The Objects of The University of Notre Dame Australia are:

a) the provision of university education within a context of Catholic faith and values; and

b) the provision of an excellent standard of –
   i) teaching, scholarship and research;
   ii) training for the professions; and
   iii) pastoral care for its students.

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Welcome to The University of Notre Dame Australia’s School of Medicine, Fremantle

As the School celebrates its 10 year anniversary, it is timely to reflect on what has gone before. The School took its first cohort of students in 2005 and has subsequently achieved full accreditation with the Australian Medical Council. In 2012, the School achieved a four-year accreditation from the Australian Medical Council, demonstrating a high standard of medical education is being delivered at the University.

The intention of the School is to create caring and competent doctors who are able to adapt to the challenges of modern clinical practice. The emphasis on integrated learning and problem-based learning methodology encourages, through research and enquiry, the development of the doctor as a continuous learner. After all, medical school is only the start of a long journey in the practice of medicine.

The School continues to place a strong emphasis on encouraging rural practice with an aim to enrol 25 per cent of students each year from a rural background. Alternative pathway admission is also available for Aboriginal and Torres Strait Islander students.

In third year, one in four students is also able to participate in the Rural Clinical School of Western Australia, jointly run with the University of Western Australia. This is a fabulous opportunity to learn and enjoy the challenges of rural and remote medical practice.

The School of Medicine, Fremantle, provides an exciting and challenging course which gives students the opportunity to participate in social justice programs, discuss bioethical constructs, learn about preventive and public health and develop skills for basic research while also ensuring a continuing emphasis on communication and clinical skills.

The practice of medicine remains an art and a science. Join us if you are interested in learning about compassionate, evidence-based, patient-centred care.

Professor Shirley Bowen
Dean of Medicine, Fremantle
As a graduate-entry course, Medicine at Notre Dame has given me the opportunity to meet other like-minded students from various professional backgrounds. The course is ‘hands on’ and very clinically relevant.

Jasmine
Bachelor of Medicine / Bachelor of Surgery
Why choose Notre Dame?

At Notre Dame you will be part of a vibrant and connected community. You will receive an excellent standard of training for your profession of choice within a context of Catholic faith and values. You will be encouraged to expand your mind and develop your critical thinking and reasoning skills. You will learn in an environment where your education and development as a person is important to everyone.

You are a person, not a number

Students are the heart of Notre Dame. You will be seen as a person, not a number, and supported every step of the way to develop your unique gifts and talents.

With Notre Dame’s commitment to pastoral care and smaller lecture group sizes, you won’t get lost in the crowd.

Gain real-world experience

At Notre Dame you will receive an excellent education for your future profession, grounded in the highest levels of real-world experience; a valuable addition to your CV.

Notre Dame’s School of Medicine utilises an array of active learning strategies throughout the Bachelor of Medicine / Bachelor of Surgery program, culminating in hospital-based training in both metropolitan and regional locations.

Learn from leaders in their fields

Notre Dame lecturers are leaders in their fields, so you will benefit from the latest industry insights and expertise and graduate well-equipped for your chosen profession. See page 12 to meet some of our key academic staff.

Rated 5 stars by graduates

For eight consecutive years, graduates have rated Notre Dame 5 stars in the categories of: Teaching Quality, Generic Skills and Overall Graduate Satisfaction. In 2015, Notre Dame was also awarded 5 stars for: Getting a Full-time Job and Graduate Starting Salary in the 2015 Good Universities Guide.

Highest graduate employment rate in WA

Notre Dame has the highest graduate employment rate of all WA universities.

81.8 per cent of Notre Dame’s Bachelor’s degree graduates secure full-time employment shortly after graduation (myuniversity.gov.au/Universities).

Catholic intellectual tradition

Notre Dame’s courses reflect the Catholic intellectual tradition which builds on the riches of the past and present while preparing you for life and work.

A Notre Dame education will provide you with a grounding in the Catholic tradition of liberal education by exposing you to the best philosophical and theological arguments about life and the reality we live in.

