
OPTOMETRY COUNCIL OF
AUSTRALIA AND NEW ZEALAND

ACCREDITATION MANUAL
FOR OPTOMETRY COURSES IN
AUSTRALIA AND NEW ZEALAND

**Part 1 Accreditation
Process and Procedures**

April 2006

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KEY TERMS

Accreditation Committee	Appointed by OCANZ, this committee is responsible for implementing and administering accreditation in accordance with the procedures and guidelines adopted by the Council.
Accreditation submission	Detailed information relating to the Guidelines provided by schools to OCANZ prior to the commencement of the accreditation process.
Assessment Team	Undertakes the review and assessment of optometry courses for accreditation purposes. The Accreditation Committee is responsible for recommending the membership of an Assessment Team to OCANZ.
Assessment Team report	Report of the Assessment Team completed at the conclusion of the assessment process. This report is presented to the Accreditation Committee and provides recommendations on the accreditation/re-accreditation of an optometry course.
Course (or program)	The undergraduate curriculum delivered by a school of optometry. <i>Note:</i> The term course has been adopted throughout these guidelines however the term program may be used by some schools.
Guidelines	Guidelines prepared by the Council that inform the development and accreditation of optometry courses.
EFTSU	Effective Full Time Student Unit – a means of quantifying student numbers for funding purposes.
Extramural placements	Student clinical placements that occur outside the optometry school.
Optometry Council of Australia and New Zealand (OCANZ)	The accrediting agency for the Australian and New Zealand Registration Boards, responsible for conducting national examinations for overseas qualified optometrists seeking registration in Australia and New Zealand and for developing and administering the accreditation system for Australian and New Zealand optometry courses.
School or Department of Optometry	Specialist area within a university that delivers optometry courses. <i>Note:</i> The term school has been used throughout these guidelines however the term department is used in some universities.
Subject	A component of an optometry course (or program).
Therapeutic practice	The practice of optometry that includes the prescribing of certain controlled drugs and poisons.

OVERVIEW

These accreditation guidelines and procedures published in 2006 comprise two parts, namely:

- Part 1 – Accreditation Process and Procedures
- Part 2 – Guidelines

This document is Part 1 of two guides. It provides information on the accreditation process and procedures of OCANZ, including procedures for the Assessment Team.

The Assessment Team and optometry schools should also refer to Part 2 for detailed information on the Guidelines and advice when preparing for the accreditation of a course.

BACKGROUND

Optometry has been a registered profession in Australia and New Zealand since the early 1900s. The relevant Registration Acts limit the practice of optometry to persons holding qualifications in optometry that are approved by the respective Registration Boards or prescribed by the regulations to the Acts. The Registration Boards in Australian states and territories and in New Zealand recognise all Australian and New Zealand optometry qualifications and, until the mid-1990s, also extended recognition to certain overseas qualifications.

In the past, Registration Boards did not have the resources to review all recognised optometry courses and often based recognition on the reputation of the educational institutions providing the courses. Recognition of overseas optometry qualifications was also selective and based on the widely accepted reputation of the institution. The Registration Boards were cautious in their recognition of other overseas qualifications due to limited knowledge of the courses and the providing institutions.

In the early 1990s, the Australian Health Ministers Advisory Committee (AHMAC) encouraged the health professions to develop a uniform national approach to registering practitioners to facilitate movement of practitioners between jurisdictions and to promote flexibility in training. There was also a desire to see more equitable means of recognising overseas qualifications for people wishing to practise in Australia. The views and policies of AHMAC led the optometry profession to document the standards of competence¹ it expected of practitioners on graduation.

The adoption of mutual recognition legislation² by the Australian Government and subsequently trans-Tasman mutual recognition legislation by the Australian and

¹ Competency Standards Optometry 1993, Australian Optometrical Association
² Commonwealth of Australia. *Mutual Recognition Act 1992*

New Zealand Governments ³ provided a further impetus to change. Under this legislation, registration to practise in any one state or territory conferred an automatic right to registration in any other jurisdiction. This made it imperative for the Registration Boards in Australia and New Zealand to adopt uniform standards for registration.

The Council of Optometry Registration Authorities (CORA) is the umbrella body that facilitates meetings of the Chairs and other representatives of the Australian and New Zealand Optometrical Registration Boards to discuss matters of mutual interest and to work towards national and trans-Tasman policies that ensure uniformly high standards of optometric practice in the region. At the 1995 annual meeting of CORA, it was agreed that the Optometry Council be established to:

- conduct examinations for overseas qualified optometrists seeking registration in Australia or New Zealand
- develop and administer a system of accreditation for Australian and New Zealand optometry courses, so that the Registration Boards could, with greater confidence, continue the practice of accepting those qualifications as sufficient evidence of competence in the practice of optometry.

The Optometry Council, that was formed as an incorporated organisation on 16 July 1996, parallels similar bodies in Australia, New Zealand and abroad, and in other professions such as medicine, dentistry, veterinary science and pharmacy. The Council, as the accrediting agency for the Registration Boards, published accreditation guidelines in 1998 drawing on the procedures developed by the Australian Medical Council (AMC)⁴ and the Council on Optometrical Education, which accredits schools of optometry in North America. These guidelines underwent a major review in 2004 to:

- streamline the accreditation process for optometry schools and the Assessment Teams assessing optometry courses
- establish criteria relevant to a graduate's ability to undertake therapeutic practice; this was required as changes to legislation in several jurisdictions⁵ formally extended the scope of optometric practice to include the prescribing of certain controlled drugs and poisons by suitably qualified optometrists.

The Optometry Council's name was changed in 2005 to the Optometry Council of Australia and New Zealand (OCANZ). Revised Accreditation Guidelines were published in 2006.

³ Commonwealth of Australia. *Trans-Tasman Mutual Recognition Act 1997*

⁴ Guidelines for the Assessment and Accreditation of Medical Schools, Australian Medical Council

⁵ Parliaments in Victoria, Tasmania, New South Wales and New Zealand have enacted such legislation.

1. INTRODUCTION

1.1 Role of OCANZ

OCANZ was established in 1996 and has the support of and representation from the:

- Registration Boards in Australia and New Zealand
- Heads of the optometry schools
- Optometrists Association Australia
- New Zealand Association of Optometrists.

The two key roles of OCANZ are:

- to conduct examinations for overseas qualified optometrists
- to accredit optometry courses in Australia and New Zealand.

Both roles aim to provide a system of quality assurance for the Registration Boards that all those entering the profession are competent to practise to contemporary standards.

1.2 Accreditation of courses

CORA decided that quality assurance of the primary phase of optometric education will be achieved through the accreditation of optometry courses in Australia and New Zealand. The accreditation process is based on a regular review of each course by an independent external agency – OCANZ.

Accreditation performs a number of important functions, including:

- assuring the Registration Boards that graduates are effectively prepared for entry to the profession
- providing schools with regular feedback on the contemporary needs of the profession.

Accreditation of professional training is of particular importance to the profession of optometry in Australia and New Zealand, as admission to a degree in optometry entitles the graduate to automatic and unrestricted registration within those regions under the laws of mutual recognition. Registration within Australia also enables optometrists to apply to participate in Medicare and Veterans Affairs schemes.

The aim of the accreditation process is to assess an optometry course against its own goals and objectives, provided these are concordant with OCANZ's Guidelines.

A summary of the ten Guidelines is included on page 10; refer to Part 2 for detailed information.

1.3 Optometric education

1.3.1 Goals of optometric education

Optometry courses have two key goals:

- to ensure that graduates are competent to undertake independent practice of optometry, including therapeutic practice
- to provide the educational foundation for career-long continuing learning and further training in specialist areas of optometry.

The scope of knowledge relating to optometry and its foundation in biomedical science is growing fast. Emphasis in optometric education should be placed on the principles underlying ophthalmic science and practice, although, as graduates must be capable of independent practice immediately on graduation, high levels of current knowledge and clinical skills proficiency must also be achieved.

