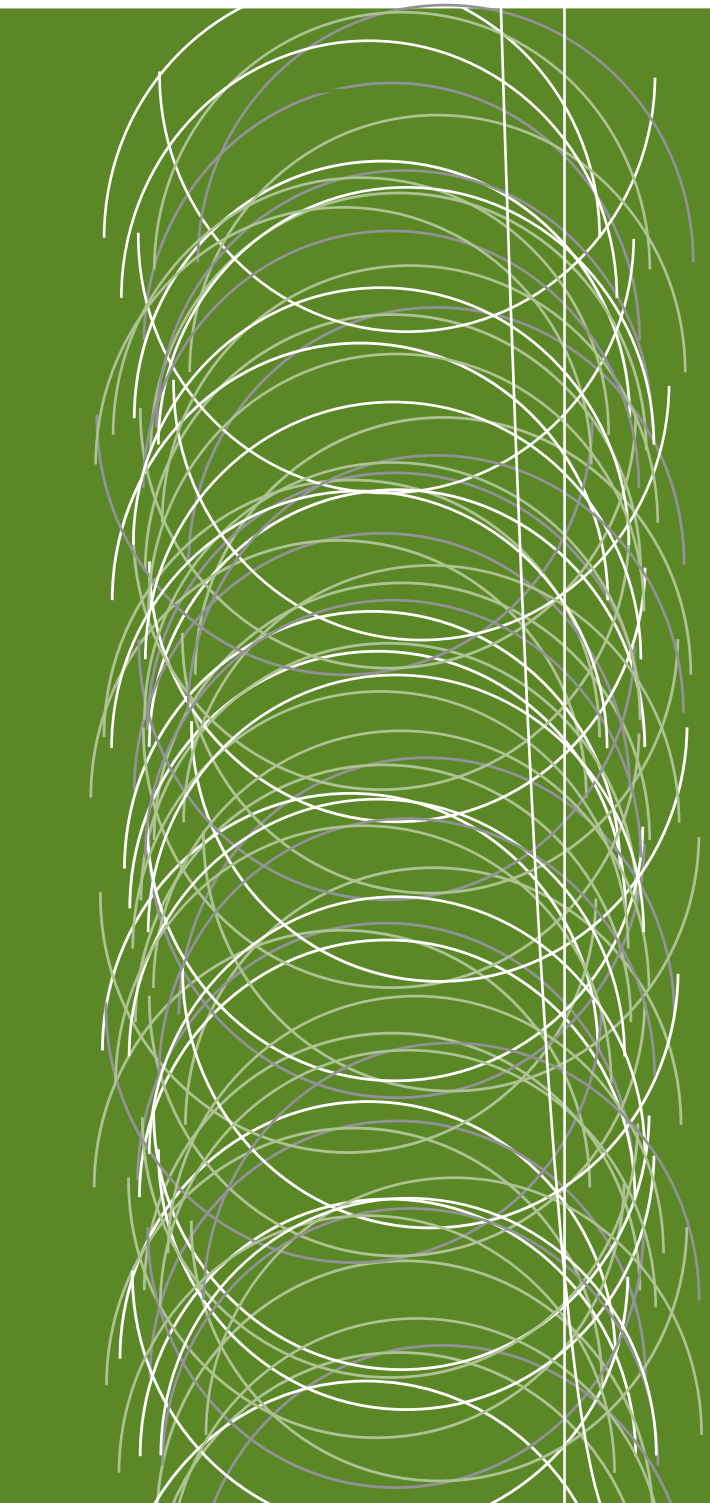

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Standard	Conditions		To be met by
		safety practice, especially in managing the care o Aboriginal and/or Torres Strait Islander patients. (2.2 and3.2)	
Standard 3	5	Provide evidence that related curriculum elements for the Part 1 Course are updated and aligned with the most recent WHO benchmarks for the practice of acupuncture. (3.2)	2026
Standard 4	6	Develop and implement ways to monitor the range of practical clinical skills available to each individual trainee at different training site with consideration for the implementation of minimum clinical hours attached to each significant clinical skill. (4.1and 4.2)	2025
Standard 5	7	Develop,implement and document decision-making procedures in relation to special consideration and disadvantage. (5.1.3)	2025
	8	Develop and implement formal blueprinting procedures for clinical and written examinations to demonstrate alignment to the Part 1 Course graduate outcomes curriculum, and assessment. (5.2 and 5.4)	2026
	9	Develop and implement formal and evidence-based standard setting procedures including: i. ensuring robust of post-examination analysis and result ratification ii. specific detail of how pass/fail decisions are determined and delivered. (5.2 and 5.4)	2026
Standard 6	10	Develop regular monitoring and evaluation reports	

This accreditation decision relates to the Australian Medical Acupuncture College Course Part 1 leading to Part 1 Fellowship of the College.

