

Royal Australasian College of Physicians 2020 Comprehensive Report – Review

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| College Name: The Royal Australasian College of Physicians |
| Date of last AMC accreditation decision: 2015 |
| Periodic reports since last AMC assessment: 2015, 2016, 2017, 2018, 2019 |
| Next accreditation decision due: 2020 via comprehensive report |

Explanation of assessment 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.

Based on the comprehensive report provided, the AMC finds that the College and its programs meet the accreditation standards. The findings against the ten accreditation standards are summarised in the table below. Explicit feedback is available on each standard in Part C of the report.

| Standard | Finding in 2018 (including any requirements substantially met or not met) | Finding in 2020 |
|--|---|--|
| 1. Context of Education and Training | Substantially Met (Standards 1.1, 1.2 substantially met) | Substantially Met |
| 2. Outcomes of specialist training and education | Substantially Met (Standard 2.3.1 substantially met) | Substantially Met (Standard 2.3.1 substantially met) |
| 3. The specialist medical training and education framework | Substantially Met (Standards 3.2 substantially met) | Substantially Met (Standards 3.2 substantially met) |
| 4. Teaching and learning methods | Met (Standard 4.1.3, 4.2.6 substantially met) | Substantially Met (Standard 4.2.3, 4.2.6 substantially met) |
| 5. Assessment of learning | Substantially Met (Standards 5.1, 5.4 substantially met) | Substantially Met (Standards 5.1, 5.4 substantially met) |
| 6. Monitoring and evaluation | Met (Standards 6.2 substantially met) | Met |
| 7. Issues relating to trainees | Substantially Met (Standards 7.1.2, 7.1.5 substantially met) | Met |

| Standard | Finding in 2018 (including any requirements substantially met or not met) | Finding in 2020 |
|--|---|-----------------|
| 8. Implementing the training program – delivery of educational resources | Met (Standard 8.1.3 substantially met) | Met |
| 9. Continuing professional development, further training and remediation | Met | Met |
| 10. Assessment of specialist international medical graduates | Met | Met |

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:

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|---------------|--|
| Part A | <i>A summary of the overall findings relating to the College's 2020 comprehensive report.</i> |
| Part B | <i>Acknowledgement, and responses to conditions that were satisfied in 2020 and have been closed</i> |
| Part C | <i>Detailed responses to information reporting against the standards, including feedback to support further reporting on remaining conditions on accreditation</i> |
| Part D | <i>Summary of Quality Improvement Recommendations</i> |

Part A – Overall summary

Overall Summary of the Royal Australasian College of Physicians 2020 comprehensive report

The AMC thanks the College for submitting its 2020 comprehensive report and acknowledges the time and resources dedicated by the College to this while also responding to the challenges associated with the COVID-19 pandemic.

The College is commended for its response to the COVID-19 pandemic and for its continued monitoring of the impact of COVID-19 on training.

The College has made good progress against many of the Standards, with Standard 6 now found to be Met. The ongoing commitment to increase the recruitment and selection of Aboriginal and Torres Strait Islander and Māori trainees is also commended.

Progress addressing a number of conditions has been understandably slowed as a result of the COVID-19 pandemic and the AMC looks forward to updates on developments once the environment allows work to continue.

The College *substantially meets* the accreditation standards.

Part B – AMC feedback on conditions satisfied in 2020

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

| Condition 6 (i) | | | | To be met by: 2020 (Previously due to be met by 2018) |
|---|----------------|-----------------|-------------|---|
| In relation to the advanced training curricula: | | | | |
| i. Complete the review and implementation plan for the revised advanced training curricula including the integration of the Professional Qualities Curriculum. (Standard 3.2) | | | | |
| Finding | Unsatisfactory | Not progressing | Progressing | Satisfied |
| | | | | X |
| AMC commentary | | | | |
| The College's overall implementation plan has been constructed well, with clear outcomes within the designated timeframes. | | | | |