An accredited Medicine degree

The Bachelor of Medicine / Bachelor of Surgery is accredited by the Australian Medical Council as meeting the national standard of medical education, permitting a graduate to receive provisional registration and become a junior doctor, and enter the medical workforce.
Be part of a national 5 star university

The University of Notre Dame Australia is a national Catholic university with Campuses in Fremantle, Broome and Sydney and clinical schools in New South Wales and Victoria.

As a Fremantle Campus student you can be a part of our vibrant learning community in the historic West End of the port city of Fremantle.

Location

Notre Dame’s foundation Campus is located in Fremantle. It operates in beautifully restored buildings which have produced a town university of great character.
Fremantle Campus
19 Mouat Street, Fremantle WA 6959

The School of Medicine (ND35) is located at 38 Henry Street, in the heart of historic Fremantle.

- **63** RESTAURANTS covering a wide range of cuisines
- **7** MINUTE WALK to shopping centres
- **31** CAFÉS welcome to the home of coffee
- **6** THEATRES & CINEMAS plus a multitude of galleries and museums
- **13** PROBLEM-BASED LEARNING tutorial rooms in the state-of-the-art Fremantle Medicine building
- **30** MINUTE TRAIN OR CAR RIDE into Perth CBD
- **24** BUS STOPS within a five minute walk
- **5** MINUTE WALK to Fremantle Station
- **3** MINUTE WALK to Bathers beach

The Medical Students Society of Notre Dame (MSAND) is proactive and involved in community service.

The Co-op Bookshop is located on Holy Spirit Chapel Street.

The train station is a 5 minute walk away.
Core Curriculum

The University believes that the Core Curriculum is intriguing, enjoyable, builds mind and character, and opens up questions that will help make life and work more meaningful and richer in potential.

Students attend university for many reasons — to continue their studies, gain a qualification, train for a profession, learn together with others or to meet different people. Some of these goals can be sought in other institutions; but universities are unique in the way they bring all these goals together. This happens through a particular approach towards intellectual development — how we identify knowledge and truth, and how we let them change us.

Notre Dame’s Core Curriculum brings all of our students together under one banner. The Core places the life of the mind (often called the “intellectual life”) proudly to the fore in every one of our degree courses. The Core asks: how does developing our grasp of knowledge and truth change us, our workplaces, our families and our choices? The Core draws on the riches of philosophical and theological thought.

Philosophy seeks to clarify the truth about the human person, God, our world, and our conduct. Philosophy uses texts and methods of inquiry and reasoning built up over centuries by some of the finest critical minds.

Theology approaches similar questions through different texts and in the light of the faith position of one particular religious tradition. At Notre Dame, the philosophy we study is Western philosophy and the theology we study is Catholic theology.

Undertaking the Core Curriculum requires no previous study, experience or religious commitment. Philosophy and Theology are academic subjects and taught in the Core at introductory level.

Notre Dame’s Medicine students graduate with the critical thinking skills integral to their future vocation. Combined with a deep respect for human life and a commitment to graduating doctors who are knowledgable, skilfull, dutiful and ethical, Notre Dame students are highly regarded for their ability to contribute meaningfully to the health outcomes of those in their care.

The Core aims to achieve a real change in students’ understanding and choices through the following:

› Developing the capacity for critical reflection and reasoned argument.
› Introducing intriguing theories and concepts concerning human persons, our search for meaning and truth and our attempts to base social life on reason and morality.
› Introducing themes from the Greco-Roman philosophical tradition and the best of Christian and secular reflection on that tradition.
› Discussing the relationship between faith and reason.
› Exploring the key elements of ethics, such as human purpose and happiness, needs and rights, virtues and duties, justice and charity.
› Encouraging the integration of discipline-specific knowledge with knowledge concerning the fulfilment of human individuals and communities.
› Bringing together students from different disciplines and backgrounds to study key themes from Western philosophical and Catholic theological traditions.
A unique
School of Medicine

Significant attributes of the Bachelor of Medicine / Bachelor of Surgery courses at Notre Dame include the following:

**Philosophy, Theology and Ethics**

All Notre Dame graduates are required to have successfully completed units in Philosophy, Theology and Ethics to graduate. Medical students do not take these three subjects as separate units but as part of the integrated medicine units:

- MED100 Philosophical and Theological Studies in Medicine
- MED200 Ethical Studies in Medicine

**Social Justice and Service Learning Program**

Students are required to complete a 30-hour placement during Years 1 and/or 2. A written reflection on the placement is also produced by each student based on their experiences and learning outcomes.