As health needs change and evolve it is imperative that optometrists have, on graduation, the knowledge, skills and attitudes that will enable them to respond to change throughout their careers.

1.3.2 Defining the optometric curriculum

OCANZ does not prescribe the curriculum for optometry courses. Instead, it provides a set of Guidelines for the development of optometry courses, allowing each optometry school the flexibility to develop its own curriculum within the quality assurance mechanisms of the particular university.

As curriculum design and implementation is the responsibility of the schools, it is important that schools have processes and procedures that monitor the effectiveness of the curriculum in achieving outcomes that are consistent with the OCANZ Guidelines. Schools should have formal mechanisms for course review and for implementing changes to the curriculum and methods of teaching where required. All schools currently delivering accredited optometry courses are within reputable universities and are subject to university mechanisms to ensure the quality of the course and its delivery.

1.3.3 Summary of the Guidelines

The following is a summary of the ten OCANZ Guidelines. Refer to Part 2 of the Accreditation Guidelines for more detailed information.

1. Organisation, governance and funding

The optometry school should have sufficient funds and administrative and academic organisational structures that allow control over the objectives and direction of the optometry course, and the resources available for its implementation.

2. Educational goals and objectives

The goals and objectives of the course should be clearly stated and broadly consistent with those described by OCANZ as necessary to provide the knowledge, skills and attitudes for the effective and professional practice of optometry.

3. Course development and management

Schools are responsible for developing, implementing and monitoring a curriculum that achieves their stated educational goals and objectives. Optometry schools will have mechanisms for developing, monitoring and evaluating the course content and assessment requirements to achieve the goals and objectives of the course.

4. Course curriculum

Each optometry school should establish a curriculum capable of achieving its stated educational goals and objectives. This curriculum must provide:

- strong foundations in the basic and biomedical sciences and a thorough understanding of the optical and vision sciences
- a strong didactic program in the dysfunctions and diseases of the eye and the fundamental skills required for the practice of optometry.

5. Teaching and learning methods

Teaching and learning methods used in the optometry course should be consistent with the optometry school's educational goals and objectives and the nature of pre-clinical and clinical subjects. A range of learning strategies, especially those that promote active, student-centred inquiry, problem-based learning and the fostering of life long learning skills, should be used. .

6. Clinical training and settings

During the optometry course, students must be provided with extensive and varied clinical experience. This includes opportunities to have direct contact with patients over a significant period of time. It is also essential that students are taught in clinical environments where large numbers of patients of varying ages and social backgrounds are seen and where there is a wide diversity of presentations of ocular dysfunction and disease.

7. Student assessment

Student achievement of the educational goals and objectives for both the pre-clinical and clinical components of the course should be assessed using the most appropriate methods to ensure that the assessment is valid, sufficient, authentic and current. Assessment methods should be explicitly stated to students at the outset of the course and each course component/subject.

8. Teaching and support staff

An optometry school should be adequately staffed by academic, administrative and technical staff who have the appropriate qualifications and expertise to provide and support the educational goals and objectives of the optometry course.

Staff should be provided with professional development opportunities and be involved in performance review processes under the leadership of the Head of School.

9. Students

The optometry course should have clearly documented entry requirements and student selection methods for entry into the course, regardless of whether the selection is administered centrally by the university or by the school. Transparent mechanisms for exiting to alternative courses should also be provided to students.

Support services and facilities that provide assistance with both the academic and personal development of students should be accessible and promoted to students including specialised services for international students.

10. Physical resources

Appropriate facilities must be provided to meet the educational objectives of the optometry course. This includes facilities suitable for:

- teaching
- clinical training and experience
- researching and referencing current materials relating to the course.

2. ACCREDITATION PROCESS AND PROCEDURES

2.1 Overview of the accreditation process

2.1.1 Accreditation Committee

The accreditation process is the responsibility of the Accreditation Committee, which is appointed by OCANZ.

The Committee's responsibility is to implement and administer accreditation in accordance with the procedures and Guidelines adopted by the Council. The Committee can advise OCANZ on any matters relating to accreditation.

2.1.2 Assessment Teams

Assessment Teams undertake the review and assessment of optometry courses on behalf of the Accreditation Committee. The Accreditation Committee is responsible for recommending, to OCANZ, the membership of an Assessment Team.

The Chair is appointed by OCANZ from among the members of the Assessment Team. The Chair is usually a senior academic.

OCANZ's Executive Officer provides administrative support to the Assessment Team.

2.1.3 Accreditation process

The accreditation process follows the key steps outlined in the flowchart in Figure 1.

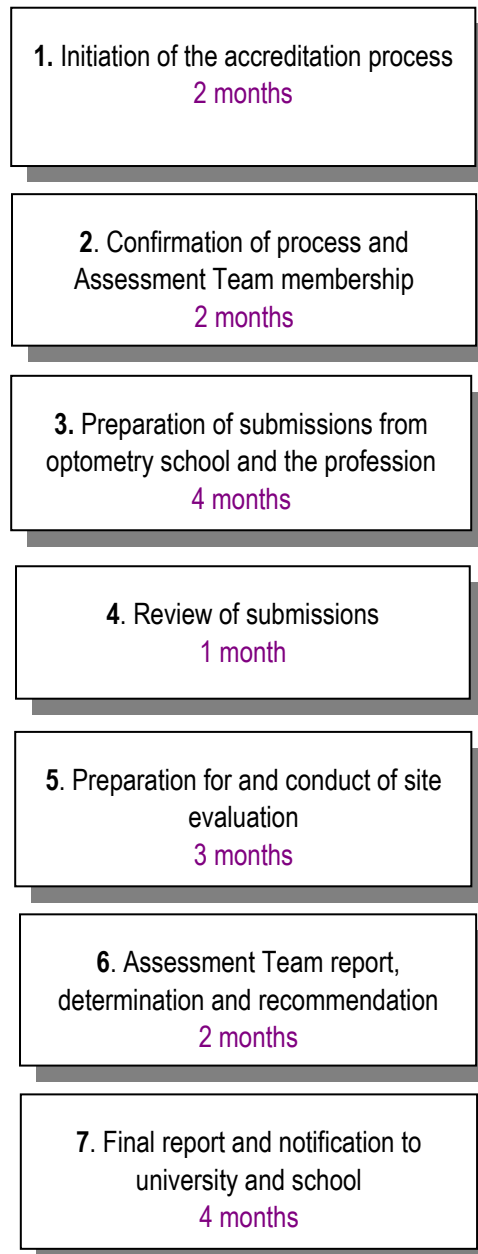


Figure 1: Accreditation process

2.1.4 Types of accreditation

There are three types of accreditation relevant to optometry courses. OCANZ has a process and procedures for each, covering:

- the review and re-accreditation of existing courses every eight years
- major changes to an optometry course
- accreditation of new courses.

Within each process, OCANZ has options for the granting of accreditation. These options cover the period of accreditation and may specify conditions.

The procedures and options for granting accreditation are summarised in Figure 2 and detailed in the ensuing sections:

- re-accreditation of an **existing** course – section 2.2
- accreditation of **major change** to an existing course – section 2.3
- accreditation of a **new** course – section 2.4.