Standard 6: Monitoring and evaluation

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

| Condition 18 | | | | To be met by: 2018 |
|--|----------------|-----------------|-------------|---------------------------|
| Implement processes for healthcare administrators, other healthcare professionals and consumers to contribute to evaluation. (Standard 6.2) | | | | |
| Finding | Unsatisfactory | Not progressing | Progressing | Satisfied |
| | | | | X |
| AMC commentary | | | | |
| <p>The College has provided a good overview of the implementation of processes for health care administrators, other healthcare professionals and consumers to contribute to the evaluation of the program. This includes the active role of the College Consumer Advisory Group and the inclusion of a consumer member on the College Education Committee. This is the College's key decision-making body for education and provides an important platform for the consumer voice in all education and training related decisions.</p> <p>Consumer representatives also participate in a range of College activities to ensure the consumer view is incorporated into the design and delivery of College programs.</p> <p>The College is to be commended on the "Managing a Concern" process whereby the results of the physician training survey are used to identify and respond to instances where an increased likelihood of a workplace training or health and well-being concern has been identified.</p> | | | | |

Part C - 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 |
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| <p>The College has made substantial progress in implementing the RACP Indigenous Strategic Framework that aims to achieve improved health outcomes for Aboriginal and Torres Strait Islander, and Māori peoples. Through this framework, the College expects to contribute to addressing health inequity and improve health outcomes.</p> <p>In July 2019, the College entered into a voluntary compliance agreement with the Australian Charities and Not-For-Profits Commission (ACNC) to review the College's Board and broader governance practices. The College subsequently engaged Effective Governance PTY Ltd to undertake a Board and governance review. The review included 179 recommendations that were accepted by the Board and resulted in 420 tasks requiring implementation. Effective Governance has provided the ACNC with three progress reports with the most recent report on 30 June 2020 determining that "significant progress has been made" by the Board. Effective Governance will continue to monitor the implementation of the agreed recommendations at Board and Committee meetings until December 2020. It is expected that a final report will be submitted to the ACNC at that time.</p> <p>The College has implemented a range of policy and process improvements, many of which are linked to the governance improvement action plan to address the Board and governance review recommendations. Updates have been made to the policies surrounding conflict of interest for Board directors, the whistleblower policy, the risk management policy and the risk management framework.</p> <p>Following a restructuring in April 2020, the role of Dean of the RACP has changed to a new combined position of Executive General Manager, Strategy and People and Dean of the College. It is intended that this restructure will facilitate staff working together with the aim of delivering better outcomes.</p> <p>In early 2020, the College successfully rolled out a major component of the information technology strategy, which was timely as this was just prior to the onset of the COVID-19 pandemic. Importantly, this enabled the College staff and committee members to work remotely and thereby ensure the effective ongoing support and delivery of training and education.</p> <p>The College is commended on the agile response to the impacts of the COVID-19 pandemic in 2020.</p> |

2 Activity against conditions

Nil remain.

3 Statistics and annual updates

| AMC commentary – statistics and annual updates against Standard 1 |
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| <p>One appeal was lodged in 2019 regarding approval or certification of training.</p> |

The College has provided comprehensive data on reconsiderations and reviews. In addition, there is a useful narrative surrounding the outcomes of the processes for evaluating reconsiderations and reviews relating to the training programs.

Summary of College performance against Standard 1

Due to the ongoing review of the College Governance and Board structures, Standard 1 remains Substantially Met. The COVID-19 pandemic has caused some delays in responding to the Australian Charities and Not-for-profits Commission (ACNC) recommendations. The AMC is interested in the College commenting on the outcomes of the governance review in the next progress report.

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

In early 2020, the College released the common curricula standards for advanced training that the College will use these standards to inform the planned program-specific review process and define the graduate outcomes for each advanced training program. The standards and strategies of the professional practice framework are being incorporated into the renewed Advanced Training programs through “competencies” and “entrustable professional activities”.

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

The College is yet to determine the competencies associated with the Cultural Competence Domain of the Professional Practice Framework. It reported that further stakeholder consultation will occur with both the Māori Health Committee and the Aboriginal and Torres Strait Islander Health Committee. The College has acknowledged the importance of this to help ensure that these core competencies are strength based and led by First Nations’ people.

Summary of College performance against Standard 2

To date, the College's work in progressing the renewal of Advanced Training Curricula has been positive. It was acknowledged that the COVID-19 pandemic has the potential to continue to reduce member availability on committees and advisory groups therefore slowing the progress of the development of the Advanced Training Specialty-Specific Programs and graduate outcomes.

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

In April 2020, the College approved the Advanced Training Curricular Renewal Program-Specific Review Plan. The College has acknowledged the substantial work required to renew the 38 advanced training curricula and these programs have been broken down into more manageable groups of six. It was reported that the curricula renewal process will proceed in three major steps with different cohorts of training programs participating at each step. The process is planned to begin in late 2020 with completion projected for late 2026.