**Problem-based learning**

Many medical schools use problem-based learning (PBL) as the basis for their teaching and learning. They differ in the extent to which they adopt the PBL principles. The School aims to remain as close as practicable to the original intent of the PBL philosophy.

**Clinical Debriefing**

Clinical Debriefing (CD) tutorials are another initiative adopted by the School in its Bachelor of Medicine / Bachelor of Surgery courses.

In the CD tutorial, students and their tutor focus on the following:

- clinical experience;
- Personal and Professional Development Domain learning objectives; and
- course experiences.

The intent of the tutorials relates to the proposal of Socrates that “The unexamined life is not worth living”; but they also serve pragmatically to make sure that the best possible lessons are learnt from the valuable but unpredictable learning experiences that arise in a medical course.

Through formal exploration of experiences in the course, the plan is to develop a reflective practitioner through adding valuable learning experiences, avoiding bad lessons being taught, developing reflective habits and recording achievements.

**Private hospitals**

Notre Dame was one of the first medical schools to conduct a significant amount of its clinical teaching in private hospitals. Students are placed in both the public and private sectors to ensure that their clinical experience is broad.

**Aboriginal health, rural and remote placements**

Part of the School’s mission is to encourage graduates to practice in areas of unmet need. To that end, the School provides Aboriginal health, rural and remote placements in Years 1 and 2, and rural practice placements in Year 4.

In 2015, the Year 1 group will undertake two half-day Aboriginal health placements; the Year 2 group will spend approximately one week in the Kimberley; and the Year 4 students, who did not attend the Western Australian Rural Clinical school in Year 3, will spend four weeks in a rural general practice.

**Clinical audit in Year 4**

The Year 4 students complete a clinical audit. Its purpose is to provide graduating medical students with the skills to continue monitoring, reflecting on and improving the quality of their clinical practice.
The supportive environment has enabled me to strive towards my greatest potential in a competitive environment.

Prudence Adams
Bachelor of Medicine/
Bachelor of Surgery
Notre Dame’s School of Medicine

The mission of The University of Notre Dame Australia’s School of Medicine, Fremantle, is to provide an education imbued with the Catholic values of compassion, respect and service, and to graduate health professionals who are knowledgeable, skilful, dutiful and ethical.

As a Notre Dame medical student you will receive a 5 star education including the following:
› access to innovative clinical skills training;
› learning from practising academics who are experts in their fields;
› Aboriginal health, rural and remote placements;
› a problem-based learning curriculum delivered in small groups in Years 1 and 2;
› clinical placements in both the public and private sector in Years 3 and 4; and
› a liberal arts education in Philosophy, Theology and Ethics.

Our mission
To fulfil its mission, the School will graduate health professionals who
› are clinically excellent, compassionate, respectful and empathetic;
› demonstrate ethical and professional behaviour in all their actions;
› will contribute meaningfully to address the health disparities experienced by Aboriginal peoples;
› champion social justice through reducing inequalities and disparity in health and health care;
› have a strong commitment to, and capacity for, lifelong learning, reflective practice, leadership, personal health and wellbeing;
› contribute significantly to health care in rural, remote and other under-served populations in Western Australia;
› engage in scholarly research and advance the body of medical knowledge; and
› apply a strong scientific basis to clinical practice.

The School acknowledges that it is located in Walyallup on Whadjuk Nyungar Boodja and honours the rightful place of Aboriginal people as Australia’s first peoples. The School is dedicated to graduating students who will contribute meaningfully to closing the gap in Aboriginal health outcomes.