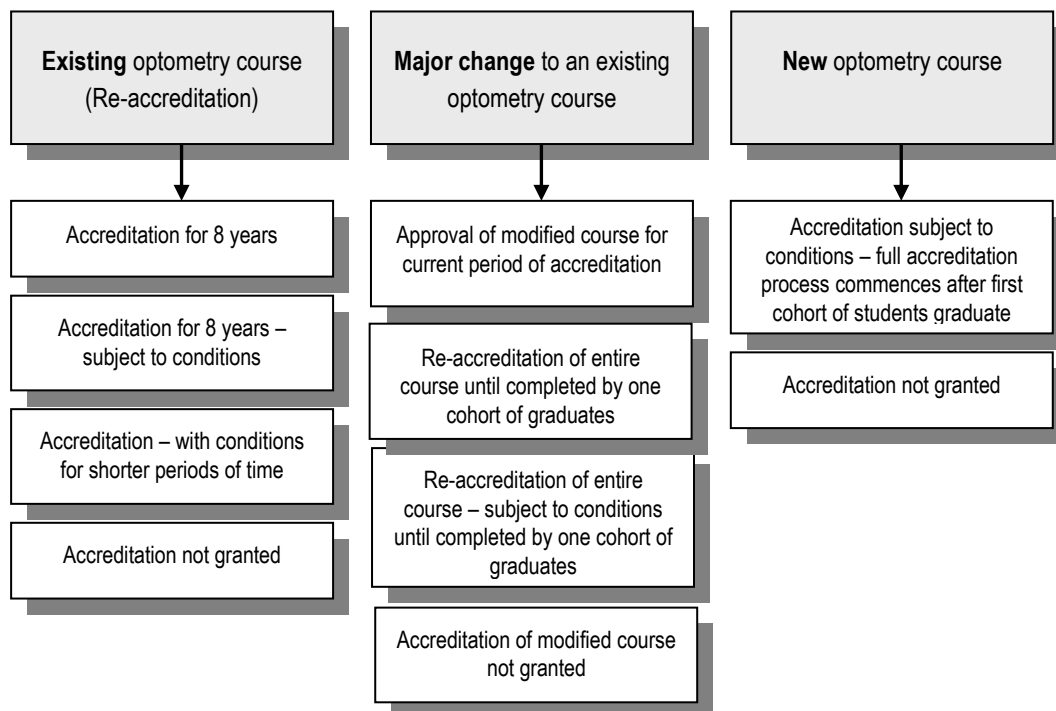


Figure 2: Summary of accreditation types and relevant options

2.2 Accreditation of an existing optometry course

2.2.1 Procedure for accrediting an existing course

The procedure for the assessment of an existing course (re-accreditation) is set out in Table 1. The accreditation process takes approximately eighteen months. Timeframes indicated are notional and will be negotiated with the school undergoing assessment of its course.

Table 1: Procedures and schedule for accreditation of an existing optometry course

Stage 1. Initiation of accreditation process		(approx 2 months)
<i>Determine course to be accredited and Assessment Team membership</i>	Accreditation Committee: <ul style="list-style-type: none">determines the course to be accredited in consultation with the Head of School and notifies the school and universitydecides timeframe for the process in consultation with the school/universityrecommends an Assessment Team and Chair of the team to OCANZ.	
<i>OCANZ approval</i>	OCANZ: <ul style="list-style-type: none">endorses or requests changes to the recommendations of the Accreditation Committee.	
<i>Formal notification to university and school</i>	Executive Officer: <ul style="list-style-type: none">formally notifies the Vice-Chancellor of the university and the Head of School regarding:<ul style="list-style-type: none">the need to undertake an assessment of the courseproposed membership of the Assessment Teamthe accreditation process (providing a copy of the accreditation guidelines). University is asked to: <ul style="list-style-type: none">agree to the optometry course undergoing assessment for accreditation. School is asked to: <ul style="list-style-type: none">notify OCANZ of any objections to any members of the Assessment Team and the reasons for objectionprepare the accreditation submission. <p>All future communication between the Council and the School, both written and otherwise, is between the Head of School and OCANZ's Executive Officer.</p>	
Stage 2. Confirmation of process and Assessment Team membership		(approx 2 months)
<i>Responses from the university and the school</i>	University: <ul style="list-style-type: none">agrees to the assessment of the course or requests deferment. School: <ul style="list-style-type: none">advises preferred times during a teaching week for the assessment visitoutlines reasons for any objections to Assessment Team membership.	

Response of OCANZ to any objection

Executive Officer advises:

- the response of the Council to any objection – this may be:
 - changes to membership of the Assessment Team
 - no change – if fairness or validity of assessment process is not affected.

Training of the Assessment Team

Executive Officer:

- organises a training session for the Assessment Team.

Stage 3. Preparation of submissions

(approx 4 months)

Submissions invited from the profession

Executive Officer:

- invites submissions by advertisement from the national/state professional association, learned professional societies, recent graduates and employers of recent graduates on issues relating to the course.

School:

- provides the names of recent graduates (last three years) – addresses will be obtained from appropriate sources.

Closing date for these submissions is the same date as the accreditation submission from the school is due.

Accreditation submission prepared by the school

School:

- supplies an accreditation submission that addresses the Guidelines.

Assessment Team receives:

- a copy of the accreditation submission
- copies of all written submissions from the professional bodies and members of the profession.

Head of School receives:

- copies of any written submissions.

Stage 4. Review of submissions

(approx 1 month)

Review of the accreditation submission and other submissions from the profession

Assessment Team:

- reviews the accreditation submission and decides if further information is required
- requests further information if documentation is incomplete or not clear
- reviews submissions from the profession and decides which professional bodies / members of the profession to meet during the assessment visit – this may include persons who have not made a written submission.

Stage 5. Preparation for and conduct of site evaluation

(approx 3 months)

Planning the assessment visit

Assessment Team:

- discusses and agrees on the draft visit plan that has been prepared by the Assessment Team Chair and the Executive Officer.

Head is notified of need for further information

Executive Officer:

- writes to the Head of School requesting the supplementary information, if required.

Further information is provided

School:

- provides the further information requested, which is circulated to the Assessment Team.

Preliminary visit by the Chair of the Assessment Team and Executive Officer

Executive Officer and Assessment Team Chair meet with **Head of School** to:

- discuss the process and purpose of accreditation
- finalise the program of the assessment visit
- discuss any issues that have arisen in the review of the accreditation submission that will need to be resolved during the visit.

Assessment visit

(usually 2 days – maximum 3 days)

See Appendix 2 for a model schedule

Assessment Team:

- meets with the Head of School
- tours the physical facilities
- meets with students, recent graduates, employers, academic staff of the school, subject coordinators of other university departments that teach optometry students, senior officers of the faculty and the university – additional meetings arranged as needed
- discusses its findings at the end of each day and records main comments
- concludes visit by meeting with the Head of School – the Chair presents the principal comments and recommendations of the team and seeks the Head's comment.

Stage 6. Assessment Team report and final determination and recommendations (approx 2 months)

Draft report written

The **Assessment Team:**

- prepares the first full draft of its report and recommendations using the template (refer Appendix 2).

Draft report submitted

Chair of the Assessment Team:

- submits a draft report to the Executive Officer.

Executive Officer:

- sends the draft to the Head of School for comment.

Head of School comments sent to Assessment Team

Head of School:

- provides written comments (optional) within two weeks of receiving the draft report.

Executive Officer:

- sends a copy of the Head of School's comments to each Assessment Team member
- arranges a teleconference of the Assessment Team to discuss the comments made by the Head of School.

Stage 7. Final report and notification to the university (approx 4 months)

Final report

Assessment Team:

- prepares final report
- recommends one of the four categories of accreditation (see section 2.2.2).

Review of the final report

Accreditation Committee:

- reviews the final report and the comments made by the Head of School
- may request the Assessment Team to make changes to its report or its recommendations – the Assessment Team may choose not to make the changes requested.

Adoption of the recommendations by OCANZ

OCANZ:

- receives the report of the Assessment Team and any advice and recommendation of the Accreditation Committee
- may adopt the recommendation on accreditation of the Assessment Team
- may refer the matter back to the Accreditation Committee for further advice
- may not make a decision on accreditation or refusal of accreditation contrary to the recommendation of the Accreditation Committee.

Notification of the outcome

OCANZ:

- notifies its decision on accreditation to:
 - the state and territory Registration Boards in Australia and New Zealand
 - the Vice-Chancellor of the school's university
 - the Head of School
- provides each group (listed above) with an 'in confidence' copy of the Assessment Team's report (if approved by OCANZ, an executive summary of this report may be made available to any other person on request).

2.2.2 Options for accreditation of existing courses

a Accreditation for eight years

Accreditation for eight years is granted when the optometry course meets the Guidelines. This applies if there are no major changes to the course in this period and no significant reduction of resources available to the school. A school is obliged to notify OCANZ if it plans any major change to its optometry course or if resources have been significantly curtailed.

