



Australian Medical Council Limited

Specialist Education Accreditation Committee

AMC Findings - Royal Australasian College of Physicians 2022 Monitoring submission

College Name: Royal Australasian College of Physicians

Date of last AMC accreditation decision: 2020 via accreditation extension submission

Periodic reports since last AMC assessment: 2021

Next accreditation decision due: 31 March 2025

Explanation of findings

Under the Health Practitioner Regulation National Law, the AMC can accredit a program of study if it is reasonably satisfied that: (a) the program of study, and the education provider that provides the program of study, meet the accreditation standard; or (b) the program of study, and the education provider that provides the program of study, substantially meet the accreditation standard and the imposition of conditions will ensure the program meets the standard within a reasonable time.

The AMC uses the terminology of the National Law (meet/substantially meet) in making decisions about accreditation programs and providers.

Providers must satisfy conditions on accreditation in order to meet the relevant accreditation standard. The AMC provides feedback on the conditions using the following:

Unsatisfactory	The College may not meet the related accreditation standard and AMC should investigate further.
Not Progressing	No progress or overly slow progress given the timeframe on the condition.
Progressing	Indicates satisfactory progress against the condition, with further reporting necessary.
Satisfied	The College has satisfied all requirements and can cease reporting against the condition. Condition is marked as closed.

Please note that this response contains:

Part A	<i>Summary of the overall findings relating to the College's 2022 monitoring submission.</i>
Part B	<i>Detailed responses to information reported against the standards, including feedback to support further reporting on remaining conditions on accreditation.</i>

Part A – Summary of the overall findings relating to the College’s 2022 monitoring submission.

Overall Summary of the Royal Australasian College of Physicians 2022 monitoring submission

The AMC thanks the College for its submission.

The AMC notes the enormity of providing training, education, support and CPD to about 30,000 members. This is reflected in the several strategic plans provided as appendices or as links. As governance improves, and with key leadership appointments, the AMC looks forward to reports on the College’s progress.

There is a lack of progress related to the conditions around Cultural Safety, engagement of community related to outcomes, and the curricular renewal. All of this is important, and related work as noted in the strategic plans.

The AMC notes the comprehensive resources that have been developed and successfully provided related to Teaching and Learning and CPD. One could see this as a vast inventory about becoming and being an excellent physician.

However, such resources are not seen as curriculum, or a curricular framework. The AMC urges the College to make real progress with the curricular renewal using the PPF, the common EPAs and the speciality content knowledge. This needs a common process now for remaining AT specialties.

The recent meeting and activity relating to creation of safe environments especially for trainees is commendable although the AMC is concerned that this is only now being addressed.

There a number of areas where the AMC has asked for updates in 2023 on College activities and the **College is asked to provide the 2023 monitoring submission to the AMC in April.** This timeline will allow the AMC oversight of the College’s progress and will assist the College in preparation for the AMC reaccreditation assessment in 2024.

The College overall Substantially Meets the accreditation standards.

Standard	2021 Findings	2022 Findings
Overall	Substantially Met	Substantially Met
1. The context of education and training	Met	Met
2. The outcomes of specialist training and education	Substantially Met	Substantially Met
3. The specialist medical training and education framework	Substantially Met	Not Met
4. Teaching and learning methods	Substantially Met	Substantially Met
5. Assessment of learning	Substantially Met	Substantially Met
6. Monitoring and evaluation	Met	Met
7. Issues relating to trainees	Met	Met

Standard	2021 Findings	2022 Findings
8. Implementing the training program – delivery of educational resources	Met	Met
9. Continuing professional development, further training and remediation	Met	Met
10. Assessment of specialist international medical graduates	Met	Met

Part B - Detailed feedback on standards, including remaining conditions

Standard 1: The context of training and education

Areas covered by this standard: governance of the college; program management; reconsideration, review and appeals processes; educational expertise and exchange; educational resources; interaction with the health sector; continuous renewal.

