



Ahpra Board
**Accreditation
Committee**

Glossary of accreditation terms

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About this document

The independently-chaired Accreditation Committee (the Committee) was established in 2021, consistent with [Ministerial Council Policy Direction 2020-1 – Independent Accreditation Committee](#). The Committee gives independent and expert advice on accreditation reform and other National Scheme accreditation matters to National Scheme entities (National Boards, accreditation authorities and Ahpra). Other external entities performing accreditation roles as part of the National Scheme, such as specialist colleges and postgraduate medical councils, must also consider the Committee's advice, where relevant.

In developing its [initial work plan](#), the Committee identified that different language is used across National Scheme professions, entities and stakeholders to describe varying aspects of accreditation and the issues referred to the Committee by Ministers. The Committee recognises that effective development, consultation and consideration of its advice will be facilitated by shared language. This glossary of accreditation terms is designed to create that shared understanding of terms used in the Committee's advice among its stakeholders.

The glossary includes terms and meanings relevant to the areas of work in the Committee's initial work plan. These areas include:

- fostering good practice and enhancing efficiency in professional capabilities and accreditation standards and processes across the National Scheme professions
- embedding interprofessional education and collaborative practice in health practitioner education
- reducing duplication and areas of overlap between accreditation authorities and education regulators
- better linking service delivery needs and the education system by strengthening consumer involvement in accreditation, including employers
- strengthening outcomes-based approaches in accreditation to ensure that education responds to changes in community needs, healthcare models and innovations in health practice, and
- enhancing the transparency, reporting and comparability of accreditation funding and costs.

The glossary includes the [definition of cultural safety for the National Scheme](#) and builds on the terms already defined in the Health Practitioner Regulation National Law, as in force in each state and territory (the National Law) and the [Health Professions Accreditation Collaborative Forums' \(HPACF\) Glossary of terms for annual program monitoring reports](#). Terms and meanings will be added to the glossary as the Committee's work evolves and new terms and meanings are defined in its work.

This glossary is not intended to:

- be comprehensive
- replace the HPACF's glossary, or
- be applied in a prescriptive way by accreditation authorities and other stakeholders.

The Committee would like to thank the HPACF and its members for their joint work with Ahpra in developing this glossary, both during initial development and during consultation. It commends the glossary to stakeholders to be read alongside its advice and guidance in other areas.

Note: for each term and meaning included in this glossary, where the meaning is directly from another publication the source is cited. The source is not cited if the meaning has evolved through consultation with stakeholders and is no longer directly from another publication.

A

Accreditation authority

An entity performing professional accreditation functions under the National Law and may be an external accreditation entity (usually an accreditation council) or an accreditation committee.

Source: Based on Health Practitioner Regulation National Law, as in force in each state and territory (the National Law).

Accreditation standard(s)

A standard(s) used by an [accreditation authority](#) to assess whether a [program of study](#), and the [education provider](#) that provides the [program of study](#), provide persons who complete the program with the knowledge, skills and professional attributes necessary to practise the profession in Australia.

Source: Based on the Health Practitioner Regulation National Law, as in force in each state and territory (the National Law).

Augmented reality

The combination of reality and overlay of digital information.

Source: Adapted from Lioce L. (Ed.), Lopreiato J. (Founding Ed.), Downing D., Chang T.P., Robertson J.M., Anderson M., Diaz D.A., and Spain A.E. (Assoc. Eds.) and the Terminology and Concepts Working Group (2020), *Healthcare Simulation Dictionary –Second Edition*. Rockville, MD: Agency for Healthcare Research and Quality; September 2020. AHRQ Publication No. 20-0019. DOI: <https://doi.org/10.23970/simulationv2>.

C

Clinical placement

also known as work-integrated learning (WIL), work-based learning, professional experience placement (PEP), professional placement, professional experience, work placement, midwifery practice experience (MPE), clinical experience, clinical attachments, practice placements, clinical internship, clinical rotation, clinical observation or experiential learning

The component of a [program of study](#), undertaken with supervision, in a clinical or professional practice environment, which assists students to put theoretical knowledge into practice.

Clinical placement supervisor

also known as work-integrated learning supervisor, clinical placement supervisor, preceptor, supervisor, work placement supervisor, professional experience placement supervisor, midwifery professional experience supervisor, professional placement supervisor, clinical instructor, mentor, practice educator, clinical educator or demonstrator

A person who supervises students during their clinical or professional placement.

Consumer/Health care consumer

also known as patients, clients, family, community, carers and secondary consumers

A person with lived or living experience who receives care from health practitioners either directly or in a secondary capacity as a family member, carer or community.

Course accreditation

The assessment of a course of study (by the Tertiary Education Quality and Standards Agency (TEQSA), the Australian Skills Quality Authority (ASQA) or by a [self-accrediting provider](#) against the course requirements specified in relevant national legislation.

Source: Adapted from [Universities Australia and Professions Australia Joint Statement of Principles for Professional Accreditation](#)

Cultural safety

Note: only cultural safety is defined in this glossary, given there is an agreed National Scheme definition of this term developed by the Aboriginal and Torres Strait Islander Health Strategy Group.

Principles:

The following principles inform the definition of cultural safety:

- prioritising the Ministerial Council's goal to deliver healthcare free of racism supported by the National Aboriginal and Torres Strait Islander Health Plan 2013–2023
- improved health service provision supported by the Safety and Quality Health Service Standards User Guide for Aboriginal and Torres Strait Islander Health
- provision of a rights-based approach to healthcare supported by the United Nations Declaration on the Rights of Indigenous Peoples
- ongoing commitment to learning, education and training.