Each school is required to submit an annual report (see section 2.7) to OCANZ summarising the changes made to the course in the preceding year and describing any significant changes to the resources allocated to the school in that year.

b Accreditation for eight years subject to conditions

Accreditation with conditions will be granted when shortcomings are observed from the standards implicit in the Guidelines, although the school can and will rectify these within a specified period.

The school is required to notify OCANZ when these shortcomings have been rectified and the school must submit annual progress reports if the period of time granted exceeds one year.

OCANZ reserves the right to revisit a school granted accreditation for eight years subject to conditions. In the event of the required progress not being achieved, accreditation may be limited to a shorter period of time or withdrawn.

c *Accreditation with conditions for shorter periods of time*

If significant deficiencies are identified, OCANZ may grant accreditation with conditions for a period of less than eight years. At the conclusion of this period, or sooner if the school considers that it has addressed its deficiencies, OCANZ will conduct a review. This may be:

- a full assessment of the course, with a view to granting accreditation for a further eight years
- a more limited review, concentrating on the areas where deficiencies were identified, with a view to extending the current accreditation to eight years.

d *Accreditation refused*

Accreditation will be refused when there are significant deficiencies and OCANZ judges, on the advice of its Accreditation Committee and the report of the Assessment Team, that the school does not have the capacity to remedy them or does not accept the need to do so.

Refusal of accreditation has immediate effect. The Registration Boards will decide, at their discretion and as the law permits, to continue to recognise the qualification awarded on completion of the course for students already enrolled at the time refusal of accreditation takes effect.

2.3 Accreditation of major changes to an optometry course

2.3.1 Definition of a major change

A major change to an accredited course may affect its accreditation. The gradual evolution of a course in response to initiatives to meet the expansion of optometry practice and ongoing review is not considered a major change.

A major change in an optometry course could be a:

- change to the institutional setting
- significant change in objectives, or a substantial change in philosophy or emphasis
- change in the length of the course, especially any reduction of length
- major change in the format or overall sequence of subjects of the course
- major change in teaching strategies or assessment methods
- major reduction in resources leading to an inability to achieve the objectives of the existing course.

If a school is in doubt about whether proposed changes fall into the category of a major change, it should confer with OCANZ. While plans for addressing a major change are evolving, the Accreditation Committee is available to give general advice as to whether the proposed changes are likely to comply with OCANZ's Guidelines. Schools contemplating such changes are advised to consult OCANZ as early as possible.

2.3.2 Assessment of proposed major changes

Assessment of major change to a course usually involves a two stage process as depicted in Figure 3.

In stage 1, the school must submit a broad outline of the proposed changes to OCANZ prior to any changes being introduced. The submission should specify the proposed changes and the impact that these have on each Guideline.

Depending on the nature of the proposed changes, OCANZ may decide either that approval of the change can be given within the current period of accreditation or that the changed course needs to undergo a full re-accreditation.

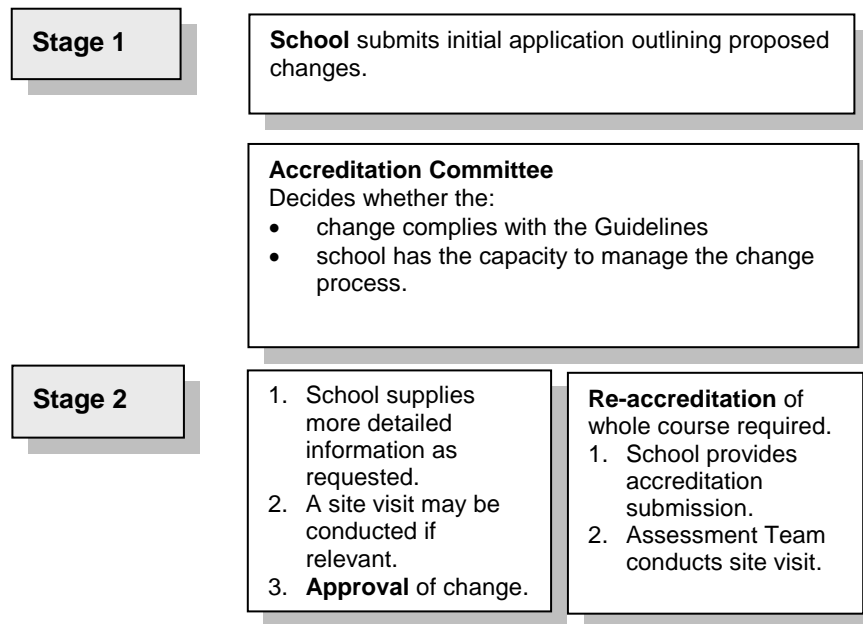


Figure 3 Process for assessment of proposed major change to a course

The initial assessment considers the school's plans in principle determining whether the planned curriculum is likely to comply with the Guidelines and gauging the commitment and capacity of the school to manage the change process. Stage 2 follows the initial assessment and the Accreditation Committee may recommend:

- that the planned change is likely to comply with OCANZ Guidelines and that the school has demonstrated the commitment and capacity to manage the change process; the Accreditation Committee will invite the school to submit more detailed plans for consideration
- that the planned change does not meet the OCANZ Guidelines, in which case the school may submit more detailed information in support of its proposed course change or submit modified plans; a full re-accreditation process must be followed in these cases, including an onsite assessment by an Assessment Team.

This process must be completed before the first cohort of students graduates from the revised course. OCANZ must be kept informed of significant steps in the change process.

2.3.3 Options for decisions on accreditation of major changes to existing courses

- a Approval of change within the current period of accreditation**
- b Accreditation of the modified course until one cohort of graduates has completed the modified course**

Before expiry of this initial period of accreditation, the Accreditation Committee will negotiate a date for an assessment to consider ongoing accreditation of the course. Assessment and accreditation will follow the procedures outlined for an existing optometry course.

- c Accreditation until one cohort of graduates has completed the course, subject to certain conditions being addressed within a specified time**

OCANZ reserves the right to revisit a school in this category.

- d Accreditation of the modified course is not granted**

2.4 Accreditation of a new optometry course

OCANZ will not:

- comment on the desirability or otherwise of optometry courses established by new schools of optometry, except to the extent that it has a legitimate concern for the overall standards of optometric education
- evaluate the workforce implications of any proposal for a new course or school.

However, as the development of new optometry schools may impact on the available educational and clinical teaching resources and their optimal use, it is appropriate for OCANZ to give advice during the development of any initiative for a new course where it may have an adverse impact on the capacity of existing schools or the new school to sustain the current required standards.

If the appropriate authorities decide to establish a new optometry course, OCANZ will undertake accreditation on request.

The procedures for the accreditation of a new course involve an initial assessment to consider the new school's proposed course to determine whether it is likely to comply with the Guidelines. The Accreditation Committee can then recommend that the course is:

- *likely to comply* – provisional accreditation is granted until the first cohort of students completes the course (the Accreditation Committee will negotiate a date for an assessment to consider ongoing accreditation of the course before

the initial period of accreditation expires – assessment and accreditation will follow the procedures outlined for an existing optometry course)

- *not likely to comply* – accreditation not granted.

2.5 Accreditation submission from schools

The Head of School is asked to organise the preparation of an accreditation submission. *Part 2* of the OCANZ's accreditation guidelines provides information on this requirement.

2.6 Assessment Teams and site visits

The Assessment Team will conduct a site visit of the school. The timing and agenda of the visit will be negotiated in consultation with the school. The visit usually takes two days with a maximum duration of three days.

2.7 Annual reporting requirements

2.7.1 Annual reports

All schools, whether accredited with or without conditions, must submit an annual report to OCANZ that summarises:

- all the changes made to their courses during the year, including those that will have effect in the following year
- any plan for a major change to the course
- any significant change of student load
- any significant change in the physical or monetary resources allocated to the school.

A proforma annual report (refer Appendix 3) will be sent to the Heads of School each year by the Executive Officer.