1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 1
<p>The College has completed a review of its governance and reports new Board appointments, as well as key leadership appointments across education, learning and assessment. There is a new Executive General Manager Education, and a new Dean with substantial curriculum development expertise is commencing early in 2023.</p> <p>The College's revised organisational structure includes new senior Indigenous leadership roles. The Aboriginal and Torres Strait Islander Health Committee and Māori Health Committee are working to amend the constitution to recognise Indigenous health equity and participation as a core principle. Three new Indigenous roles have been created to work closely with Kaitohutohu Ahurea/Culture Advisor – Māori. The College is also introducing a new role "the Bridgebuilder" who will advise at the executive level to ensure Aboriginal, Torres Strait Islander and Māori priorities are considered in all college actions.</p> <p>This is a very positive step in capacity building by the RACP. The College is asked to comment in future monitoring submissions on how these governance and organisational changes impact and influence College activities such as the curriculum renewal and support for First Nations and Māori trainees. Additionally, the AMC is interested in understanding how these internal roles will engage with external communities and organisations.</p> <p>The Strategic Plan for 2022-2026 was provided. The Education Committee has a linked strategic plan 2022-2024 which lists eight work areas across training and CPD.</p> <p>Changes made due to the COVID-19 pandemic continue to influence delivery of programs in 2022.</p> <p>When meeting with the College in October 2022, higher than historical staff turnover in 2021 was reported, likely pandemic-related, with recent stabilisation to more historical levels. The highest staff turnover has been in the education area with a 20 percent decline.</p> <p>The College is asked to provide an update on staff turnover in the 2023 monitoring submission.</p>

Requests for additional information from the AMC response to the 2021 monitoring submission
<ul style="list-style-type: none">• <i>Provide an update on the implementation of the remaining Board and Governance review recommendations</i> <p>The College has reported the Australian Charities and Not-for profits Commission (ACNC) remarks that: governance, Board culture, transparency and accountability have been addressed. Further change will depend on the College's review of recommendations and possible constitutional change. The compliance agreement with ACNC commenced in May 2019 and has been completed.</p>

- *Please describe the College's requirements for Cultural Safety training for senior leadership and committee members and any changes.*

College senior leadership and committee members have access to online Cultural Safety modules.

Cultural Safety training is not currently mandated. A Cultural Safety training program is under development with assistance from senior Aboriginal and Torres Strait Islander team members. It is unclear if the College plans to mandate Cultural Safety modules for its staff and committee members.

2 Activity against conditions

Nil remain.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 1

Data provided shows 105 reconsiderations in 2021 (42 of which were varied) which the College reports has increased from 2020, returning to pre-COVID levels.

Costs have increased by CPI 2.25% in 2022, noting there was no increase in 2021.

The conflict-of-interest policy is now combined for Board and College Bodies.

Summary of College performance against Standard 1

The College continues to develop and implement its response to the governance and organisational issues.

The AMC looks forward to implementation and evaluation of all plans outlined under Standard 1 in future submissions.

This Standard is Met.

Standard 2: The outcomes of specialist training and education

Areas covered by this standard: educational purpose of the educational provider; and, program and graduate outcomes

1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 2

The College has provided a revised Cultural Safety professional standard, which defines Cultural Safety and references the MCNZ.

The third stage of paediatric emergency medicine (PEM) was discontinued in January 2022 due to lack of uptake. The PEM program has two streams: the RACP stream and the Australasian

College for Emergency Medicine (ACEM) stream. Trainees who complete the RACP stream are awarded FRACP and those who complete the ACEM stream are awarded FACEM.

Following completion of one of these streams and admission to Fellowship of either ACEM or the RACP, an additional training stage (Stage 3) was offered which led to dual Fellowship of both colleges. Stage 3 has never been completed by any RACP trainee and there are no trainees currently registered. The College implemented appropriate steps prior to the closure of the program.

Following college participation in the *Australian Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability*, the College has provided commentary about supporting the development and implementation of a cognitive disability health capability framework. An online CPD course will be developed to assist with safe health care for people with cognitive disability.

