



Optometry Council of
Australia and New Zealand

EXECUTIVE SUMMARY

Education Provider:	University of Auckland
Program:	Bachelor of Optometry
Date:	August 2017
Outcome:	Accredited with conditions until 31 December 2025

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 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).

The accreditation process evaluates the extent to which a program of study complies with the OCANZ Standards set out in *Accreditation Standards and Evidence Guide for Entry-Level Optometry Programs, Part 2 – Standards*, effective January 2017. The School prepared a submission that addressed how it was meeting each of the Standards.

Under the Australian *Health Practitioner Regulation National Law Act 2009*, OCANZ may grant accreditation if it is reasonably satisfied that a program of study, and the education provider that provides it, meet an approved accreditation standard. It may also grant accreditation if it is reasonably satisfied that the provider and the program of study substantially meet an approved accreditation standard, and the imposition of conditions on the approval will ensure the program meets the standard within a reasonable time.

BACKGROUND

In 2017, OCANZ appointed a four member assessment team to undertake the reaccreditation assessment of the University of Auckland Optometry Program. The accreditation process involves the assessment team reviewing a submission prepared by the University, conducting a three day site visit, writing a report and making 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 School and the Vice-Chancellor of University of Auckland of its decision.

KEY FINDINGS AND OBSERVATIONS OF THE ASSESSMENT TEAM

The recommendation of the assessment team is that accreditation is granted for a period of eight years with conditions, provided there are no major changes to the program during this period. In relation to Standard 3 (Program design, delivery and resourcing enable students to achieve the required professional competencies), the assessment team recommended two conditions detailed below.

The assessment team is satisfied that the graduates of the University of Auckland optometry program have the knowledge, skills and attributes to meet competency standards (including both universal and therapeutics competencies) as entry level practitioners in Australia and New Zealand and that they will be equipped with the necessary skills to maintain those competencies.

The assessment team was very impressed by the content and structure of the submission prepared by the School. The team appreciated the positive approach taken by the academic and administrative staff of the school in their participation in the accreditation process. The assessment team was able to engage in open and frank discussion with all parties associated with the accreditation process and appreciated the prompt responses to requests for further information or clarification on issues raised.

The following table displays the key findings of the assessment team. Where Accreditation Standards are noted as “substantially met” the School is required to provide evidence to OCANZ that the actions detailed in order to meet the specific standard have been appropriately completed. A strength refers to a particularly significant achievement by the education provider with regard to the program. A condition needs to be reported on by the education provider at a time specified by OCANZ. A recommendation refers to an action or a course of actions that should be considered by the provider to improve the delivery and/or outcomes of the program.

Standard 1 Public safety - Standard 1 is MET	
Criteria	Comments
1.1 Protection of the public and the care of patients are prominent amongst the guiding principles of the educational program, clinical training and student learning outcomes.	<p>Strengths</p> <p>The School has highly qualified and engaged staff.</p> <p>Entry interviews focus on the likelihood that the applicant has the personal qualities necessary to become a safe and competent health professional.</p> <p>Observation</p> <p>A separate staff code of conduct could be made available to staff.</p>
1.2 Screening for and management of student fitness to practice are effective.	
1.3 Students achieve the relevant competencies before providing patient care as part of the program.	
1.4 Suitably qualified and registered optometrists and/or health practitioners supervise students during clinical education.	
1.5 Health services and optometry practices providing clinical placements have robust quality and safety policies and processes and meet all required regulations and standards.	
1.6 Patients consent to care by students.	
1.7 Where required, all students are registered with the relevant regulatory authority/ies.	
1.8 The education provider holds students and staff to high levels of ethical and professional conduct.	

Standard 2 Academic Governance and Quality Assurance - Standard 2 is MET	
Criteria	Comments
<p>2.1 The provider has robust academic governance arrangements in place for the program of study that includes systematic monitoring, review and improvement.</p> <p>2.2 Quality improvement processes use student and other evaluations, internal and external academic and professional peer review to improve the program.</p> <p>2.3 There is relevant external input to the design and management of the program, including from representatives of the optometry professions.</p> <p>2.4 Mechanisms exist for responding within the curriculum to contemporary developments in health professional education and practice.</p>	<p>Strengths</p> <p>The School has active committees including the Board of Studies, Teaching and Learning, Curriculum, Optometry Advisory and Staff/Student Consultative committees. The School has embraced the quality improvement recommendations of the 2015 School review.</p> <p>Recommendation</p> <p>The Optometry School should resume practice management of the UoA optometry clinic, as direct control may assist with strategies to improve patient numbers at the clinic.</p>

