

Standards for the Accreditation of Immunisation Education Programs

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Program Standards

Assessment against these standards will lead to accreditation of an immunisation education program leading to the possible mutual recognition across states and territories dependent on conditions and legislation.

The National Framework outlines domains of learning and learning outcomes for participants in education programs that have been accredited by Health Education Services Australia.

Curriculum content requirements are outlined within these domains and will ensure the student builds and develops the level of knowledge and skills required to deliver a safe immunisation service.

All immunisation programs will be delivered by education providers who are either an accredited higher education provider or affiliated with an accredited higher education provider or are a Registered Training Organisation.

- Education providers will demonstrate their level of affiliation with accredited providers such as agreements or MOUs with Universities.

Curriculum Design

- Curriculum content is developed to reflect the four domains, learning outcomes and learning objectives of the National Immunisation Framework for Health Professionals:
 1. The Global and Australian Context for Immunisation
 2. The Immune System and Immunisation
 3. Law, Ethics and Immunisation
 4. Immunisation Practice
- Curriculum design and content development occurs with input from key stakeholders including senior academics from education and public health disciplines.
- The curriculum is nationally applicable, and information is drawn from current, relevant and reputable publications from established authorities and international bodies.
- The curriculum provides a process to support learners to self-identify and self-manage any clinical competency needs.
- The development of the curriculum acknowledges the existing knowledge and skills of the registered health practitioners and there is acknowledgment of the potential for the need to acquire clinical skills to be fully competent.
- Includes use of various modalities and application of learning and teaching approaches, as well as flexibility in timeframes to enable achievement of stated outcomes.
- Program length and structure reflects the time required to acquire the knowledge and understanding to successfully complete the program.

- The structure of the program reflects the competency outcomes to be developed and supports a process for the integration theory and clinical practice.

Students and Student Assessment

- Clearly defined eligibility criteria for applicants wanting to enroll in a program.
- Access to programs for all health professionals providing immunisation services is to be readily available.
- Early identification of students requiring a skills-based assessment. This relates to students who have no experience in preparation and administration of injections.
- A process to identify students requiring additional support to encourage satisfactory results and program completion.
- Assessment of evidence-based knowledge and a satisfactory level of understanding to complete the program. This is assessed using a range of assessments and is consistent across teaching sites and modalities.
- Established process and communication strategy for students who do not achieve satisfactory level of understanding.
- Students will receive a certificate of completion if all program requirements have been met.
- Systems, policies and procedures to support these processes.

Resourcing

- Standard operating procedures and policy development to guide program delivery, record keeping and program evaluation.
- Evidence of sufficient resources to support program delivery including evidence of library and related educational resources to support students undertaking the immunisation program, together with
 - Information about the program.
 - Facilities.
 - Equipment.
 - Teaching.
- Students have sufficient and timely access to academic and teaching staff to support their learning.
- Educators are appropriately trained in immunisation theory and practice and can demonstrate immunisation and education experience and expertise. Academic integrity evidenced by ongoing professional development and research participation.
- All educators must have current or recent knowledge in immunisation theory and practice.
- All educators are required to provide evidence of education level and experience through their Curriculum Vitae.
- Health Education Services Australia will be informed of any changes to teaching staff.

Program Management and Evaluation

- Systems, policies and procedures in place to provide information on standards, program requirements and available support mechanisms.
- Regular evaluation and revision of program content to include contemporary and emerging issues which have an impact on immunisation.

Immunisation Education Program Accreditation Standards

Standard 1: The Education Provider

- 1.1 Current registration by the Tertiary Education Quality and Standards Agency (TEQSA) or the Australian Skills Quality Authority (ASQA) as an Australian university or other education provider or an education provider is affiliated with a recognised academic institution.
- 1.2 Current, documented academic governance structure for the education provider and the area conducting the program that ensures academic oversight of the program and promotes high-quality teaching and ongoing evaluation across all learning settings.
- 1.3 Responsibility and control of program development, monitoring, review, evaluation and quality improvement is delegated to the relevant organisational unit with oversight by an academic board or a committee with relevant knowledge and skills.
- 1.4 Staff delegations, reporting relationships, and the role of persons or committees in decision making related to the program.
- 1.5 Terms of reference for the relevant program advisory committee demonstrating partnership with key stakeholders, including partnerships with Aboriginal and Torres Strait Islander health professionals and communities.
- 1.6 Students, supervisors and staff are adequately indemnified for relevant activities undertaken as part of the program requirements.