2 Activity against conditions

Condition 34 – new in 2019		To be met by: 2023		
Ensure the standards and strategies of the Professional Practice Framework are incorporated into the renewal of Advanced Training Curricula to enable the definition of consistent and clear graduate outcomes across all specialties aligned to community need (Standard 2.3.1)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied
			X	
AMC commentary				
<p>The Professional Practice Framework is planned to apply across all Advanced Training Curricula. Previous monitoring submissions identified emerging consistency within curricula, however the Cultural Safety professional standard was not yet defined. With this standard revised, several activities can now be progressed. The framework is not yet incorporated into the curricula as the renewal of a majority has not yet commenced. The College notes that the earliest possible implementation for Wave 1 curricula is 2024, with Wave 2 due to commence in 2023. Options for alternative development methodologies to accelerate the timeframe for the latter are being explored.</p> <p>The AMC noted the Colleges update on its progress in October. This included:</p> <ul style="list-style-type: none"> Feb 2020 - common curricula standards for Advanced Training programs approved, and included competencies for each domain of the Professional Practice Framework 2021-2022- Wave 1 Advanced Training Curricula Renewal (ATCR) progressing, using common curricula standards. Note wave 1 includes six specialities (adult cardiology, paediatric cardiology, gastroenterology, geriatric medicine, nephrology and rehabilitation medicine). The remaining 32 specialities are in subsequent waves (submission notes these will be planned in more detail once Wave 1 is more advanced). July 2022- Revised Cultural Safety professional standard approved for Professional Practice Framework <p>In the College’s April 2023 Submission, please provide an update on the ATCR Wave 1 and the planning for Waves 2+, comment on progress updating the existing content in the new Basic and Advanced Training curricula standards to ensure that it aligns to the new Cultural safety professional standard, and progress on creating new content for Cultural safety for the common competencies for Advanced Training</p>				

Summary of College performance against Standard 2

The College is still progressing the remaining condition against this standard, and the standard is found to be substantially met. There is considerable work yet to be done on the Advanced Training curricula, with delays exacerbated by staff turnover as outlined in Standard 1. The appointment of a new senior staff member with significant curriculum expertise and the exploration of alternate development methodologies, including learning from Wave 1 specialties, should facilitate a specific plan for addressing condition 34 in the next monitoring submission.

Standard 3: The specialist medical training and education framework

Areas covered by this standard: curriculum framework; curriculum content; continuum of training, education and practice; and curriculum structure

1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 3

The Basic Training curricular renewal is progressing slowly, with one early adopter network having withdrawn (pandemic related) and there have been issues with the supporting IT. The College has delayed full implementation for BPT1 trainees from 2023 until 2024.

Under the Advanced Training curriculum renewal, the PPF, the EPAs and speciality knowledge are promoted, making the overall curricular framework sound. Only six specialties (Wave 1) are involved in renewal at this stage and pilot implementation of these is now scheduled for 2024 (see commentary under condition 34).

2 Activity against conditions

Condition 6 (ii)		To be met by: 2023 <i>(Previously due to be met by 2020)</i>		
In relation to the advanced training curricula: ii. Implement the revised advanced training curricula. (Standard 3.2)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied
		X		
AMC commentary				
Progress against this condition has been slow. Implementation of the revised AT curricula will not occur by 2023 as the 32 specialties, not included in Wave 1, are not yet underway, and Wave 1 is now scheduled for implementation in 2024.				
Additional information from the College was provided. The College reported the Advanced Training Common curricula standards and Common learning, teaching and assessment programs have been developed. All six specialties in Wave 1 are now in the Develop phase, with three of these specialties preparing for consultation in Q4 2022.				
The AMC note the lack of progress to address this condition.				

A range of development models for Waves 2+ of AT curricula renewal is being explored by the College. An update on the development of Wave 2+ approaches, timelines and resourcing are required in April 2023.

Summary of College performance against Standard 3

Condition 6 is Not Progressing, and Standard 3 is Not Met. The College is evaluating its development models, resourcing and has appointed a senior staff role with substantial curriculum development expertise. It expects to have a more detailed plan for the remaining AT curricula for the next monitoring submission.

Standard 4: Teaching and learning methods

Areas covered by this standard: teaching and learning approach and methods

1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 4

The College reports continued growth of its College Learning Series and that there are over 450 recorded lectures now available online. The breadth of resources within, and the engagement with, the College Learning Series, is commendable.

The inclusion of supervision skills training within common programs for Advanced Training is also noted as a commendable development.

Requests for additional information from the AMC response to the 2021 monitoring submission

- *Comment on the evaluation of stakeholder experiences with the new Basic Training Program*

The College provided commentary under the previous Condition 9 from 2021, and this update is also referenced in Standard 6.