Monitoring and next steps

In 2029, before this period of accreditation ends, the College may submit an accreditation extension submission for extension of accreditation. The submission should address the

Introduction: the AMC accreditation process

The AMC is the accreditation authority for medicine under the Health Practitioner Regulation

Assessment of the Part 1 Course of the Australian Medical Acupuncture College program

In 2023, the AMC began preparations for the accreditation assessment of the Australian Medical Acupuncture College programs. Professor Alan Sandford AM was appointed to chair the 2023 ƒ••‡•••‡•– ‘ˆ –Š‡ ‘ŽŽ‡‰‰ ‡ï• ’”‘‰”ƒ••ä Š‡ ƒ•† –Š‡ ‘ŽŽ‡‰‰ ‡ concerning the arrangements for the assessment by an AMC team.

The AMC assesses specialist medical education and training using a standard set of procedures.

A summary of the steps followed in this assessment follows:

- the AMC asked the College to lodge an accreditation submission encompassing the areas
Tfe. [(j)Tered by QAMC Accreditation Standards and the Australian Pathway to completing the Part 1 Course of the Australian Medical Acupuncture College
- t Š‡ ƒ’’‘‹–‡† ƒ• ƒ••‡••‡•– –‡ƒ• … ƒŽŽ‡† î–Š‡ –‡ƒï ‹• –Š‹• assessment after inviting the College to comment on the proposed membership. A list of the members of the team is provided as Appendix One
- the team met on v ‡’–‡•„‡” t r t u –‘ …‘••‹†‡” –Š‡ ‘ŽŽ‡‰‰ ‡ï• ƒ … …”‡†‹–– to plan the assessment
- t Š‡ ‰ƒ˜ ‡ ˆ‡‡†„ƒ… •‘ –Š‡ ‘ŽŽ‡‰‰ ‡ ‘• –Š‡ –‡ƒï ’”‡Ž‹•‹ submission, the additional information required, and the plans for visits to accredited training sites and meetings with College committees
- the AMC surveyed trainees and supervisors of training of the College. The AMC also surveyed specialist international medical graduates whose qualifications had been assessed by the College in the last three years
- the AMC invited other specialist medical colleges, medical schools, health departments, professional bodies, medical trainee groups, and health consumer organisations to …‘••‡•– ‘• –Š‡ ‘ŽŽ‡‰‰ ‡ï• ’”‘‰”ƒ•• to provide comment on the College
- the team met by videoconference on 4 September 2023 to finalise arrangements for the assessment
- the assessment concluded with a series of virtual meetings with the College office bearers and committees from Thursday 5 Friday 6 October 2023
- on the 14 November 2023, the team provided its preliminary finding report to College representatives.

Appreciation

The team is grateful to the fellows and staff who prepared the accreditation submission and managed the preparations for the assessment. It acknowledges with thanks the support of fellows and staff who coordinated the site visits.

Š‡ ƒ Ž‘•‘ ‘Š ƒ••‡••‡• –Š‡ ‘”‰ƒ•‹•ƒ–‹‘•• –Š ƒ– •ƒ† ƒ •—„•‡–‘• ‘• – training programs. These are listed at Appendix Two.

Summaries of the program arioncluded withi

Honorary Fellows	0
Trainee Members (trainees of the Part 1 Course)	38
Overseas Fellows	0
Overseas Members	0

- Chair of Examination
- Chair of Ethics
- Chair of Research
- Immediate Past President

Management of conflicts of interest and confidentiality

The College has a Conflict of Interest Policy to provide guidance for identifying, declaring and managing real or perceived conflicts of interest involving the College and its activities. This policy is publicly available on the College website.

Reconsideration, review and appeals and complaints management f

A.3 The Australian Medical Acupuncture College Course Part 1

Š ‡ ‘ Ž Ž ‡ ‰ ‡ ï • f ” – s ‘ — ” • ‡ – ” f ‹ • ‹ • ‰ ’ ä “ ‰ ” ” fa ar st ructured program ‘ ˜ ‡ ” leading to the eligibility for Ahpra endorsement of acupuncture for registered medical practitioners in Australia. The Part 1 Course training program comprises:

- 48 hours of formal online lectures/webinars
- approximately 180 hours, or 15 hours per month, of self-directed learning
- 25 hours of mentorship
- t

- Module 7: Microsystems focus on Auricular Acupuncture
- Module 8: Acupuncture Modalities: Needles, Laser, Electroacupuncture
- Module 9: Medical Acupuncture Treatment Principles
- Module 10: Clinical Skills in Medical Acupuncture

The learning outcomes, topics covered, learning methods, and reading materials are described within the AMAC Part 1Couse curriculum document.

A.4 Teaching and learning

The Part 1 Course program continues to use a range of learning and teaching approaches including online lectures and

- Person Responsible
- Feedback Format
- What happens to students identified as not meeting the course outcomes.