Schools that have been accredited with conditions must report annually on progress towards remedying the identified deficiencies until these deficiencies have been rectified.

2.7.2 Procedures following consideration of annual reports

The annual reports are considered by the Accreditation Committee, which reports to OCANZ. If OCANZ considers any reported changes in a course or any reduction in the resources available to the school are likely to have a significant effect on standards of teaching, or if it considers that a school's progress in meeting any conditions of its accreditation to be unsatisfactory, it will inform the school of its concerns and the grounds on which they are based, and request a site visit.

The review visit will normally be conducted by a team comprising the Chair of the Accreditation Committee, one member of the original Assessment Team and the Executive Officer of OCANZ. Additional members with specific expertise may also be appointed.

The team reports directly to OCANZ:

- that the course or resource changes will not significantly affect standards of teaching and/or that the conditions set on the accreditation are being met or are likely to be met in the near future
- that the school and its course no longer meet the requirements for accreditation and/or the conditions set on accreditation are not being met and are unlikely to be met in the near future.

If the report is favourable, OCANZ may affirm the accreditation of the course for a specified period subject to satisfactory annual reports.

If the report is unfavourable, OCANZ may:

- place conditions on the accreditation status granted; OCANZ may specify actions to be taken or issues to be addressed by the school and/or restrict the period of accreditation
- withdraw accreditation for the course, if it considers that the school is unable to deliver the course at a standard or in a manner compatible with the Guidelines.

2.8 Appeals process

When OCANZ recommends a limited period of accreditation, accreditation with conditions or refusal of accreditation, the report will be referred to the optometry school for formal response prior to the release of the Assessment Team's report to the Registration Boards.

The school may request that the report be reviewed independently. A Review Committee will be nominated by OCANZ and will comprise persons who have not been involved in the process to this stage.

OCANZ will then consider the review committee's report, the original Assessment Team's report and the school's formal response in making its final decision on whether to uphold the original decision or change the accreditation status to be granted.

This appeals process also applies to the review process undertaken after the evaluation of an annual report.

3. GUIDELINES FOR ASSESSMENT TEAMS

This section has been prepared for assessors who have been appointed by OCANZ to participate in an assessment of an optometry course for the purpose of accreditation.

3.1 Assessment Teams

3.1.1 Composition

The Assessment Team usually comprises:

- three senior academics from optometry schools other than the school undergoing assessment, one normally from overseas; the Heads of the Australian and New Zealand schools are not usually appointed
- two distinguished and experienced practising optometrists, at least one residing in a state different from that of the school undergoing accreditation
- one optometrist nominated by the Registration Board in the jurisdiction of the school.

The Chair is appointed by OCANZ from among the members of the Assessment Team. The Chair is usually a senior academic.

The Executive Officer of OCANZ provides administrative support to the Assessment Team.

3.1.2 Briefing of Assessment Team

The primary function of an Assessment Team is the analysis and evaluation of the optometry course against the OCANZ Guidelines. Individual team members should be aware of their roles and responsibilities and the Council's expectations relating to professional conduct and conflict of interest.

a Professional conduct

Team members are expected to participate actively and courteously throughout the duration of the visit. Punctuality to all scheduled meetings and activities, both formal and informal, is required to ensure that the visit is conducted efficiently and effectively.

As part of the assessment visit schedule, team members are expected to accept official and formal invitations from the university or school. However, individual team members must not accept personal social invitations from the school or university staff.

b Confidentiality

All information gathered during the assessment visit must be treated confidentially. Although team members may discuss general findings and recommendations with the Head of School during the exit interview, team members must not express either personal or team opinions regarding the accreditation status of the course being assessed at any time. Decisions about the accreditation status of optometry schools are made by OCANZ, on the advice of the Assessment Team and its Accreditation Committee, and only after thorough discussion and review of the Assessment Team's report.

Following OCANZ's approval of the formal report, Assessment Team members must destroy their copy of the pre-assessment materials and other documents relating to the visit.

b Conflict of interest

The accreditation procedures of OCANZ have been developed to ensure fairness and impartiality in all aspects of the assessment process. Members of the Assessment Team are appointed for their professional and educational expertise and care will be taken to ensure that those selected do not have a conflict of interest or a pre-determined view about the school or its staff.

The school may object to any of the appointments to the proposed Assessment Team and if a reasonable objection is made OCANZ will undertake to appoint another person to the team.

Members of the Assessment Team should give careful consideration to whether or not there is any reason why they might be perceived as having a conflict of interest or a pre-determined view about the school. If so the matter should be raised with the Executive Officer of OCANZ. If necessary, the Chair of the Accreditation Committee, the Chair of the Assessment Team and the Head of School will be consulted. The Chair of OCANZ is empowered to make the final determination to resolve any questions regarding real or perceived conflicts.

Where a circumstance indicates a perceived conflict of interest or bias, the appointee may not need to withdraw from the Assessment Team. A declaration of the circumstance may be sufficient to allay concern.

Grounds for a conflict of interest or bias, include circumstances where the Assessment Team member:

- is or has been involved with the school as a lecturer, clinician, consultant or administrator of the school or a body closely associated with the school
- has a family member employed by or affiliated with the university, or who is a student in the school

- has publicly been critical of the school or its staff or there is animosity between the team member and the Head of School
- has a close friendship with the Head of School or staff member.

3.1.3 Focus of the assessment

The optometry course is assessed against the OCANZ Guidelines (refer Part 2). The Assessment Team is provided with a copy of the accreditation submission from the school. Prior to the assessment visit, the team will evaluate the school's submission and decide on matters to be addressed during the assessment visit.

In arriving at a decision to grant accreditation to a course, the Assessment Team must be satisfied that graduates have acquired the knowledge, skills and attributes needed to meet contemporary standards of practice, including therapeutic practice, and that they have the capacity to maintain competence.

The Guidelines form the foundation of both the school's accreditation submission and the Assessment Team's report.

3.2 Role and responsibilities of Assessment Teams

3.2.1 Roles and responsibilities

a *The Chair*

- exercises a leadership role and is responsible for the conduct of the assessment
- briefs the Assessment Team on its responsibilities and the procedures to be followed
- assigns particular duties to individual team members in relation to the visit and preparation of the report
- guides the discussions of the Assessment Team and seeks to find consensus among its members on all issues that arise during the assessment
- presents the Assessment Team's main findings to the Head of School at the end of the assessment visit
- presents the Assessment Team's report to the Accreditation Committee.

b Team members

- study the Guidelines and accreditation process and thoroughly familiarise themselves with the philosophies and procedures set out in these guidelines
- study the optometry school's documentation carefully and analytically to ensure that it provides all the necessary information
- attend for the whole of the assessment visit to validate the school's documentation by interviewing staff and students of the school and other groups interested in the quality of the graduates of the school
- form their own evaluations of the course against the Guidelines
- contribute to the preparation of a report on the findings of the visit.

c Executive Officer of OCANZ

Preliminary duties

- ensures that the optometry school and the university are informed about the assessment process and the information OCANZ requires from the school
- negotiates the timing of the assessment visit with the optometry school
- contacts proposed team members and provides them with information on the process
- circulates the optometry school's accreditation submission and submissions from the profession to the team
- oversees administrative arrangements for the assessment
- drafts those parts of the report that can be prepared ahead of the assessment visit and sets up the framework for the report.

During the visit

- provides advice to the team on OCANZ policy and procedures
- keeps notes of team meetings
- organises any additional meetings and documentation through the Head of the School
- advises the Chair of OCANZ about any problems that arise during the assessment process.

After the visit

- finalises the report in consultation with the team Chair

- arranges for the team's report to be submitted to the Accreditation Committee and subsequently to OCANZ
- informs the Accreditation Committee of suggestions for changes to the process after completion of an assessment
- arranges the release of the OCANZ decision as to the accreditation status granted to the school and the team's report.

d Optometry school

- cooperates with the team before and during the assessment visit by providing information and additional background materials, if appropriate, when requested
- provides the team with a secure conference room for team meetings and individual assignments – the team should be able to lock the room as it may contain confidential materials
- respects the confidentiality of the assessment process by not initiating any dialogue connected with the process, with Assessment Team members, outside of meetings specifically scheduled.