The first evaluation of the early adopter sites found that trainees agreed the competency-based curriculum and standards are relevant, and that supervisor reports have enabled increased monitoring of trainee's performance. Trainees reported low understanding of competency-based medical education and programmatic assessment principles.

Progress review panels were convened in 2022 after the first evaluation was undertaken in late 2021. It is planned to evaluate the panels in the next round of program evaluation.

2 Activity against conditions

Condition 32 – new in 2019		To be met by: 2020		
<p>Articulate, in partnership with the Specialty Societies, the role of College oversight in advanced training subspecialty training. (Standard 4.2.3)</p> <p>Note: <i>This condition was upgraded from a recommendation (JJ) following the 2018 follow up visit (Recommendation JJ – Clarify, in partnership with the speciality societies, the role of College oversight in post fellowship subspecialty training.)</i></p>				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied
		X		
AMC commentary				
<p>There are 51 specialty societies who have been involved in a regular Joint Forum Program since 2021.</p> <p>With only 11 schedules completed and the remainder under discussion, progress addressing this condition has been slow. The College reports it is committed to building partnerships and relationships with specialty societies and a number of engagement opportunities are planned for the coming months. In April 2023, an update on the progress of specialty society collaboration schedules is required.</p>				

Summary of College performance against Standard 4

The College Learning Series and engagement is a notable and positive development.

There is only limited evaluation information and oversight for Condition 32 and this is now two years overdue.

Standard 4 is Substantially Met.

Standard 5: Assessment of learning

Areas covered by this standard: assessment approach; assessment methods; performance feedback; assessment quality

1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 5
<p>In 2021, the Divisional Clinical Examinations were modified to include long case components via teleconference or videoconference, short cases done locally and some deferments from 2021 until early 2022. The traditional face to face approach has been reinstated progressively in 2022.</p> <p>The Divisional Written Examinations were held online. In February 2022, examinations were impacted by technical and process problems. All written examinations will be paper-based going forward. The College has employed KPMG to conduct a review on the failings of the February examination. It is hoped recommendations including risk mitigation will improve future examinations. The AMC looks forward to seeing the report once finalised.</p>

Trainee feedback on the online Divisional Written Examination was positive however, on the adjustments to the clinical examinations was not, with trainees preferring traditional face to face clinical examinations.

The assessment of AT Research Projects has been held up, partly due to the COVID-19 pandemic and the volume coming through. The AMC is interested to learn how this will be resolved and if this delay is affecting trainee progression.

Following meeting with the College, the AMC noted scoping has been undertaken for review of the AT research project requirement and a waiver enacted for research requirements for all trainees in their final year of training in 2022.

Next steps include review of the AT research requirement with the AMC to be advised once review plans are more fully drafted. The College is asked to provide an update in the 2023 monitoring submission.

Requests for additional information from the AMC response to the 2021 monitoring submission

- *Provide an update on the evaluation of the Australasian Faculty of Rehabilitation Medicine (AFRM) exam*

The 2021 pass rate of 36% was reduced compared with prior years but has returned to 59.7% in 2022.

The College states that this mitigates the key concerns from 2021 including lack of independent examiners, lack of physical examination stations and the limits of videoconference for examinations. A review of these examinations more generally has commenced, because the pass rate is less than other comparable specialties.

2 Activity against conditions

Condition 12		To be met by: 2022 (Previously due to be met by 2020)		
As part of the advanced training curricula review, ensure that the summative assessments apply reliable and valid methodologies and are aligned to all advanced training curricula. (Standard 5.1 and 5.4)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied
			X	
AMC commentary				
<p>The current written/online and clinical examinations are well established and considered reliable and validated. However, as the curricular renewal has progressed slowly, and currently involves only 6 specialties, the alignment of summative assessments to all AT curricula is not demonstrated.</p> <p>The AMC note Advanced Training Curricula common learning, teaching and assessment programs have been developed and approved. Three Wave 1 specialties are in the process of developing their learning, teaching and assessment programs, and three Wave 1 specialties are preparing to consult on their new curricula.</p> <p>The curricular framework of PPF, EPAs and knowledge is sound, as commented on under Standard 3.</p>				

This condition is now overdue, and the College must continue to provide further updates and work on progressing the curriculum reviews. See plans under condition 6ii.