The College is clearly undertaking large amount of work on its curricula renewal, however, it is less clear what consultation has taken place. The Trainee Submission has also commented that, '*The College Trainees' Committee has requested that trainees be consulted in the curriculum renewal discussions (beyond just the single trainee representative that sits on each Advanced Training Committee.*'

Could the College please outline the consultation being undertaken with stakeholders, including trainees and the community.

In 2020, the new Basic Training program moved into the implementation phase, however due to delays in the build of the Tracc platform and due to attention being diverted with COVID-19, the implementation has moved to a contingency implementation plan with the new Basic Training program due to go-live for early adopters in February 2021. The Trainee Submission identified the need for significant support and training for trainees and supervisors to use the new online Tracc platform, and the potential for disadvantage. Can the College please provide comment in the 2021 progress report on how it is supporting these early adopter sites.

The College is asked to provide a general update on implementation of the program in the 2021 progress report.

2 Activity against conditions

The College has satisfied Conditions 6(i) please see Part B for further details.

| Condition 6 (ii) | | To be met by: 2023 (Previously due to be met by 2020) | | |
|---|----------------|---|-------------|-----------|
| In relation to the advanced training curricula: | | | | |
| ii. Implement the revised advanced training curricula. (Standard 3.2) | | | | |
| Finding | Unsatisfactory | Not progressing | Progressing | Satisfied |
| | | X | | |

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| AMC commentary |
| <p>The College has advised that they will begin detailed implementation planning for renewing the 38 advanced training curricula once program specific curricula development has commenced.</p> <p>Given the volume of work required as part of the development and implementation process the College has acknowledged that they do not expect that this condition will be met by 2023. The Advanced Training Curricula Renewal Program-Specific Review Plan, predicts the first group of Advanced Training programs will implement their revised curricula in 2023.</p> |

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| <p>Summary of College performance against Standard 3</p> <p>In the context of significant disruption due to COVID-19, the College has made good progress against this standard and satisfied Condition 6(i). Noting that progress on Condition 6(i) has not been possible this year, the College is asked to provide an update on the implementation of the Basic Training program, and what consultations have been undertaken in regards to the Advanced Training Program curriculum renewal in the 2021 progress report.</p> |
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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

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| AMC commentary – significant developments against Standard 4 |
| <p>Since the last accreditation assessment, the College has progressed initiatives in the areas of work-based/experiential learning, supervision and feedback and formal/structured learning. Through the Basic Training curricula renewal project, the College has implemented progression criteria for each phase of training.</p> <p>The Trainee Submission notes the College Learning Series (CLS) remains a valuable learning resource for trainees preparing for exams and welcomed the commitment ensuring to trainee representation on the CLS working groups. The submission suggests there is need for more lectures in the Paediatrics & Child Health Division. Trainees are supportive of moving to the Tracc online platform with easier recording of assessments for both the trainee and supervisors.</p> |

2 Activity against conditions

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|---|----------------|---------------------------|-------------|-----------|
| Condition 9 | | To be met by: 2019 | | |
| As part of the curriculum review, develop and implement a structured approach to ensure the trainee’s increasing degree of independence is systematically evaluated. (Standard 4.2.6) | | | | |
| Finding | Unsatisfactory | Not progressing | Progressing | Satisfied |
| | | | X | |
| AMC commentary | | | | |
| <p>In the new Basic Training program, the College has determined that trainees will be evaluated against 10 key learning goals. The training is broken down into various phases with trainees to achieve an expected standard within each learning goal. The standard gradually increases as trainee’s progress through each phase of training. Specifically, progression criteria include:</p> | | | | |

1. foundation phase to consolidation phase,
2. consolidation phase to completion phase,
3. completion phase to advanced training.

Trainees' progress in achieving the required level of independence will be evaluated by their supervisor throughout each phase of basic training, and by a progress review panel at the completion of each phase of training.

This condition was due to be met in 2019. While the College has developed an approach to address the condition, it is yet to be implemented. The AMC looks forward to hearing about the implementation.

| Condition 32 – new in 2019 | | To be met by: 2020 | | |
|--|----------------|---------------------------|-------------|-----------|
| Articulate, in partnership with the Specialty Societies, the role of College oversight in advanced training subspecialty training. (Standard 4.2.3) | | | | |
| <i>Note: 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> | | | | |
| Finding | Unsatisfactory | Not progressing | Progressing | Satisfied |
| | | | X | |
| AMC commentary | | | | |
| The College is continuing to develop the “collaboration schedules” that define the relationship with the 51 specialty societies with respect to advanced training. As of February 2020, nine schedules have been completed with eight in their final stages. The College has advised that some of the schedule development has been delayed as a result of the COVID-19 pandemic. Importantly, the College has clearly demonstrated a collaborative approach with the specialty societies in the delivery of the Advanced Training programs. | | | | |

Summary of College performance against Standard 4

Positive progress against this standard has been made by the College. The outstanding conditions are progressing, with some delays caused by COVID-19.