Real-world experience
The Notre Dame School of Medicine utilises a curriculum of active learning strategies in its Bachelor of Medicine/Bachelor of Surgery.

The teaching program is underpinned by problem-based learning (PBL) in the first two years and includes: communication and clinical skills, basic clinical sciences, population and preventive health, and personal and professional development.

Clinical placements occur throughout the four years of the program and take place in a wide variety of settings including aged care facilities, private health care organisations, public secondary and tertiary hospitals, and community based family practices.

The last two years of the course are discipline-based (eg. medicine, surgery and critical care) and are primarily taught in a hospital setting.

The course also has rural placements. Twenty-five per cent of third year students spend the entire year in a rural setting and there is a four-week rural practice placement in the fourth year.

Accreditation
The Bachelor of Medicine/Bachelor of Surgery is accredited by the Australian Medical Council as meeting national standards of medical education, permitting a graduate to receive provisional registration and become a junior doctor (also known as a doctor-in-training), and enter the medical workforce.
Learn from leaders in their fields
Introducing some of the key staff from Notre Dame’s School of Medicine.

Professor Shirley Bowen
Dean

As Dean of the School of Medicine, Fremantle, Professor Shirley Bowen brings a wealth of clinical and management expertise to the School. Shirley holds dual Fellowships in Infectious Diseases (FRACP) and Sexual Health (FChSHM). She was previously the Chief Medical Officer of the Australian Capital Territory and Director of Communicable Diseases in Western Australia. Shirley was an undergraduate of the University of Newcastle and undertook her postgraduate training in Sydney, South Africa and Western Australia. Shirley also brings to the School significant experience in medical leadership, hospital management and has a fundamental belief in whole person-centred care.

Professor Brian Andrews
Associate Dean, Clinical

Professor Brian Andrews was born in Sydney and attended medical school at the University of Sydney where he graduated BSc (Med) (Hons), MBBS (Hons) in 1969. He completed his internship and internal medicine training at Sydney Hospital and was Chief Resident in 1972. Relocating to St. Vincent’s Hospital Sydney, he completed his MD in Immunology (immune complexes in humans) and moved to the USA in 1976 for further postgraduate research training.

Two years were spent as a research fellow in Immunopathology at the Scripps Clinic and Research Foundation in La Jolla California before moving to the University of Virginia in 1977 as an Assistant Professor in the Department of Medicine (Rheumatology). His research interests have involved immune complexes, dengue virus and endothelial cells, macrophage function in human disease, scleroderma and tissue factor. In October 2009, Brian returned to Australia and was appointed Associate Dean (Clinical) at The University of Notre Dame Australia, Fremantle. He is currently an active Fellow of the Australian College of Physicians, American College of Physicians, American College of Rheumatology and the American College of Asthma.
Professor Carole Steketee
Associate Dean, Teaching and Learning

As the Associate Dean, Teaching and Learning, in the School of Medicine, Fremantle, Professor Carole Steketee heads the Medical Education Support Unit (MEDSU), a position she has held since 2007. The MEDSU team provide educational support and leadership to the medical program, as well as run the postgraduate courses in health professional education. Carole co-led the design of these postgraduate courses which draw on contemporary principles of online learning to engage geographically dispersed health professional educators in multimedia rich learning experiences.

Carole continues to lead the development of Prudentia©, a dynamic web-based curriculum management system that is underpinned by an outcomes-based curriculum framework. This system is transforming how staff in the School of Medicine interact with and manage curriculum. Carole’s background is in educational theory, cognition and learning, and instructional design. She chairs Notre Dame’s national Learning and Teaching Committee and has participated in a number of funded national projects into interprofessional health education, and has published in the area.