The AMC looks forward to seeing the agreed Advanced Training Curricula Renewal development approach for Waves 2+ in the next monitoring submission.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 5

The Colleges summative assessment results for 2021 are as expected. The lower AFRM results have been commented above and have returned to 59.7% in 2022.

The early Divisional written and clinical examinations all achieved >80% pass rates.

Summary of College performance against Standard 5

The College's assessment adaptations during 2021-22 are reasonable. The technical glitches are unfortunate, being the second time since 2018.

This Standard remains Substantially Met.

Standard 6: Monitoring and evaluation

Areas covered by this standard: program monitoring; evaluation; feedback, reporting and action

1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 6

A survey was conducted of new Fellows in late 2021 with a 13% response rate. Respondents felt prepared overall and for most professional domains. They were less prepared for research, health systems and Cultural Safety. Results are to inform the AT curricula renewal as well as the need for a transition to the professional practice framework within these programs.

The early evaluation of the Basic Training program has been commented on under Standard 4.

Requests for additional information from the AMC response to the 2021 monitoring submission

- *Comment on the outcomes of the College Education Committee strategy day held in the latter half of 2021.*

The College has commented on two strategy days in November 2021 and April 2022. Safe Training Environments were discussed in November 2021 leading to a Leadership Statement document available through links on the website. Next steps and work progressed are reported under Standard 8.

The CEC Strategic Plan came out of the April 2022 strategy day and was referenced under Standard 1. It covers most areas of training, education, and CPD.

2 Activity against conditions

Nil remain.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 6

The College provided a summary of their review of 2021 MTS data showing positive results relating to training and clinical supervision. However, there is a high prevalence of BDSH (34%) amongst physician trainees combined with “low agreement” that RACP provides safe mechanisms for raising concerns and/or obtaining support. The relative lateness to addressing BDSH is concerning, as media related to other colleges and MTS results have been available for some years. The College is asked to comment on how it will address the trainee’s regarding BDSH concerns in the 2023 monitoring submission.

The College is planning to make use of the MTS, to which 55% of all doctors-in-training responded in 2021. Going forward, the College will review MTS data for Australia and its Physician Training Survey for Aotearoa New Zealand, should concerns related to localities be identified, the College will follow-up with local leaders.

The College should provide completion rates for its own surveys in the next submission.

Summary of College performance against Standard 6

The College use of realist evaluation methodology for Basic Trainees is promising but it is yet to provide comprehensive data.

Standard 6 remains Met.

Standard 7: Issues relating to trainees

Areas covered by this standard: admission policy and selection; trainee participation in education provider governance; communication with trainees; trainee wellbeing; resolution of training problems and disputes

1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 7

The Member Health and Wellbeing Committee is underway and aims to develop a strategy and a framework to help members “thrive” (noting that college trainees are members).

The RACP Online Community has been launched. Related to this is a Mentoring program. A link to a webinar about mentoring was provided but requires a log-in.

The Selection into Training policy is being revised. The College reports the revision will progress Indigenous equity and entry into training.

The Advanced Trainee Selection and Matching Service supported by PMCV will cease this year, as it is only used by a few specialties in some Australian states.

Requests for additional information from the AMC response to the 2021 monitoring submission

- *Provide an update on the piloting of the Situational Judgement Test*

The Altus Assessments Casper program has been implemented as a pilot in July-August related to recruitment and selection and will be evaluated. The evaluation will include a validation study, utility study and longitudinal research study to follow trainee performance over time.

2 Activity against conditions

Nil remain.

Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 7

In 2021, the College reports 1327 new BPTs and 1522 new ATs (total 2849). Of these, 12 are Aboriginal and/or Torres Strait Islander and 17 are Māori.

In 2021 1368 BPTs and 987 as ATs (total 2355) completed training. Of these, 5 were Aboriginal and/or Torres Strait Islander and 8 Māori.

Total trainee numbers in 2021 were reported as 5294 BPTs and 4549 ATs (total 9843). First Nations trainees are 33, and 60, respectively (about 1%).

332 BTs (6%) and 179 ATs (4%) withdraw from the training program. First Nations withdrawals are 2 and 9 respectively. Withdrawal numbers also includes 'dismissal'.

In its 2023 submission, the College is asked to clarify the reasons for First Nations and Māori trainees withdrawing from its training programs, and how the College supports these doctors throughout their training.