Trainees

Evaluation forms are used to obtain feedback on trainee experience across several domains: face-to-face workshops, webinars and lectures, and the whole course experience. Responses are provided on a rating scale and there are also opportunities for free text responses to obtain qualitative data. Feedback from trainees is taken into consideration and used for monitoring and program development.

Educators and mentors

Informal feedback is provided by educators and mentors about their mentoring issues and experiences during the course. Feedback is discussed at the Education Committee meeting.

A.7

Section B Assessment against standards for endorsement of registration of medical practitioners for acupuncture

B.1 The context of training and education

1.1 Governance

- Š ‡ ‡ † — … ƒ – ‹ ‘ • ’ ” ‘ ˜ ‹ † ‡ ” ï • … ‘ ” ’ ‘ ” ƒ – ‡ ‰ ‘ ˜ ‡ ” • ƒ • … ‡ • – ” — … – — ” ‡ • ƒ ” ‡ of medical training and education.
- The education provider has structures and procedures for oversight of the program of study. The structures and processes are understood by those delivering the program.
- Š ‡ ‡ † — … ƒ – ‹ ‘ • ’ ” ‘ ˜ ‹ † ‡ ” ï • ‰ ‘ ˜ ‡ ” • ƒ • … ‡ • – ” — … – — ” ‡ • ƒ Ž Ž ‘ ™ ƒ Ž Ž ” ‡ in decision-making.
- Š ‡ ‡ † — … ƒ – ‹ ‘ • ’ ” ‘ ˜ ‹ † ‡ ” ï • ‰ ‘ ˜ ‡ ” • ƒ • … ‡ • – ” — … – — ” ‡ • ‰ ‹ ˜ ‡ ƒ ’ ’ ” ‘ ’ ” ‹ ƒ role relative to other activities, and its educational role is defined in its corporate governance structures.

1.1.1 Team findings

The Australian Medical Acupuncture College (AMAC) is responsible for conducting medical acupuncture education and training programs tailored to medical and dental professionals in Australia. The College has made a substantial contribution to the teaching and recognition of the art and science of medical acupuncture in Australia. The College is an ASIC incorporated c

circumstances. The approach to this standard is detailed in the Course Management and Assessment Manual (clauses 225-237), noting this relates to the final

- webinar recordings now available via Coassemble for trainee revision (2020)
- State Education Representatives now receive regular updates on trainee progress via Part 1 Convenor reports
- an excellent online platform provided via Coassemble, which is modern, professional and easy to use.

The substantial challengesof the COVID-19 have yielded a

B.2 Educational purpose and outcomes of the program of study

2.1 Educational purpose

- The education provider has defined its educational purpose which includes setting and promoting high standards of practice for medical practitioners who seek endorsement to practise acupuncture, within the context of its community responsibilities.
- In defining its educational purpose, the education provider has consulted internal and external stakeholders.

2.1.1 Team findings

The College defines its educational purpose and mission in their Constitution (2007) as follows:

a. to promote the value and use of medical acupuncture in Australia
b. to advance the scientific study and research of medical acupuncture in Australia
c. to promote high standards of professional practice and ethics in the use of medical acupuncture through training and continuing education
d. to promote the dissemination of knowledge about medical acupuncture throughout the medical profession and the general community
e. to promote, maintain, protect, and advance the general and social interests of the members of the College by representing their views to persons who influence the practice of medical acupuncture in Australia.

The team found that the Part 1 Course provided by the College is designed to achieve the stated educational aims. The curriculum has been developed by a very experienced and highly committed group of medical acupuncturists.

As yet the ' Ž Ž ‡ %la h s f or input from the RACGP and the ACRRM have not been implemented formally. It is recommended that the College consults meaningfully with stakeholders such as other relevant experts (e.g. anaesthetists and pain medicine specialists), health authorities and patient groups. Incorporating input from external as well as internal stakeholders will be helpful to its development (as discussed under Standards 1.4 and 1.5) as the College expands.

2.2.1 Team findings

The team found that the College has clearly stated the graduate outcomes for the Part 1 Course, and these are available on the website.

Eligibility to

B.3 The training and education program

3.1 Curriculum framework

x The education provider has a framework for the curriculum organised according to the defined graduate outcomes.The framework is publicly available.

3.1.1 Team findings

The College provides a framework of the curriculum

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We understand that while the Part 1 Coursedeals with musculoskeletal matters and pain, there are some areas which are not taught until the FAMAC Part 2 Course. The trainees the team spoke to indicated that they found the two-part structure and nomenclature of the fellowship training confusing. The College may wish to consider rethinking this split structure in future.