Professor Kathryn Hird
Associate Dean, Medical Science

Professor Kathryn Hird’s academic qualifications include a Bachelor’s degree within the discipline of speech and hearing sciences; a Master’s degree in applied rehabilitation science; a Graduate Diploma in research methods; and a PhD in cognitive neuropsychology. Her philosophy of professional and graduate education is trans-disciplinary and grounded in the health sciences. Kathryn’s research interests include medical science, cognitive neuropsychology, language production and the impact of brain damage on communication, and speech science. She has held clinical positions at several clinics and rehabilitation hospitals, and progressed through academic ranks as Lecturer, Senior Lecturer, and Associate Professor to her present position as Professor and Associate Dean at the School of Medicine, Fremantle.

Professor David Paul
Associate Dean, Aboriginal Health

Professor David Paul has had considerable engagement in Aboriginal health over many years. Most of this work has involved working alongside Aboriginal people in Aboriginal-led programs, including direct health service provision (as a general medical practitioner at an Aboriginal Community Controlled Health Organisation); policy development; research; and education at local and national levels. David is the recipient of two individual LIMELight awards for his leadership and contribution to Indigenous medical education.
### Pre-Medicine Certificate

<table>
<thead>
<tr>
<th>Course</th>
<th>Pre-Medicine Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td>Four unit program studied over the duration of the student’s undergraduate program</td>
</tr>
<tr>
<td><strong>Fees</strong></td>
<td>Fee-paying course</td>
</tr>
</tbody>
</table>

The Pre-Medicine Certificate (PMC) is specifically designed to enhance the preparation of students who wish to apply for Medicine at Notre Dame on the completion of their undergraduate degree. PMC students take four Pre-Medicine units in addition to their primary degree at the University. The four units in the PMC are selected from a menu of options suited to developing future health professionals such as: social justice studies, Aboriginal studies, the sociology of health and medicine, behavioural science, psychology, and biological and physical sciences.

The PMC does not guarantee entry into Medicine. However successful completion of the PMC and meeting the minimum requirements for the GAMSAT score and GPA, does guarantee students an interview for Medicine at Notre Dame.

### Admission requirements

Eligible students must be enrolled full-time in an undergraduate degree at Notre Dame’s Fremantle Campus. Application to the PMC is via the Admissions Office.

Selection criteria for high school leavers includes the following:
- academic record - ATAR of 90 or above;
- personal qualities and motivations (as evidenced in the student’s personal statement);
- contribution to school and/or community life; and
- a desire to pursue a career in medicine.

Selection criteria for current Notre Dame undergraduate students includes the following:
- personal qualities and motivations, and one year full-time study in any Notre Dame undergraduate degree maintaining at least a 65 per cent average;
- sufficient semesters remaining in their undergraduate degree to accommodate completion of the four units of the Pre-Medicine Certificate (normally four semesters);
- a recommendation from the Dean or Associate Dean; and
- a desire to pursue a career in medicine.

### Medicine

<table>
<thead>
<tr>
<th>Course</th>
<th>Bachelor of Medicine/Bachelor of Surgery (Graduate Entry) (MBBS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration</strong></td>
<td>Four years full-time</td>
</tr>
<tr>
<td><strong>Practicum</strong></td>
<td>Two years</td>
</tr>
<tr>
<td><strong>Academic prerequisite</strong></td>
<td>A Bachelor’s degree in any discipline</td>
</tr>
<tr>
<td><strong>Loan Scheme</strong></td>
<td>FEE-HELP/HECS-HELP</td>
</tr>
<tr>
<td><strong>Study Mode</strong></td>
<td>Full-time</td>
</tr>
</tbody>
</table>

There is a nation-wide push to graduate doctors whose purpose is to serve, especially in areas of unmet need. This includes specific needs in rural/remote regions and outer metropolitan areas of Western Australia, where there are current shortages of doctors in some medical disciplines.

The Bachelor of Medicine/Bachelor of Surgery (MBBS) at Notre Dame is a four-year course undertaken by students in full-time mode. This course is available to graduates with a recognised undergraduate university degree from any discipline.

The course uses national and international referencing and benchmarking with other Australian universities and professional bodies to ensure the quality of its graduates.