Trainee fees increased by 1.2% in 2022 having not increased in 2021. Payment plans and/or escalation to the College Treasurer are available for fee distress.

Summary of College performance against Standard 7

The AMC looks forward to hearing about SJT utility and evaluations in future monitoring submissions.

The AMC is interested in specific data about withdrawal initiated by trainees, compared with progression and performance issues being responsible for trainees leaving the program.

This Standard remains Met.

Standard 8: Implementing the training program – delivery of educational resources

Areas covered by this standard: supervisory and educational roles and training sites and posts

1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 8

The College reports that the Supervisor Professional Development Program (SPDP) rollout continues. Improvements have been made to the modules which has seen a significant number of participants completing each course. SPDP participation requirements will come into effect from 2023.

Monitoring will be increased in 2023 and be referenced to training settings and accreditation.

Requests for additional information from the AMC response to the 2021 monitoring submission

- *Provide an update on Phase 1 implementation of the new Accreditation Program and how this has been evaluated.*

Stage 1 implementation was completed in January 2021 with Stage 1 evaluation completed in April 2022. This showed general acceptance of the new program, standards and requirements. The self-assessment forms are reported as being time consuming.

Stage 2 implementation is commencing in late 2022 with introduction of tools and processes to support monitoring. 2023 implementation will include training network accreditation (initial rollout to three networks in mid-2023, further networks in 2024), continued rollout of BT program classification, and publishing of the training provider accreditation report.

- *Comment on the progress of the Capacity to Train pilot.*

Capacity to Train will be linked to the accreditation program in the self-assessment phase. So far, the guidance has been judged useful, however it is not possible to judge uptake. The linked document has been reviewed and takes into account core requirements, numbers of trainees, numbers of supervisors, etc.

- *Provide an update on the development of a strategy for greater participation of trainees in accreditation and review of the terms of reference and membership of all college committees responsible for accreditation*

Trainees are supported through full training and being supernumerary observers on accreditation visits before participation. Terms of reference have been reviewed for the Paediatrics and Child Health (PCH) and Adult Internal Medicine (AIM) Accreditation Subcommittees to include trainees.

2 Activity against conditions

Nil remain.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 8

Accreditation sites show 6 BPT sites out of 76 (8%), and 95 AT sites out of 547 (17%) being not accredited or at risk. The accreditation process is considered sound and rigorous.

Summary of College performance against Standard 8

This Standard remains Met.

Standard 9: Continuing professional development, further training and remediation

Areas covered by this standard: continuing professional development; further training of individual specialists; remediation

1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 9

The College wishes to become a CPD Home in 2023 and has progressed its myCPD platform. With the announcement of the new 2023 MyCPD Framework, the College is providing supporting resources. There is allowance for Fellows who may not work in hospital settings with the development of a series of video interviews.

The College has described comprehensive CPD resources including a Digital Health resource. Podcasts and spaced learning courses have been well received. Such novel resources are commendable.

2 Activity against conditions

Nil remain.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 9

Annual statistics show that 97.5% Fellows are compliant with CPD.

An audit of 5% Fellows showed 88.5% complied. The remaining 87 have undergone follow-up activities.

Summary of College performance against Standard 9

This standard remains met.

Standard 10: Assessment of specialist international medical graduates

Areas covered by this standard: assessment framework; assessment methods; assessment decision; communication with specialist international medical graduate applicants

1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 10

A new MoU with MCNZ was signed in August 2021. Major changes include longer timeframes for assessment of overseas trained physicians (OTPs). The College has reported this as running smoothly.

In September 2021, OTP interviewer training was launched in Australia with an Aotearoa New Zealand version about to be released. OTPs are given access to the RACP Online Community.

Numbers of OTP applications are 252 for 2021. Overall, COVID-19 did not affect the process. Extensions were provided for assessed Australian OTPs, and WBA assessments were reduced.

2 Activity against conditions

Nil remain.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 10

In Australia, the College reports that it found 18 Specialist International Medical Graduates (SIMG) not comparable, 34 SIMG partially comparable, and 96 substantially comparable.

In New Zealand, 4 SIMG were found to be equivalent, 42 as satisfactory as, and 5 not equivalent nor as satisfactory as.

Summary of College performance against Standard 10

This Standard remains Met.