved programs of study on 1 July 2010 and have subsequently been accredited by ANZOC
- Three grades of accreditation (accreditation, accreditation with conditions, refused accreditation)
- Maximum period of accreditation = 5 years
- Annual monitoring report due 30 June each year
Challenges

- Complex regulatory environment
- Burden on education providers
- Small profession with small number of programs of study
- Assessment of new programs and dealing with major changes
- Monitoring of education providers and programs of study
Working With Other Professions

- Strategies to encourage consistency between professions (for example, standardised glossary of terms, reporting to National Boards)
- Register of assessors
- Common training of assessors
- Common competencies for assessors
- Report templates/report writing guidelines
- Sharing of best practice examples/policies (for example, conflict of interest, confidentiality)
- Workshops, discussion groups
Future Initiatives

- Planned review of the accreditation standards in 2014
- Opportunities to increase cross-professional collaboration and innovation
- Opportunities to facilitate and support inter-professional learning
- Opportunities to encourage use of simulated learning environments where appropriate