



Optometry Council of
Australia and New Zealand

EXECUTIVE SUMMARY

Education Provider: University of Melbourne
Program: Doctor of Optometry Program (OD)
Date: September 2015
Outcome: Accredited until 31 December 2023

INTRODUCTION

The Optometry Council of Australia and New Zealand (OCANZ) was established in 1996. Its function includes assessment, for the purposes of accreditation, programs designed to produce graduates suitable for registration as optometrists in Australia or New Zealand.

THE ACCREDITATION PROCESS

The overall aim of the accreditation process is to evaluate the extent to which the program complies with the 10 OCANZ Standards set out in *Accreditation Manual for Optometry Programs in Australia and New Zealand Part 2 –Standards April 2006*. The assessment follows the process and procedures described in the OCANZ publication *Accreditation Manual for Optometry Programs in Australia and New Zealand Part 1- Processes and Procedures August 2012* (www.ocanz.org).

OCANZ may grant accreditation if it is satisfied that a program of study, and the education provider that provides it, meets an approved accreditation standard. OCANZ may also grant accreditation with conditions on the program's approval, if it is satisfied the program will meet the standard within a reasonable time. OCANZ's recommendations inform registration decisions made under national law in Australia and New Zealand.

BACKGROUND

In 2015, the OCANZ Board appointed a four member assessment team to undertake the reaccreditation assessment of the University of Melbourne Optometry program.

The assessment team appointed by the OCANZ Board reviewed the submission, undertook a three day site visit in May 2015, prepared a report and made a recommendation on accreditation to the OCANZ Board.

The OCANZ Board notified the Optometry Board of Australia (OBA), Optometrists and Dispensing Opticians Board – New Zealand (ODOB), Head of Department and the Vice-Chancellor of University of Melbourne of its decision.

KEY FINDINGS AND OBSERVATIONS OF THE ASSESSMENT TEAM

Overall, the assessment team is satisfied that the graduates of the OD program will have the knowledge, skills and attributes to meet competency standards (including the therapeutic competencies) as entry level practitioners and that they will be equipped with the necessary skills to maintain those competencies.

The submission prepared by the Department was comprehensive and clear. The team appreciated the positive approach taken by the academic and administrative staff of the Department to participation in the accreditation process. The assessment team was able to engage in frank and open discussions with all parties associated with the accreditation process and appreciated the prompt responses to requests for further information or clarification of issues.

The following table lists the key findings of the assessment team. Where an Accreditation Standard is noted as 'substantially met with conditions' or 'not met' the Department is required to provide evidence to OCANZ that the actions required in order to meet the specific Standard have been taken.

STANDARD	OUTCOME AND EVIDENCE (not met, substantially met with conditions imposed or met)
1. Organisation, governance and funding	Overall the standard is MET
<p><u>Areas of strength:</u></p> <ul style="list-style-type: none"> • strong leadership team • good relationship with other institutions in eye care and health care fields in Australia and overseas <p><u>Recommendation:</u></p> <ul style="list-style-type: none"> • ensure that the course advisory committee is fully meeting its own objectives to provide advice and direction to assist the development, delivery and marketing of the course 	<u>Actions required:</u> None
2. Educational goals and objectives	Overall the standard is MET
<p><u>Areas of strength:</u></p> <ul style="list-style-type: none"> • educational goals and objectives are well-aligned with the goals described by OCANZ 	<u>Action required:</u> None
3. Program Development and Management	Overall the standard is MET

STANDARD	OUTCOME AND EVIDENCE (not met, substantially met with conditions imposed or met)
<p><u>Areas of strength:</u></p> <ul style="list-style-type: none"> well developed and managed program <p><u>Recommendation:</u></p> <ul style="list-style-type: none"> investigate ways to increase feedback from employers to inform the ongoing development of the curriculum 	<p><u>Actions required:</u> None</p>
<p>4. Program curriculum</p>	<p>Overall the standard is MET</p>
<p><u>Areas of strength:</u></p> <ul style="list-style-type: none"> Strong culture of research and high level of research performance reflected in the curriculum. Commencing clinical training from beginning of program Parallel didactic learning and clinical teaching threads. Innovative curriculum design 	<p><u>Actions required:</u> None</p>
<p>5. Teaching and learning methods</p>	<p>Overall the standard is MET</p>
<p><u>Areas of strength:</u></p> <ul style="list-style-type: none"> Varied and innovative teaching and learning methods. Encouragement of staff to obtain academic qualifications in teaching and learning. 	<p><u>Action required:</u> None</p>
<p>6. Clinical training and settings</p>	<p>Overall the standard is MET</p>
<p><u>Areas of strength:</u></p> <ul style="list-style-type: none"> preclinical training begins at start of Year one clear evidence of an extensive and varied clinical experience <p><u>Recommendation</u></p> <ul style="list-style-type: none"> The team suggests that best practice for extramural placement would include obtaining feedback from extramural supervisors independent of the student reflection on practice form. The team suggests that the scope and purpose of rural and overseas extramural placements should be clearly and consistently stated in documentation provided to the students and professional placement providers. 	<p><u>Actions required:</u> None</p>

STANDARD	OUTCOME AND EVIDENCE (not met, substantially met with conditions imposed or met)
7. Student Assessment	Overall the standard is MET
<u>Areas of strength:</u> <ul style="list-style-type: none"> • Final year Portfolio system encourages self-reflection and promotes lifelong learning. • Red flag system ensures early remediation of students with clinical weaknesses. 	<u>Actions required:</u> None
8. Teaching and support staff	Overall the standard is MET
<u>Areas of strength:</u> <ul style="list-style-type: none"> • Enthusiastic and committed staff 	<u>Actions required:</u> None
9. Students	Overall the standard is MET
<u>Areas of strength:</u> <ul style="list-style-type: none"> • Enthusiastic, articulate and committed students who are well aware that they are in a professional programme and a future part of a profession. • The students value the portfolio as an important means of developing professional and personal growth. 	<u>Actions required:</u> None
10. Physical resources	Overall the standard is MET
<u>Areas of strength:</u> <ul style="list-style-type: none"> • Teaching, clinical and research facilities of a high standard 	<u>Actions required:</u> None

OUTCOME

OCANZ is satisfied that the Doctor of Optometry program conducted by the Department of Optometry and Vision Sciences, the University of Melbourne meets the 10 OCANZ Accreditation Standards including those for therapeutic practice.

The OCANZ Board has agreed to accredit the program for a period of eight years until the 31 December 2023 provided there are no major changes to the program during this period.

The Department is required within the Annual Reports, to include any changes made to the program in the preceding year and describe any significant changes to the resources allocated to the Department during that year. This is a general requirement of all accredited programs and not a condition specific to this Doctor of Optometry program.