The course offers state-of-the-art teaching in basic science, communications, clinical medicine and clinical skills. In depth opportunities are offered in rural and remote clinical practice, Aboriginal health and research.

The pre-clinical years are taught in an integrated manner, embracing problem-based learning as the teaching philosophy.

Please note that the graduate-entry Medicine degree is an undergraduate program and as a result FEE-HELP students in this program incur the Commonwealth 25 per cent surcharge on each unit.

### Accreditation

The Bachelor of Medicine / Bachelor of Surgery is accredited by the Australian Medical Council as meeting national standards of medical education, permitting a graduate to receive provisional registration and work as an intern/junior doctor.

All Fremantle graduates are currently able to access intern positions in Western Australia, or otherwise access positions in other Australian States on a competitive basis.
Medicine course information

The Bachelor of Medicine / Bachelor of Surgery program at Notre Dame, Fremantle, is dynamic, practical and reflective of contemporary medicine practice in Australia. The four-year degree is comprised of the following course structure:

**MED100 – Foundations of a Medical Vocation**
This unit is 41 weeks in length. The educational model is that of problem-based learning in which a clinical problem sets the context for the students’ learning of content material each week. This is supported by a series of fixed resource sessions of lectures, practical classes; web based material and expert tutorials. As well as content material, the skills that are acquired are: communication; critical analysis; problem solving; team work; literature searching; clinical examination; laboratory skills in pathology and microbiology.

**MED200 – Foundations of Clinical Practice**
Prerequisite unit: MED100.
This unit is 43 weeks in length. The educational model is that of problem-based learning in which a clinical problem sets the context for the students' learning of content material each week. This is supported by a series of fixed resource sessions of lectures, practical classes; web based material and expert tutorials.

**MED300 – Clinical Apprenticeships**
Prerequisite units: MED100, MED200.
The unit comprises 43 weeks, which includes the following:
› orientation;
› four clinical rotations in:
   - medicine and medical specialties (nine weeks);
   - surgery and surgical specialties including ophthalmology (nine weeks);
   - community and children’s health (eight weeks); and
   - women’s neonatal health (eight weeks);
› workshop weeks; and
› exam periods.

**MED301 – Clinical Apprenticeships in a Rural Clinical School**
Prerequisite units: MED100, MED200.
Medical students enrolled in this unit spend the academic year in a rural setting and are enrolled in the Rural Clinical School of Western Australia which is a partnership between The University of Notre Dame Australia and The University of Western Australia.

**MED400 – Preparing for Internship**
Prerequisite units: MED100, MED200, MED300.
The unit comprises 44 weeks, which includes the following:
› orientation;
› four, eight-week clinical rotations in:
   - medicine (general, geriatric and palliative);
   - surgery and rural practice/options;
   - critical care (anaesthetics, emergency medicine and intensive care); and
   - psychiatry, ENT and musculoskeletal/orthopaedics;
› workshop weeks;
› a four-week elective; and
› exam periods.

Students spend four and a half days in a clinical setting and half a day on Campus for a Back to Base lecture program.
As this unit is an apprenticeship style model, students are expected to attend all clinical placements and to maximise learning opportunities presented on the wards, operating theatres, outpatient clinics and clinicians consulting rooms.
On successful completion of the unit, students will be eligible to graduate.

**MED401 – Honours Research Project**
Prerequisite units: MED100, MED200, MED300.
The Bachelor of Medicine / Bachelor of Surgery (Honours) is open to currently enrolled and eligible medical students at the discretion of the Dean of Medicine, Fremantle. The minimum requirements for entry to the Course will be a weighted average mark of 65 per cent in MED100, MED200 and MED300/301.
Health Professional Education

The postgraduate programs in Health Professional Education are available online and designed for health professionals who currently teach, or plan to teach, in a clinical/tertiary setting.