The – ‡ ƒ •ïotes the College presently employs the 1999 World Health Organization (WHO) guidelines on basic training and safety in acupuncture. Recent updates have been made to the WHO benchmarks for the practice of acupuncture in 2021. A review of the College curriculum is recommended to ensure that it aligns w.04 Tf W*r8uwf Q q 0.000008871 0 595.32 841.92 re W* n BT /F3

hours in total and 25 hours of supervised

B.4 Teaching and learning

4.1 Teaching and learning approach

- The program employs a range of teaching and learning approaches, mapped to the curriculum content to meet the graduate outcomes.

4.1.1 Team findings

The team found that there is strong evidence of an appropriate range of teaching and learning approaches, which include online lectures or webinars, face-to-face demonstrations workshops, clinical practice mentorship and self-directed learning. Standard 5 of the AMAC Part 1 Course Accreditation Standards aims to provide comprehensive education for trainees, including various teaching sessions, lectures and discussions.

Part 1 Course training

The curriculum is guided by outcomes defined in the training curriculum by the ten

2024 Commendations, conditions and recommendations

Commendations	
G	The clarity and comprehensive nature of the information provided to all trainees via the LMS supports learning and examination preparation.
H	The process of enabling patient consent in allowing trainee observers supports patient autonomy and good clinical practice.
Conditions to satisfy accreditation standards	
6	Develop and implement ways to monitor the range of practical clinical skills available to each individual trainee at different training site with consideration for the implementation of minimum

B.5 Assessment of learning

5.1 Assessment approach

- The education provider has a program of assessment aligned to the outcomes and curriculum of the program of study.
- The education provider documents its assessment and completion requirements. The documented requirements are accessible to staff, supervisors and trainees.
- The education provider has policies relating to disadvantage and special consideration in assessment.

5.1.1 Team findings

The assessment team was impressed with the work the College team has put into updating and documenting the assessment system and related policies. Recent changes to the

2024 Commendations, conditions and recommendations

Commendations	
I	The comprehensive information on the assessment requirements provided to trainees, supervisors, examiners, and assessors across various platforms. (5.1)
J	The evidence of regular and detailed feedback provided to trainees on assignments, practical workshops, and the mentorship program. (5.3)
K	The measures to identify and support trainees in difficulty by experienced supervisors and mentors are notably excellent within the small training cohort.
Conditions to satisfy accreditation standards	
7	Develop, implement and document decision-making procedures in relation to special consideration and disadvantage. (5.1.3)
8	Develop and implement formal blueprinting procedures for clinical and written examinations to demonstrate alignment to the Part 1 Course graduate outcomes, curriculum, and assessment (5.2 and 5.4)
9	Develop and implement formal and evidence-based standard setting procedures including:

B.6

6.2.1 Team findings

The standards against which program and graduate outcomes are discussed under Standard 2.

Evaluating trainees, teachers, mentors and examiners

The College systematically evaluates educational outcomes against gradu Tm C TJ ET Q q 0.000008871 0

B.7 Trainees

7.1 Admission policy and selection

x The education provider has documented selection policies and principles that are fit for purpose and can be implemented

The team recommends that the College engage trainees in the decision making or governance activities of the Part 1 program. As has been shown in the previous year, relying on one trainee representative may mean limited representation. It is recommended that, in addition to trainee involvement at the committee level, the College establish a process for canvassing broader feedback about the

about the training program (or the conduct of those involved in facilitating the program). These processes should cover general complaints, bullying and workplace health and safety. The mechanisms developed should be confidential, impartial, and timely. The small size of the College means that the processes developed should pay particular attention to impartiality and respecting the privacy of anyone raising an issue.

2024 Commendations, conditions and recommendations

Commendations	
M	The inclusion of trainee representation in the Education Committee and providing trainee feedback through the Federal Committee.
N	The provision of clear information to applicants on the College website and timely communication to trainees via the LMS, emails and in person contact to support them through their training.
O	The commitment and response by the College to support trainees to resolve training issues and disputes.
Conditions to satisfy accreditation standards	
14	Document and make public selection policy and procedures to ensure validity, reliability, and consistent application. The selection criteria and weighting should be clearly indicated and publicly available.

The Collegeevaluatesboth formal and informal feedbackfrom trainees regarding the resources and facilities usedin the Part 1 Courseaspart of determining the adequacyor the needfor change in its resourcesand

	Educator, Examiner Mentor & QLD State Education Representative
	President WA State Branch, Educator
	Examiner Mentor & WA State Education Representative
Friday 6 October 2023	
Meeting with trainees	2023 Part 1 Course Student Representative Trainees based in Queensland, New South Wales and Victoria

Appendix Four Summary of figures and tables in section A

Figure	Description	Page
Figure 1	AMAC organisational chart	10
Figure 2	Continuum of training for The Australian Medical Acupuncture College courses (Parts 1 and 2)	12

Table	Description	Page
Table 1	Membership category	9
Table 2	Summary of Part 1 Course program examinations and structure	14