Standard 3 Program of Study - Standard 3 is SUBSTANTIALLY MET	
Criteria	Comments
<p>3.1 A coherent educational philosophy informs the program of study design and delivery.</p> <p>3.2 Program learning outcomes address all the professional competencies endorsed by OCANZ.</p> <p>3.3 The quality, quantity and diversity of clinical training are sufficient to produce a graduate competent to practice across a range of settings.</p> <p>3.4 Learning and teaching methods are intentionally designed and used to enable students to achieve the required learning outcomes.</p> <p>3.5 Principles of inter-professional learning and practice are embedded in the curriculum.</p> <p>3.6 Teaching staff are suitably qualified and experienced to deliver the units that they teach.</p> <p>3.7 Learning environments support the achievement of the required learning outcomes.</p> <p>3.8 Learning environments support the achievement of research skills appropriate to the academic level of the program</p> <p>3.9 Facilities and equipment are accessible, well-maintained, fit for purpose and support the achievement of learning outcomes.</p> <p>3.10 Cultural competence is appropriately</p>	<p>Conditions</p> <p>1a) The 2018 Annual Report must provide an account of the implementation and impact of curriculum changes up to Part III of the program of study</p> <p>b) The 2019 Annual Report must provide an account of the implementation and impact of curriculum changes up to Part IV of the program of study</p> <p>c) The 2020 Annual Report must provide an account of the implementation and impact of curriculum changes up to Part V of the program of study</p> <p>2. The 2019 Annual Report must provide an account of the outcomes of the strategies to continue to ensure and, where appropriate, to increase the quantity and diversity of clinical experiences offered to students, noting in particular the pending closure of Tamaki clinic.</p> <p>Strengths</p> <ul style="list-style-type: none"> Principles of inter-professional learning and practice are strongly embedded throughout the program Cultural competence is addressed throughout the program, with outstanding attention to training in Māori health needs.

<p>integrated within the program and clearly articulated as required disciplinary learning outcomes: including an emphasis on Aboriginal, Torres Strait Islander, Māori and Pasifika cultures.</p> <p>3.11 The optometry program has the resources to sustain the quality of education that is required to facilitate the achievement of the competency standards.</p>	<ul style="list-style-type: none"> • Quality Staff • Online learning management system (CANVAS) • E-portfolios <p>Recommendations In light of the upcoming Tamaki clinic closure at the end of 2018, the School needs to increase clinical placements in other locations.</p> <p>Ongoing review of the clinic logbooks is necessary to accurately monitor students' patient experiences.</p> <p>Observations Staff workload is a concern. The School has fewer administrative staff than others in the Faculty and this adds to workload concerns. Office space and clinical research space is at capacity.</p>
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Standard 4 The Student Experience – Standard 4 is MET	
Criteria	Comments
<p>4.1 Course information is clear and accessible.</p> <p>4.2 Admission and progression requirements and processes are robust, equitable and transparent.</p> <p>4.3 Students have access to effective grievance and appeals processes.</p> <p>4.4 The provider identifies and provides support to meet the academic learning needs of students.</p> <p>4.5 Students are informed of and have appropriate access to personal support services provided by qualified personnel.</p> <p>4.6 Students are represented within the deliberative and decision making processes of the program.</p> <p>4.7 Equity and diversity principles are observed and promoted in the student experience.</p>	<p>Strengths Students are engaged and well represented at University, Faculty and School levels. There were many examples of their feedback being used to improve the program.</p>

Standard 5 Assessment – Standard 5 is MET	
Criteria	Comments
5.1 There is a clear relationship between learning outcomes and assessment strategies. 5.2 Scope of assessment covers all learning outcomes relevant to the competencies. 5.3 Multiple assessment tools, modes and sampling are used including direct observation in the clinical setting. 5.4 Program management and co-ordination, including internal and external moderation, ensure consistent and appropriate assessment and feedback to students. 5.5 Suitably qualified and experienced staff assess students, including external experts for final year. 5.6 All learning outcomes are mapped to the required competencies, and are assessed.	Strengths Learning outcomes are shown to relate to professional competencies and are made very clear to the students throughout the program

OUTCOME

OCANZ is satisfied that the Bachelor of Optometry program conducted by the School of Optometry and Vision Science, University of Auckland meets the OCANZ Accreditation Standards.

The OCANZ Board had agreed to accredit the program for a period of eight years until 31 December 2025 with conditions, provided there are no major changes to the program during this period. The conditions are:

- 1a) The 2018 Annual Report must provide an account of the implementation and impact of curriculum changes up to Part III of the program of study
 - b) The 2019 Annual Report must provide an account of the implementation and impact of curriculum changes up to Part IV of the program of study
 - c) The 2020 Annual Report must provide an account of the implementation and impact of curriculum changes up to Part V of the program of study
2. The 2019 Annual Report must provide an account of the outcomes of the strategies to continue to ensure and, where appropriate, to increase the quantity and diversity of clinical experiences offered to students, noting in particular the pending closure of Tamaki clinic.

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