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

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| AMC commentary – significant developments against Standard 5 |
| The COVID-19 pandemic has significantly impacted the College's ability to prepare for and deliver the 2020 examinations, particularly the clinical examinations. The College has worked hard to creatively and strategically problem solve, looking to technology for solutions and opportunities in an environment requiring social distancing and limiting travel and face-to-face interactions. |
| The Trainee Submission outlines concerns regarding the increase in assessments in the new Basic Training Curriculum – <i>‘There is concern from trainees regarding their ability to complete this number</i> |

of assessments alongside training and work requirements/pressures. There is also concern regarding supervisor assessment fatigue and their ability to complete accurate assessments and provide quality feedback for each trainee with the increasing number of assessment requirements.'

The submission also states that 'It is hoped that increased assessments will embed the tasks into daily practice and this will be assessed in the pilots and adjusted according to feedback. The use of Tracc for completing assessments digitally is welcomed and will reduce some of the duplication that currently happens with paper based assessments that then need to be entered electronically.'

The AMC notes the concerns from the trainees. The College should consider more stakeholder consultation and communication to address this concern and discuss the opportunities and learning that have resulted from adapting examinations in response to restrictions arising from COVID-19.

The College is commended for allowing flexible progression in training throughout the pandemic.

2 Activity against conditions

| | | | | |
|---|----------------|---------------------------|-------------|-----------|
| Condition 11 | | To be met by: 2018 | | |
| As part of the basic training curricula review, ensure that the summative assessments apply reliable and valid methodologies and are aligned to both basic training curricula. (Standards 5.1 and 5.4) | | | | |
| Finding | Unsatisfactory | Not progressing | Progressing | Satisfied |
| | | | X | |
| AMC commentary | | | | |
| <p>The College has advised their intention to move away from formative and summative terminology as the training programs move towards programmatic assessment. The new basic training program consists of three phases: foundation, consolidation, completion. At the end of each phase of training a trainee progress report is completed. To inform this report supervisors review evidence of learning and work-based assessment results and rate trainees progress against the 10 key learning goals.</p> <p>There is also a written examination consisting of 170 multiple choice questions aligned to the basic training knowledge guides for adult internal medicine or paediatrics and child health. There is then a clinical examination that assesses the trainee's ability and incorporates the key components of interview, examination, formulation of a differential diagnosis and a management plan.</p> <p>In the next progress report, the College is asked to outline the evidence base supporting that the reliability and validity of the new assessment approaches.</p> | | | | |

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|---|----------------|---|-------------|-----------|
| 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 College has developed a draft Advanced Training Common Learning, Teaching and Assessment program. In developing this program, the College has ensured appropriate input from Fellows. It is expected that the college will begin the consultation process surrounding the draft program at the time of this report.</p> <p>The alignment of the college assessment tools and processes to the learning goals adds validity to the program of assessments. This includes the application of internal consistency to the examination</p> | | | | |

and also the use of a variety of assessments on a number of occasions. This is on the basis that multiple low stakes assessments inform high-stakes decisions.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 5

The College has presented data on the summative assessment results (2019) as an appendix to the comprehensive report. These include the divisional written examination, division clinical examination, the Faculty of Occupational and Environmental Medicine, the Faculty of Public Health Medicine, the Faculty of Rehabilitation Medicine and the Chapter of Sexual Health Medicine.

Summary of College performance against Standard 5

The College is progressing against this standard.

To close Condition 11, the College is asked to provide evidence that assessments have been aligned to the curriculum and that the methods used are valid.

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

The College has reported significant developments. These include the monitoring of the impact of COVID-19 on training from trainees' perspectives with the responses to an online survey being used to inform program-specific responses to the impacts of the pandemic on training.

Feedback has also been sought from trainees about their experiences of local selection and the College has worked with a third-party provider to deliver a result dashboard for the physician training survey. This includes a systematic and confidential feedback mechanism for both trainees and educators.