3.3 The assessment visit

A summary of the accreditation process for an existing optometry course is provided on pages 17–21. A model schedule for an assessment visit is included as Appendix 1. Once finalised, the assessment site visit schedule should be followed closely and any departures from it should be with the knowledge and consent of the Head of School.

3.3.1 Preparation

The Assessment Team members will receive a copy of the Accreditation Guidelines with a letter confirming their appointment to the team. They are expected to read the guidelines carefully to thoroughly familiarise themselves with the approach and the procedures for accreditation assessment. They should do this prior to receiving the school's accreditation submission.

The Assessment Team members are sent a copy of the school's accreditation submission and all written submissions received from members of the profession and the professional associations. They are expected to read the school's accreditation submission carefully to:

- establish whether information specified in the Guidelines has been provided

- assess whether the information is internally consistent and provides a proper account of the philosophies and educational strategies of the school, course curriculum and resources available to the school
- make a preliminary evaluation of the strengths and weakness of the school.

The Assessment Team meets, either face to face or by teleconference, shortly after the circulation of the school's accreditation submission. The purpose of the meeting is to identify any shortcomings or omissions in the documentation supplied, exchange views on the apparent strengths and weaknesses of the course and develop an outline of the program for the assessment visit. The meeting will decide:

- additional information to be requested from the school; additional information can only be requested if information required by the Guidelines has not been provided or if the information provided in accordance with those Guidelines is incomplete or unclear
- particular issues that should be explored during the assessment visit
- any special arrangements that should be made during the assessment visit to pursue those issues.

3.3.2 Scheduling a visit

A model schedule for the assessment visit is included as Appendix 1. The actual schedule will be decided by the Chair of the Assessment Team in consultation with the Head of School and the Executive Officer. It will depend on practical matters such as the availability of persons for interview and on the issues already identified by the Assessment Team from the school's accreditation submission and submissions made by the profession.

The schedule should provide maximum opportunities for:

- interactive discussion with staff
- members of the profession to present their views to the team.

While the Assessment Team has flexibility in organising the schedule, OCANZ considers the following to be essential elements of the site visit.

- A meeting of the team should be held immediately prior to the first day of the visit to discuss the visit schedule, review the protocols for the visit, discuss any further information required and review issues that have emerged as requiring particular investigation.
- A meeting with the Head of School and others designated by the Head of School should occur at the beginning of the first day of the visit to discuss:

- the school's perceptions of the strengths, weaknesses and areas of concern in the course
 - the team's perceptions of areas that will require exploration and clarification during the site visit
 - other issues selected by the Head of School and the Assessment Team Chair
- The team should tour of the physical facilities of the school.
 - The team should meet with:
 - heads of sections/disciplines within the school
 - the curriculum committee
 - representative staff members (with an appropriate balance of full-time and part-time staff, and academic and clinical teaching staff)
 - interest groups or committees in optometric education and research
 - recent graduates and their employers
 - students
 - senior administrative and academic officers of the university.
 - A team meeting should occur near the end of the visit to allow the team to formulate its impressions and prepare a presentation of its findings to the Head of School.
 - An exit meeting with the Head of School and designated staff to present the main findings of the team and to provide the Head of School with the opportunity to respond or comment.

3.3.3 During the visit

Positive feedback should be given on those aspects of the school's operation which, from the submission provided, have already satisfied the Assessment Team. It is strongly recommended that Assessment Team members carefully document information during the assessment visit as recommendations and suggestions for change or improvements need to be substantiated. Information can be recorded using paper-based or electronic formats. OCANZ provides a template for the Assessment Team's report (refer Appendix 2) that can be used for this purpose.

3.3.4 Post-visit consultation

In order to ensure continuous improvement of the accreditation process, the Accreditation Committee seeks comments on the assessment process and visit from the Head of School and each member of the Assessment Team. These

comments are presented to the Accreditation Committee and taken into consideration when planning future visits.

3.4 Assessment team report and determination

A draft of the assessment report will be sent to the team when it is compiled by the Executive Officer. Prompt response by team members to the draft of the assessment report is essential to the timely preparation of the final report for the Council. When the assessment report is presented to the Accreditation Committee for review, the Chair of the Assessment Team may be required to attend the meeting to explain and elaborate on the report.

The Assessment Team report is considered by the Accreditation Committee and then by OCANZ before the final decision on accreditation is made.

3.4.1 Report format

Reports generally follow a standard format and a template has been devised to assist the team prepare its report. This is set out in Appendix 2.

a Reporting shortcomings in the course or its delivery

The report of the Assessment Team provides OCANZ with a documented and factual basis for its accreditation decisions. It also provides the senior officers of the school and university with a guide to the further development of the optometry course.

The report must include a description of any significant failure of the course to meet the Guidelines. Evidence and reasons for concluding that there is a shortcoming must be provided. This outcome will normally lead to a recommendation for conditional accreditation or refusal of accreditation. The report should provide guidance as to how the school might address the problem.

The team may be satisfied that the school should be accredited without conditions but it may observe some weaknesses in the course or its delivery which, while not of sufficient importance or sufficiently numerous to preclude unconditional accreditation, should be considered by the school. These can be described in the text of the report and suggestions can be made about remediation of the weakness.

However, in identifying such shortcomings, the team should be sensitive to the complex issues institutions of higher education must take into account when devising and resourcing their educational programs. It should also

recognise the autonomy of schools and universities to structure and teach their courses in different ways, depending on their educational philosophy and approach to the allocation of limited resources.

The team should not give specific solutions for any identified shortcoming. It should describe the shortcoming, the relevant issues and suggest possible approaches for rectifying these in general, non-prescriptive terms.

b *Minority views*

Members of the team have the option of a minority opinion in the case of significant disagreement. A minority opinion can be expressed in the main report if a majority of team members agree. If there is not majority support for this, then the minority opinion and the reasons for it can be set out in a separate report.

3.4.2 Timetable for completion of the report

The assessment report is usually presented to OCANZ within two months of the conclusion of the visit. The usual schedule for development of the assessment report is included in Figure 5.

Week	Activity
1	Visit concludes. Background sections of the report completed prior to the visit and drafts of important sections prepared during the visit.
2	All report segments submitted to the Executive Officer by individual team members.
3	The Executive Officer assembles the drafts into the main report structure and sends Draft 1 to the Chair and other Assessment Team members for comment.
4	Comments received and draft amended in consultation with team Chair.
5	Executive Officer sends Draft 2 to Assessment Team members for comment. A copy of the amended Draft 2 report is also forwarded to the Head of School for review of the factual accuracy of the report.
6	Head of School's comments and team members' comments on Draft 2 received.
7	Final amendments are made to take account of the comments and Draft 3 is forwarded to Assessment Team members and Head of School for comment before final approval by the Chair. The final report is signed and submitted to the Executive Officer by the team Chair.

Figure 5 Schedule for the development of the Assessment Team report

The Assessment Team's report is considered by the Accreditation Committee, which forwards the report to OCANZ with its recommendation on accreditation. OCANZ can adopt the recommendation of either the Assessment Team or the

Accreditation Committee (if the two differ). It may also return the report, with comments, to the Accreditation Committee for further advice.

3.5 Other information

The Executive Officer of OCANZ is responsible for administering the accreditation function, which includes acting as secretary to the Accreditation Committee and the Assessment Teams.

For further discussion regarding the accreditation process or the assessment visit, contact the Executive Officer – Tel: +61 3 9417 3329.

APPENDICES

Appendix 1 Model schedule for an Assessment Team site visit

Interstate and overseas assessors arrive at least the day before the commencement of the visit. The Chair arranges a meeting of assessors in the late afternoon or in the evening before the visit so that they can meet each other and review protocols for the visit.

The Assessment Team will usually continue to meet after the formal visit for the day has ended or in the evening to discuss the progress of the visit, to plan the next day and to discuss and draft recommendations.