<table>
<thead>
<tr>
<th>Course</th>
<th>Graduate Certificate in Health Professional Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>0.5 years full-time or equivalent part-time</td>
</tr>
<tr>
<td>Admission requirements</td>
<td>A Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Loan Scheme</td>
<td>FEE-HELP</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Internal/External</td>
</tr>
</tbody>
</table>

The Graduate Certificate in Health Professional Education course enables participants to develop their teaching skills in both clinical and non-clinical environments, broaden their course development techniques and expand their working knowledge of educational theory to underpin future practice. The qualification provides a starting point for health professionals who are seeking to expand their repertoire of knowledge and skills in teaching and learning in the health professions.

The Graduate Certificate in Health Professional Education is an articulated qualification forming the foundation for the Graduate Diploma of Health Professional Education.

The Graduate Diploma of Health Professional Education course will provide participants with a sound knowledge of the principles of adult learning, as well as a wide repertoire of teaching skills that are specifically aimed at best practice in contemporary health education contexts. It is intended that the qualification will provide a pathway for health professionals who are interested in developing their knowledge and skills in education, ultimately helping them to become exemplary teachers and educational role models. Participants will be encouraged to innovate and lead purposeful change in their professional area.

<table>
<thead>
<tr>
<th>Course</th>
<th>Master of Health Professional Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>One and a half years full-time or equivalent part-time</td>
</tr>
<tr>
<td>Admission requirements</td>
<td>A Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Loan Scheme</td>
<td>FEE-HELP</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Internal/External</td>
</tr>
</tbody>
</table>

The Master of Health Professional Education course is a combination of coursework and dissertation and will provide participants with a wide repertoire of teaching skills that are specifically aimed at best practice in contemporary health education contexts. It is intended that the qualification will provide a pathway for health professionals who are interested in developing their pedagogical knowledge, as well as engaging in research in an area relevant to their teaching.
### Higher degrees by research

#### Master of Philosophy

<table>
<thead>
<tr>
<th>Course</th>
<th>Master of Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>One and a half years full-time or equivalent part-time</td>
</tr>
<tr>
<td>Admission requirements</td>
<td>A Bachelor's degree or equivalent</td>
</tr>
<tr>
<td>Loan Scheme</td>
<td>RTS*</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Internal</td>
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</tbody>
</table>

The Master of Philosophy combines coursework followed by the completion of a thesis and therefore gives students the opportunity to refine their skills in research design and analysis prior to beginning research in their topic area. The Master of Philosophy can be undertaken in any area of epidemiology, basic science or clinical research.

#### Master of Science (Medicine)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Master of Science (Medicine)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>Two years full-time or equivalent part-time</td>
</tr>
<tr>
<td>Admission requirements</td>
<td>MBBS degree that includes an approved research component</td>
</tr>
<tr>
<td>Loan Scheme</td>
<td>RTS*</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Internal</td>
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</tbody>
</table>

The Master of Science (Medicine) is undertaken by thesis only and is best suited for students who prefer a Master’s to a PhD, but do not feel a need for more structured research training such as that offered by the Master of Philosophy. The Master of Science (Medicine) can be undertaken in any area of epidemiology, basic science or clinical research.

#### Doctor of Philosophy (PhD)

<table>
<thead>
<tr>
<th>Course</th>
<th>Doctor of Philosophy (PhD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>Three years full-time or equivalent part-time</td>
</tr>
<tr>
<td>Admission requirements</td>
<td>An Honours or Master’s level degree, completed at a high standard. Previous research experience is required</td>
</tr>
<tr>
<td>Loan Scheme</td>
<td>RTS*</td>
</tr>
<tr>
<td>Study Mode</td>
<td>Internal</td>
</tr>
</tbody>
</table>

Candidates for the Doctor of Philosophy (PhD) prepare an original thesis that makes a substantial contribution to knowledge. The Doctor of Philosophy can be undertaken in any area within the School such as epidemiology, basic science or clinical research.

*RTS: Research Training Scheme. No fees for domestic students. Some scholarships are available for living allowances.*
How to apply

Eligibility
Admission to the Bachelor of Medicine/Bachelor of Surgery program is currently only available to Australian citizens, Australian permanent residents and New Zealand citizens.