The College is commended on continuing effort to create effective partnerships between professional staff, members and other key stakeholders. There has been a broadening of stakeholder involvement in physician training which has included working with the College consumer advisory group and with increased dialogue with the Aboriginal and Torres Strait Islander Health Committee and the Māori Health Committee.

2 Activity against conditions

The College has satisfied Condition 18 please see Part B for further details.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 6

The College has analysed the results of the 2019 Medical Training Survey (MTS). Results were compared against the College's Physician Training Survey and the Post Examination Candidate Survey. Areas were identified in which trainees were considerably less positive than the average responses of all doctors in training, across Australia. This will help to inform future initiatives to improve physician training experiences.

Summary of College performance against Standard 6

The Trainee Submission noted that the COVID-19 pandemic has highlighted the importance of the College seeking trainee feedback and recognising the important role of the College Trainees Committee.

Effective monitoring and evaluation will be needed throughout the implementation of the new Basic Training Program to ensure it is meeting its aims.

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 College is commended on the ongoing commitment to increase the recruitment and selection of Aboriginal and Torres Strait Islander and Māori trainees. The pending "Strategic Framework for Indigenous Selection Into Training" is an important strategic development towards growing the indigenous workforce.

In late 2019, the College surveyed the trainees with respect to the training selection experience for those who underwent the process that year. The Trainee Submission and the response in the College's comprehensive report identified that the survey results indicated some issues occurring with selection practices including instances of inappropriate questioning regarding family planning/extended leave (20% of respondents) and the use of pre-interviews (37% of respondents). The College advises that steps are being taken to address this, however, these are concerning issues and the AMC asks the College to please provide updates and evidence that those selection practices have stopped, in future progress reports.

The AMC notes that as a result of the postponement of the Divisional Clinical Exam (DCE) in 2020, the College has developed a pathway for provisional Advanced Training. The College has not provided details in the comprehensive report on how these changes have affected selection into Advanced Training, and is asked to provide comment on this in the 2021 progress report. The Trainee Submission also identified this as an area for further engagement with trainees.

The College acknowledges the impact of work and fatigue on trainee wellbeing and are addressing these very important issues through initiatives linked to the College Physician Health and Well-being Strategy. The College acknowledges the importance of working collaboratively with their partners in the health sector to address these issues. The new training provider standards include standards relating to workload and well-being and it is the stated intention of the College to monitor and assess workload and well-being issues more closely as part of the new accreditation program and

processes. The Trainee Submission welcomes these actions by the College, however, notes that this is an area that requires improvement and the College will need to continue to work collaboratively with trainees to improve exam conditions, communications and trainee wellbeing.

The Trainee Submission indicated that the College has provided fair, considered and timely responses around changes made in response to COVID-19. However, there have been some instances of communications that have been in direct contradiction to previous statements that have created more uncertainty and anxiety for trainees. Due to privacy concerns, trainee committee members are unable to access contact details or email lists for relevant trainee groups. As such targeted communication by the trainee committees themselves can be difficult without using social media forums.

2 Activity against conditions

Nil remain.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 7

Data regarding trainees are included as an appendix to the college report and include:

- Numbers of Aboriginal, Torres Strait Islander and Māori trainees who commenced, completed and registered in each training program in 2019
- Trainee data by gender and state for each training program
- Trainees who started and trainees who completed training programs by state

Summary of College performance against Standard 7

The College continues to make significant efforts in these areas. The College is responding to trainee concerns across a number of areas, and the AMC welcomes updates on these developments in future progress reports.

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 continues to offer support to the supervisors of training through the College Supervisor Professional Development Program. While the College has made significant efforts to encourage supervisors to participate, the College has expressed disappointment in that only 49% of their 8000 strong supervisor workforce had completed or partially completed the program through the 2019 year. The impact of COVID-19 on the success of this program through 2020 has been significant. Nevertheless, the College is commended on their preparedness to adapt the mode of delivery of the workshops in response to the pandemic. The College is very aware of the impact on supervisor workload.

The pandemic has also had a significant impact on the College's review of its training sites that deliver both basic and advanced training. This has resulted in rescheduling of accreditation visits to 2021.

As part of the College five-year development plan, significant emphasis has been placed on the development and implementation requirements of the new Basic Training and Advanced Training curricula. As part of this, there is a plan for the College to review the Framework for Educational Leadership and Supervision with a focus on educational domains.

The five-year development plan also includes an intention to implement a robust accreditation program for training providers. The training provider accreditation program is planned to be implemented for Basic Training progressively. It is reported that this program will be rolled out from September 2020.