The school will provide a room suitable for interviews and meetings, which should be available at all times for use by the Assessment Team. This should be within the school to avoid lost time walking to another venue.

The school will provide lunches and will also provide the Assessment Team with morning and afternoon tea. Ideally, there should be a second room provided as a work room for team members within which lunch and morning and afternoon tea can be served and where the personal effects of the team members can be securely stored.

The school will provide a computer in the team's work room or, if the team brings its own computer, the school should provide a printer or a link to a printer. If the team requires word processing of handwritten notes or drafts, this should be arranged by the school to be done in the faculty office to preserve the confidentiality of working papers.

The school will assign a senior administrator to assist team members with:

- personal arrangements such as telephone, fax or email messages
- re-booking accommodation or air travel
- making new appointments for meetings during the visit.

The team may accept invitations to lunch or dine with senior officers of the university or the school as a formal part of the assessment visit but should not accept any offer of personal hospitality.

The following model schedule is for guidance. The Assessment Team can ask for a different sequence of meetings or ask for other meetings, either by arrangement with the Head of School before the visit or in the course of the visit.

Model schedule for an assessment visit

DAY 1

Time	Activity	Purpose
9.00 am	Meeting with the Head of School (others designated by the Head may also be present)	<p>The Assessment Team will seek clarification of:</p> <ul style="list-style-type: none"> information requiring further explanation in the school's accreditation submission any matter that has arisen from the school's accreditation submission any matter that has arisen from submissions made by members of the profession which requires special attention from the team. <p>The Head gives an overview of the school, talks about its strengths and weaknesses, and comments on any specific issues that are relevant to the review. Arrangements for the visit are finalised.</p>
10.00	Tour of the physical facilities	This will include all teaching spaces, the clinical facility and research laboratories. The Head will ensure that the Assessment Team meet key staff during the tour.
12.00 – 1.00 pm	This time can be used to extend the time for the tour of the facilities, which may be necessary if there is need to visit any off-site clinical teaching facilities. Alternatively, it can be used for meetings with the professional associations or societies if two hours is sufficient to tour the physical facility.	
1.00 – 2.15	<i>Lunch with the Dean and senior university officers</i>	.
2.30	Meetings with students	
4.00	<i>Tea break</i>	
4.15 – 6.30	Meetings with members of the profession and the professional bodies	
7.00 pm	<i>Dinner meeting</i>	This is an alternative time for meeting the Dean and senior university officers

DAY 2

Time	Activity	Purpose
8.30 am	Meetings with subject coordinators regarding the early years of the course	
9.30	Meetings with subject coordinators regarding the later years of the course	
10.30	Meeting with curriculum committee or planning group	To discuss curriculum philosophy and planning, recent changes and possible or planned future changes.
11.00	<i>Tea break</i>	
11.15	Meeting with coordinator of clinical teaching	This meeting should occur in the clinic so that the team can re-visit the clinic facility.
12.15	Meetings with other committees or groups	As needed.
1.00	<i>Lunch</i>	
2.00	Meetings with the Heads and subject coordinators in other Departments teaching in the optometry course	Assessment Team will break into two or three groups for these meetings.
3.45	<i>Tea break</i>	
4.00	General clinic instructors	The exact arrangements for meetings with clinic instructors will depend on how clinic instruction is organised and the degree of overlap of instructors in the various specialties.
4.45	Contact lens clinical instructors	
5.15	Paediatric clinical instructors	
5.45	Other instructors (Ocular Disease Review Clinics, Low Vision Clinic etc.)	
6.15	Members of the profession and the professional bodies	These may include individual meetings with recent graduates or employers of recent graduates.
7.30 pm	<i>Dinner</i>	Team may commence drafting its observations and recommendations after dinner.

DAY 3

Time	Activity	Purpose
9.00 am	<p>Team decides its recommendation on accreditation and on those concerns or reservations that are of sufficient substance to be commented on in the body of its report.</p> <p>Sections of the report are drafted and the drafts discussed. The Team is advised to draft as much of the report as possible while all team members are together and can discuss the wording.</p> <p>Arrangements for finalising the report and the timetable for doing so are made.</p>	
11.00am	Meeting with the Head	The Chair advises the Head of matters of concern and seeks the Head's response.
12.00 pm	Team meeting (over lunch)	The team considers the Head's response.
1.00 pm	Further meeting with the Head	The Chair advises the Head of the team's recommendation on accredited status to be granted and the matters of concern that the team will mention in the report.

Appendix 2 Assessment report template

A. Introduction

This section is written by the Executive Officer prior to the assessment. It:

- outlines the role of OCANZ and its brief to accredit optometry courses in Australia and New Zealand on behalf of the Registration Boards
- provides an overview of the accreditation process and procedures and the Guidelines documented in OCANZ's accreditation guidelines
- identifies the course under assessment and describes its context within the university.

B. The assessment visit

This section is also written in part by the Executive Officer prior to the assessment visit. It includes:

- the names of the members of the Assessment Team
- a record of the dates of the visit and program of activities
- the names of the organisations and people who provided written submissions and/or were interviewed (as an appendix).

It refers to the accreditation submission provided by the school and may comment on the adequacy or otherwise of the information provided. It may comment on the support provided by the university and the school. Acknowledgments and expressions of appreciation may be made in this section.

C. Key findings and observations of the Assessment Team

The Assessment Team should decide whether:

- the course meets the requirements of each Guideline
- graduates are competent to undertake therapeutic practice
- there is agreement on any concerns or reservations raised.

If the Assessment Team concludes that there are or may be deficiencies the report must give a careful and detailed account of the factual evidence and the reasoning leading to this conclusion for the relevant Guideline.

The report must not include any critical comment that the Assessment Team has received in written submissions or in interview. Where there is supporting evidence for the criticism, or a strong consensus of opinion from many sources, and the Assessment Team has investigated the matter and made its own independent assessment, the view of the Assessment Team regarding the criticism must be included.

If there are shortcomings serious enough to lead the team to find that a Guideline has not been met, the team should make a recommendation as to how the school could achieve compliance with that guideline.

Where the team reaches the view that a Guideline has not been met, it will also need to decide whether this deficiency is of sufficient seriousness to cause the team to recommend accreditation with conditions or refusal of accreditation.

A clear distinction must be made in the report between shortcomings serious enough to lead the team to find that a Guideline has not been met, and those that are lesser reservations or seen by the team as providing the school with an opportunity for improvement. Where reservations of this lesser nature are sufficient to warrant inclusion in the report, they should be stated in the body of the report, not itemised in a separate section.

D. Guidelines

The findings and observations of the Assessment Team are to be reported for each Guideline.

1. Organisation, governance and funding

This section of the report addresses the extent that the organisation, governance and funding of the optometry school within the university supports the delivery of the optometry course. More specifically, it requires evidence and comment on:

- the administrative and academic organisational structure of the university and the degree of control that the optometry school has over its curriculum and allocation of resources
- the adequacy and source of funding for the school
- the support given by relevant health authorities to clinical training in optometry, including:
 - financial support

- access to clinical settings within the health system for optometric teaching
- the networks and affiliations that enrich the clinical learning experience, including networks with private optometric practitioners, medical practitioners, ophthalmologists and other health workers.

2. Educational goals and objectives

This section of the report evaluates the formally stated educational goals and objectives of the course, and whether or not they are consistent with those that OCANZ expects. It may comment on:

- the commitment and effectiveness of the school in pursuing those goals
- whether the goals are generally known and understood among staff and students
- the degree to which all staff actively pursue the stated goals and objectives in their teaching.

The report should state whether the course addresses and develops in students the specific objectives relating to knowledge and understanding, skills and appropriate attitudes for practice in the profession (refer Appendix 1).

3. Curriculum development and management

This section of the report addresses the extent to which the school has demonstrated it has processes in place that allow the overall content and balance of the curriculum and its assessment to be defined in relation to the explicit goals and objectives of the course. This includes an evaluation of the organisational processes for review of the curriculum and its capacity to change the content of the course and its structure to meet changed needs and emerging issues.