Definition:

Cultural safety is determined by Aboriginal and Torres Strait Islander individuals, families and communities. Culturally safe practise is the ongoing critical reflection of health practitioner knowledge, skills, attitudes, practising behaviours and power differentials in delivering safe, accessible and responsive healthcare free of racism.

How to:

To ensure culturally safe and respectful practice, health practitioners must:

- a. acknowledge colonisation and systemic racism, social, cultural, behavioural and economic factors which impact individual and community health
- b. acknowledge and address individual racism, their own biases, assumptions, stereotypes and prejudices and provide care that is holistic, free of bias and racism
- c. recognise the importance of self-determined decision-making, partnership and collaboration in healthcare which is driven by the individual, family and community
- d. foster a safe working environment through leadership to support the rights and dignity of Aboriginal and Torres Strait Islander people and colleagues.

Source: [The National Scheme's Aboriginal and Torres Strait Islander Health and Cultural Safety Strategy 2020–2025](#), Ahpra.

E

Education provider

also known as provider or provider organisation

A university, tertiary education institution, or another institution or organisation, that provides vocational training or a specialist medical college or other health profession college.

Source: Based on Health Practitioner Regulation National Law, as in force in each state and territory (the National Law).

I

Interprofessional collaborative practice (IPCP)

also known as interprofessional collaboration and collaborative practice

Refers to health care practice where multiple health workers from different professional backgrounds work together, with patients, families, carers and communities to deliver the highest quality of care that is free of racism and other forms of discrimination.

Source: Adapted from the [Framework for action on interprofessional education and collaborative practice, World Health Organization](#).

Interprofessional education (IPE)

also known as interprofessional learning

Refers to educational experiences where students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.

Source: Adapted from the [Framework for action on interprofessional education and collaborative practice, World Health Organization](#).

Intraprofessional collaboration

Involves multiple members of the same profession working together and learning from each other to deliver quality care that is free of racism and other forms of discrimination.

Source: Adapted from College of Registered Nurses of Nova Scotia, *Effective utilization of RNs and LPNs in a collaborative practice environment*. Halifax, NS; 2012.

L

Learning outcomes

The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Source: [TEQSA Glossary of terms](#)

M

Monitoring

Activities undertaken by an [accreditation authority](#) so it continues to be satisfied a program and its provider meet the approved accreditation standards for the profession under the Health Practitioner Regulation National Law, as in force in each state and territory.

Source: Adapted from the HPACF glossary of terms for annual program monitoring reports.

Note: primary source of term and meaning is an adaption from the Health Practitioner Regulation National Law, as in force in each state and territory, s50(Accreditation authority to monitor approved programs of study).

N

National Board

A National Health Practitioner Board continued or established by regulations made under the National Law.

Source: Based on Health Practitioner Regulation National Law, as in force in each state and territory (the National Law).

O

Outcome-based approaches

An accreditation approach that focuses on graduating students with the [professional capabilities](#) required for safe practice as registered health practitioners in Australia and encourages flexible and innovative approaches to education in response to changes in community need, healthcare models and innovations.

P

Person-centred care

is inclusive of patient-centred care, client-centred care, holistic care and woman-centred care

Care that is respectful of, and responsive to, the preferences, needs and values of the individual [consumer/patient/client](#) and recognises the role of family and community. It involves seeking out and understanding what is important to the [consumer/patient/client](#) and their family, community and/or carer, fostering trust, establishing mutual respect and working together to share decisions and plan care, whilst recognising that [consumer/patient/client](#) safety remains paramount.

Professional accreditation of programs of study

The evaluation and [monitoring](#) of a [program of study](#) undertaken by National Scheme accreditation authorities where a program is assessed against approved accreditation standards for the purpose of accreditation under the Health Practitioner Regulation National Law, as in force in each state and territory.

Professional accreditation assessment team

also known as accreditation site evaluation team, site evaluation team or panel

A team formed by the [accreditation authority](#) comprising individuals with the skills, knowledge and experience required to undertake rigorous accreditation assessments.

Professional capability/capabilities

also known as professional competence/competencies

Used by National Scheme entities to describe the knowledge, skills, and professional attributes needed to safely and competently practice the relevant health profession in Australia.

Program or program of study

also known as course

A program of study provided by an [education provider](#).

Source: Term and meaning from HPACF glossary of terms for annual program monitoring reports.

Note: primary source of term and meaning is the Health Practitioner Regulation National Law, as in force in each state and territory (the National Law).

S

Simulation-based learning

also known as simulation-based education and training (SBET) and pedagogical innovation

Interactive educational methods or clinical experiences that evoke or replicate real-life characteristics of an event or situation as the basis for developing skills, confidence and problem-solving abilities in a safe, controlled and monitored environment.

V

Virtual care

Any interaction between [consumers/patients/clients](#) and/or members of their care team occurring remotely, using technology with the aim of facilitating or maximising the quality and effectiveness of [consumer/patient/client](#) care.

Source: Adapted from '[Virtual Care in Practice](#)' – Agency for Clinical Innovation publication

Note: although the term 'telehealth' is sometimes used interchangeably with the term 'virtual care' telehealth refers to one type of virtual care only, involving a telephone or video-enabled [consumer/patient/client](#) consultations. It does not encompass the broader nature of virtual healthcare.

Virtual learning

Any learning that occurs through the use of digital technology or resources, combined with pedagogical principles and practices, to deliver and support specific teaching and learning aims/outcomes.