2 Activity against conditions

Nil remain.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 8

The College has provided data on basic and advanced training site accreditation. The data includes new sites accredited, total sites visited and total sites assessed.

Summary of College performance against Standard 8

The College should continue to monitor the impact of the COVID-19 on supervisor workload, and encourage the completion of the College Supervisor Professional Development Program. The AMC looks forward to updates on the College's developments against this standard in future progress reports.

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 COVID-19 pandemic has had a significant impact on the ability of College members to meet CPD requirements. It is noted that the Australian Health Practitioner Regulation Authority will not take action for College members who cannot meet the CPD registration standard.

Since the release of the Medical Board of Australia's Professional Performance Framework and the 2019 CPD framework, the College has continued to inform members of expected changes that will be implemented over the next few years. The College report included an effective communication strategy.

2 Activity against conditions

Nil remain.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 9

The College has provided data on the number and proportion of college fellows participating in and meeting the requirements of the College's continuing professional development programs.

Summary of College performance against Standard 9

The College is to be commended on the flexible and supportive approach to the issues surrounding CPD requirements during the COVID-19 pandemic.

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

The College has streamlined its processes to significantly reduce Specialist International Medical Graduate assessment timeframes. As part of this, the College has improved the transparency of the assessment process. In addition, the College has introduced a range of new resources to improve support for overseas trained Physicians, their assessors and their supervisors.

2 Activity against conditions

Nil remain.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 10

The College has provided data on the numbers of applicants and outcomes for Specialist International Medical Graduate assessment processes for the last 12 months, according to the phases of the assessment process

Summary of College performance against Standard 10

The College continues to perform well against this Standard.

Part D – Summary of Quality Improvement Recommendations

| Quality Improvement Recommendation | AMC Comment |
|---|---|
| Standard 3: The specialist medical training and education framework | |
| <p>HH Clarify in partnership with key stakeholders the linkages between the first two years of postgraduate experience and College training programs. (Standard 3.5)</p> | <p>The College has clarified the links between postgraduate experience and College training programs with the publication of the new Basic Training Program Handbooks. The College continues to work with organisations designing the prevocational curricula to clarify the links between the first two years of postgraduate experience and entry into Basic Training. Once the AMC has completed its review of the National Framework for Medical Internship, the College will review the vertical integration of the postgraduate training years to the start of Basic Training.</p> |
| Standard 4: Teaching and learning approach and methods | |
| <p>ZZ Demonstrate that the College articulates its learning model clearly for trainees and supervisors and demonstrate alignment of trainee experience and curricula to that model. (Standard 4.2.1, 4.2.2 and 4.2.3)</p> | <p>All Basic Training program requirements and timelines have been published in the new Basic Training Handbooks for Adult Internal Medicine and Paediatrics & Child Health and can be accessed by all Basic Trainees.</p> <p>The Basic Training Learning, Teaching, and Assessment program maps the 10 key learning goals for the program across training settings. The program also includes assessments that must be completed by trainees; learning captures, observation captures, and rotation plans/progress reports.</p> <p>The College is now focusing on developing the Advanced Training Learning, Teaching, and Assessment program. This program is still in draft.</p> |
| Standard 5: Assessment of learning | |
| <p>LL Provide enhanced structured feedback to individual examiners on their own performance to enhance the performance of the clinical examination. (Standard 5.3)</p> | <p>During each examination day, senior examiners provide feedback to their examining partners. Two-way peer feedback is encouraged.</p> <p>The College continues to provide pre-examination feedback to examiners through calibration sessions.</p> |
| <p>MM Adopt recommendations from the external review on assessment regarding: timing of the clinical examination; conducting the written examination twice a year. (Standard 5.3)</p> | <p>Due to impacts of COVID-19, the proposed move of the Divisional Clinical Examination for Adult Internal Medicine from July/August to June in 2021 is on hold.</p> <p>The College is working towards delivering the Divisional Written Examination twice a year. If the transition to computer-based testing (CBT) is successful, the College will commence offering the Divisional Written Exam two times each year from 2022.</p> |
| Standard 6: Monitoring and evaluation | |
| <p>NN Share information about the quality of training by uploading training site accreditation reports to the College's website. (Standard 6.1)</p> | <p>The College has plans for the new Training and Accreditation (Tracc) system to include a reporting feature, and will evaluate if this feature includes executive summary reports,</p> |