Standard 2: The Program

- 2.1 The central focus of the program is Immunisation and the application of knowledge and skills at the required level that enable the health professional to provide a person-centred, high quality and safe health service to consumers:
 - a. within a range of health care contexts
 - b. that complies with national and relevant jurisdictional legislative frameworks.
- 2.2 A comprehensive Program Content and Delivery document, based on the National Immunisation Framework for Health Professionals National Immunisation Framework for Health Professionals that includes:
 - a. program content sequencing that prepares students for high quality and safe Immunisation practice
 - b. program structure and delivery modes, including online components
 - c. topic or module outlines that detail content, objectives, learning outcomes and associated assessment
 - d. teaching and learning strategies.
- 2.3 A map of topics or modules against the 4 domains of the National Immunisation Framework for Health Professionals:
 - 1 The Global and Australian Context for Immunisation
 - 2 The immune System and Immunisation
 - 3 Law, Ethics and Immunisation

4 Immunisation Practice

that clearly identifies the links between core content, student learning outcomes and assessments¹.

- 2.4 Equivalence of topic or module learning outcomes for programs taught in more than one delivery modes (e.g. on-campus, mixed-mode, distance, online).
- 2.5 Application of learning and teaching approaches that:
 - a. enable achievement of stated learning outcomes
 - b. scaffold learning appropriately throughout the program
 - c. engender deep rather than surface learning
 - d. embed contextualised experiential learning and scenario-based evaluation
 - e. engender cultural safety in patient management and health care delivery.
- 2.6 A consistent approach to student assessment across teaching sites and modalities that is periodically reviewed and updated.
- 2.7 The level, number, variety and context of formative and summative assessments are consistent with determining the achievement of the stated learning outcomes.
- 2.8 Ultimate accountability for the assessment of students, rests with the Education Provider.
- 2.9 Evidence of procedural controls, fairness, reliability, validity and transparency in assessing students.
- 2.10 Processes to ensure the integrity of assessment across all modalities.
- 2.11 Comprehensive summative assessment of the student's achievement as an Immuniser that is aligned with the National Immunisation Framework for Health Professionals.

Standard 3: Participants/Students

- 3.1 Applicants are informed of the following before accepting an offer of enrolment:
 - a. modes for program delivery and expectation and location of work integrated learning experiences
 - b. specific requirements for entry to the program of study, including Ahpra registration.
- 3.2 Students are selected for the program based on clear, justifiable and published admission criteria that includes current registration with Ahpra.
- 3.3 Processes to enable early identification and support for students who are not performing well academically or have professional conduct issues.
- 3.4 All students have equal opportunity to access the content and complete the assessment to meet the requirements for successful completion of the program, regardless of mode or location of program delivery.
- 3.5 Aboriginal and Torres Strait Islander peoples are encouraged to apply and a range of support is provided to those students as needed.

¹ Submit evidence demonstrating how:

- Each domain's learning *objectives* link to core content addressed within topics and/or modules
- Each domain's learning *outcomes* link to program assessments.

Standard 4: Resources

- 4.1 A balance of academic, clinical, technical and administrative staff appropriate to meeting teaching and governance commitments.
- 4.2 Staff teaching and assessing students have relevant clinical, immunisation and academic qualifications and experience.
- 4.3 Facilities, equipment and other teaching resources are sufficient in quality and quantity for the anticipated student population and any planned increase.

Standard 5: Quality and Risk Management

- 5.1 Regular evaluation and revision of program content to include contemporary and emerging issues which have an impact on immunisation.
- 5.2 Feedback gained from the quality cycle is incorporated into the program in consultation with stakeholders, including health care consumer advocates, to improve the experience of theory and practice learning for students.
- 5.3 Regular evaluation of academic and clinical and professional support team supervisor effectiveness using feedback from students and other sources; systems to monitor and, where necessary, improve staff performance.
- 5.4 Risk Management Plan²

² Submit evidence demonstrating how the immunisation Program has been risk assessed and has in place the required risk mitigation strategies.