Selection Process
Candidates are selected for admission on the basis of the following selection criteria:

- Personal qualities and motivation to study medicine assessed in the Notre Dame Portfolio.
- GAMSAT Overall Score. The minimum acceptable score will normally be 50, however, Notre Dame may consider applicants who achieve below this on the basis of their performance against the other selection criteria.
- Grade Point Average. The minimum acceptable score will normally be 5.0, however, Notre Dame may consider applicants who achieve below this on the basis of their performance against the other selection criteria.
- Interview (Multiple mini-interviews).

All applicants must submit a two-part application.

1. **GEMSAS Online Application (part one)**
   Applications must be submitted to GEMSAS by late May 2016. The GEMSAS Online Application is available at gemsas.edu.au.

2. **Notre Dame Portfolio (part two)**
   The GEMSAS Online Application form also incorporates the Notre Dame Portfolio which must be completed by all applicants to be eligible for admission. The portfolio will form part of your application and must be submitted electronically directly to GEMSAS.

**Places**
The School admits 107 students per year (subject to change).

**Fees**
Places are divided as follows:
- Commonwealth Supported Places (CSP)
- Bonded Medical Places (BMP)
- Domestic Full Fee Paying Places (DFF)

If you have any queries, please contact the Prospective Students Office:
Tel: +61 8 9433 0533 | Email: future@nd.edu.au

Networking with health care experts as part of the Pre-Medicine Certificate has provided me with a wealth of knowledge to build upon in my current Medicine studies.

Dean
Graduate: Bachelor of Biomedical Science/Pre-Medicine Certificate
Bachelor of Medicine/Bachelor of Surgery (MBBS)
# School of Medicine Course Table

## Undergraduate Degrees

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Mode of Study</th>
<th>Duration (Years)</th>
<th>Fee-Help Loan Scheme</th>
<th>Indicative Full Cost Fee 2016</th>
<th>CRN</th>
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</thead>
<tbody>
<tr>
<td>3342</td>
<td>Bachelor of Medicine/Bachelor of Surgery^3</td>
<td></td>
<td>4</td>
<td>✓</td>
<td>$10,266</td>
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<tr>
<td>4138</td>
<td>Graduate Certificate in Health Professional Education</td>
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<td>4134</td>
<td>Graduate Diploma of Health Professional Education</td>
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<td>2</td>
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<tr>
<td>5132</td>
<td>Master of Health Professional Education</td>
<td>C+D</td>
<td>3</td>
<td>✓</td>
<td>$18,824</td>
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</table>

## Higher Degrees by Research

<table>
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<th>Mode of Study</th>
<th>Study Type</th>
<th>Duration (Years)</th>
<th>Fee-Help Loan Scheme</th>
<th>Indicative Full Cost Fee 2016</th>
<th>CRN</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>Coursework</td>
<td>1.5</td>
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<td>$24,540</td>
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<tr>
<td>INT</td>
<td>Coursework + Dissertation</td>
<td>1.5</td>
<td>✓</td>
<td>$24,540</td>
<td></td>
</tr>
</tbody>
</table>

## Key

**STUDY TYPE**
- C Coursework
- C+D Coursework + Dissertation

**MODE OF STUDY**
- I Internal
- E External
- FT Full-time
- PT Part-time
- INT Intensive

**DURATION (YEARS)**
Normal time taken to complete a course. May vary depending on number of enrolled units per semester.

**DISCLAIMER**
The offering of any course by the University is subject to (a) the Disclaimer set out in this Course Guide; and (b) the University receiving appropriate enrolment numbers in each course. The University may cancel any course if appropriate enrolment numbers are not received in any given year.

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Contact us

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+61 8 9433 0533 | future@nd.edu.au

**School of Medicine (ND35)**
47 Henry Street, Fremantle WA
+61 8 9433 0228 | fremantle.medicine@nd.edu.au

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Notre Dame’s tutorials are run by practising clinicians and they bring a wealth of knowledge and experience to our classrooms.

Jobe
Bachelor of Medicine/
Bachelor of Surgery (Honours)