4. Course curriculum

This section of the report evaluates the curriculum of the optometry course and, in particular, the adequacy of the curriculum in integrating the teaching of basic science and biomedical science with clinical training, to provide:

- strong foundations in the basic and biomedical sciences and a thorough understanding of the optical and visual sciences
- a strong program in the dysfunctions and diseases of the eye and the fundamental skills required for the practice of optometry
- students with direct contact with patients over a significant period of time – usually the equivalent of at least one year.

The school's commitment to and involvement in research activities and the way these activities impact on the teaching environment should also be considered. The report should comment on the extent to which the research of the school

informs the curriculum, promotes intellectual curiosity and a respect for evidence based health care in the undergraduate students, and the extent to which it helps provide graduates with the basic skills for scientific evaluation.

5. Teaching and learning methods

This section of the report assesses the teaching methods used in the optometry course. Particular attention may be given to clinical teaching methods. The assessors may also evaluate the extent to which the school has adopted innovative methods of teaching.

6. Clinical training and settings

This section of the report assesses the adequacy or otherwise of the clinical experience, especially where clinical exposure is limited or where extramural placements are used. Schools must demonstrate that students are provided with extensive and varied clinical experience. This includes:

- opportunities to have direct contact with patients over a significant period of time
- teaching in clinical environments where large numbers of patients of varying ages and social backgrounds are seen and where there is a wide diversity of presentations of ocular dysfunction and disease.

7. Student assessment

This section of the report addresses the reliability and validity of the methods of assessment used in the course and whether or not these methods give assurance that every student who passes the course is competent to practise optometry safely to the minimum standards expected by the profession.

Comment should be made as to whether the assessment methods are explicit and known to students at the outset of the course and at the outset of each course component.

8. Teaching and support staff

This section of the report addresses teaching and support staff numbers and expertise. It should include:

- the number of academic and support staff
- the ratio between full-time staff and casual staff
- the qualifications and expertise of the academic staff and the extent to which the staff:
 - cover the separate discipline areas of optometry
 - are properly supported by administrative and technical staff.

The report should also comment on the adequacy of the processes in place for staff performance review and development.

9. Students

This section of the report assesses the:

- pre-requisite requirements and student selection methods for entry into the course
- student support services and facilities, including those for international students
- mechanisms for exiting to alternative courses.

10. Physical resources

This section of the report addresses the adequacy of the physical resources available to the school for teaching, including auditoriums, laboratories, tutorial rooms, audiovisual equipment, laboratory equipment and computers. It also considers the adequacy of the clinics used for clinical teaching in terms of space, equipment and patient base.

Comment should also be made on student and staff access to libraries and the holdings of those libraries in vision science, optics and optometry.

E. Recommendations

The Assessment Team can recommend:

- accreditation for eight years
- accreditation for eight years subject to conditions being fulfilled in a specified time
- accreditation for less than eight years with conditions to be fulfilled at the end of the accreditation period
- accreditation refused.

Any conditions must be clearly and unambiguously stated.

F. Appendices

Lists of organisations, people making submissions and people interviewed should be included as appendices.

Appendix 3 OCANZ annual report form

Annual report of accredited schools

Schools accredited by OCANZ are required to make an annual report of significant changes to their optometry course or to the resources available to their school as a condition of continuation of their accreditation.

The first report is due by November 30, in the year after the year of accreditation/re-accreditation, and on November 30 each succeeding year. The report does not have to be submitted in the year full documentation is required for re-accreditation.

Only changes made to the course in the current year need to be reported. Progress of the implementation of new plans previously reported, including details of actual changes made, should be reported.

YEAR OF THIS REPORT

NAME OF THE SCHOOL/DEPT

NAME OF UNIVERSITY

YEAR ACCREDITED OR RE-ACCREDITED this will be completed by OCANZ

YEAR ACCREDITATION EXPIRES this will be completed by OCANZ

1. Organisation, governance and funding

Have there been any changes or is there any proposal to change the faculty within which the school/dept. operates, merge the school with another department, or to change the lines of reporting of the school or its delegated authorities?

YES NO

Have there been any major changes to the funding of the optometry course?

YES NO

2. Educational goals and objectives

Have there been any major changes to the educational goals and objectives for the course?

YES NO

3. Curriculum development and management

Have there been any changes to organisational processes for the review of the curriculum?

YES NO

4. The curriculum

Have any subjects been deleted or new ones added or have the contact hours of any subject been increased or decreased by more than 25 hours?

YES NO

5. Teaching and learning methods

Have there been or are there any proposals to make significant changes to teaching methods in substantial parts of the course that may significantly increase or decrease contact hours or student work load?

YES NO

6. Clinical training and settings

Has the nature or organisation of clinical training changed in any way that may reduce student clinical experience eg reduced number of patients, loss of a clinical setting, reduction in the ratio of clinical instructors to students?

YES NO

7. Student assessment

Have there been or are there any proposals to significantly change methods of assessment in any major subject or subjects of the course?

YES NO

8. Teaching and support staff

Have there been or are there any proposals to significantly change the number of academic or support staff available for the course?

YES NO

9. Students (*Pre-requisites for entry into the course*)

Have the pre-requisites for entry into the optometry course changed?

YES NO

10. Physical resources

Has there been or is there any planned change in the accommodation provided to the School that in any significant way decreases the adequacy of the physical facilities allocated to the School?

YES NO

Major changes

Is a major change to the course planned? (see attached page for definition of a major change)

YES NO

Please attach a detailed description and explanation of any changes for which a YES answer has been given in the table above.

OCANZ wishes to be provided with full details and explanations of any changes that may decrease the quality or effectiveness of teaching. While there is no obligation to report changes that are advantageous, reports of changes and initiatives that will improve educational outcomes are welcomed by OCANZ.

Internet address for the course / curriculum details

Teaching load versus teaching resources data for the optometry school at
for the year

Number of effective full time students Note 1		Number of full time and fractional full time teaching and research staff Note 2		
Year of course Note 3	No. EFTS (optometry course)	No. EFTS (other U/G course)		No. of positions
1			Professors	
2			Assoc Professors	
3			Senior lecturers	
4			Lecturers	
5			Senior tutors	
Total U/G			Tutors	
PG Dip			Vacant FT positions	
Masters			Total positions	
PhD				
Total HD				
TOTAL				

Note 1 Effective full time students taught in the school excludes that fraction of students taught in other Departments of the University at the cost of those other Departments.

Note 2 Do not include research positions funded from external sources. Do not include casual staff. Include only vacant positions that are being filled or which will shortly be advertised.

Note 3 If relevant, please indicate whether students are in the 4 or 5 year course.

NAME OF HEAD OF SCHOOL/ DEPT.

..... / /

Signature

Date

Please return this report no later than November 30.

Please provide a copy of the school/department annual report if one is produced.

Definition of a major change

A major change in a optometry course could be a

- ♣ change to the institutional setting
- ♣ significant change in objectives, or a substantial change in philosophy or emphasis
- ♣ change in the length of the course, especially any reduction of length
- ♣ major change in the format or overall sequence of subjects of the course
- ♣ major change in teaching, especially those involving changes to contact hours, or a major change to assessment methods
- ♣ major reduction in resources leading to an inability to achieve the objectives of the existing course.

The gradual evolution of an optometry course in response to local initiatives and ongoing review would not be considered a major change.

If an optometry school is in doubt about whether proposed changes fall into the category of a major change, it should confer with OCANZ. While plans for major change are evolving, the Accreditation Committee is available to give general advice as to whether the proposed changes are likely to comply with the OCANZ Guidelines. Optometry schools contemplating such changes are advised to consult OCANZ as early as possible.

OFFICE USE ONLY

REPORT RECEIVED / /20

CONSIDERED BY ACCREDITATION COMMITTEE AT ITS MEETING ON / /20

RECOMMENDATION OF ACCREDITATION COMMITTEE

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REPORTED TO OCANZ AT ITS MEETING ON / /20