

AMC response to the Royal Australasian College of Physicians 2018 Progress Report with Review Visit

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College Name: Royal Australasian College of Physicians

Date of last AMC accreditation decision: March 2015

Periodic reports since last AMC assessment: 2015, 2016, 2017

Accreditation expires: March 2021

Next accreditation decision due: 2020 via comprehensive report

Overall assessment in 2018: Substantially met

Background

In October 2014, an AMC team completed a reaccreditation assessment of the specialist medical programs and continuing professional development programs of the Royal Australasian College of Physicians; its Divisions (Adult Medicine Division and Paediatric & Child Health Division) which lead to the award of fellowship of the RACP; the three Australasian Faculties: Public Health Medicine, Rehabilitation Medicine, and Occupational and Environmental Medicine, which lead to fellowship awards of the relevant faculty; and the three Australasian Chapters: Palliative Medicine, Addiction Medicine, and Sexual Health Medicine, which lead to fellowship awards of the relevant Chapter. On the basis of this assessment, the AMC agreed that the College's training programs substantially met the accreditation standards and accreditation was granted to 31 March 2021, subject to satisfying AMC monitoring requirements including progress reports and addressing accreditation conditions.

At the time of the 2014 assessment, significant work was underway, including major plans for curriculum and assessment review. A number of other large projects were in the early stages of implementation, for example, education governance reforms. While the College had well-developed plans for the curriculum and assessment reviews the AMC applied several conditions related to the successful completion of these reviews over a few years.

The AMC indicated that in addition to the regular progress reports, a team would review the progress made by the College in implementing the major educational changes it had begun. An AMC team lead by Professor John Nacey conducted this review in November 2018. The review was completed as an assessment of the College's 2018 progress report, including meetings with College committees, staff, trainees and supervisors.

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 standards; or (b) the program of study, and the education provider that provides the program of study, substantially meet the accreditation standards and the imposition of conditions will ensure the program meets the standards 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.*

Quality improvement recommendations are suggestions by the AMC, not conditions. The AMC provides feedback on the quality improvement recommendations using the following:

- Unrated** *Recommendation not reported on, or there is insufficient information to make a judgement.*
- Progressing** *Indicates progress against the recommendation*
- Satisfied** *The College has addressed the recommendation. It does not need to report further.*

A summary of the College's progress is provided below.

Standards	Findings		
	2014 reaccréditation assessment	2017 Progress report	2018 Progress report
1. Context of Education and Training	Met	Met	Substantially Met
2. Outcomes of the Training Program	Substantially Met	Met	Substantially Met
3. The Education and Training Program	Substantially Met	Substantially Met	Substantially Met
4. Teaching and Learning	Met	Met	Met
5. The Curriculum - Assessment of Learning	Substantially Met	Substantially Met	Substantially Met
6. The Curriculum - Monitoring and Evaluation	Substantially Met	Substantially Met	Met
7. Issues relating to trainees	Substantially Met	Substantially Met	Substantially Met
8. Implementing the Training Program – delivery of educational resources	Substantially Met	Met	Met
9. Continuing Professional Development	Met	Met	Met
10. Assessment of SIMGs	(Not a separate standard in 2014)	Met	Met

Part A – Assessment against the standards and quality improvement recommendations, and accreditation conditions which require further reporting post 2018.

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.

Summary of accreditation status	2017: Met	2018: Substantially met
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1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 1
<p>The College has undergone a significant number of changes and development since the 2017 progress report:</p> <ul style="list-style-type: none"> • The election of a new College Board in 2018 based on a “reform ticket” has resulted in significant changes in the Board membership. In July 2018, the new Board published its statement of strategic intent which is available on the College website. Following complaints about the conduct of the election, including a letter by four previous RACP Presidents, an investigation found no improper conduct, although the Board has not released the report, stating the report contains material that, if publicly released, may legally expose the College, and cause distress to persons named in it and to staff. • The new College Board gave notice to the College CEO in June 2018. Mr Duane Findley is appointed as Interim Chief Executive Officer to manage the College’s governance transition. The Board is in the process of recruiting a new Chief Executive Officer. • In line with Constitutional changes approved at the 2017 College annual general meeting, the Board composition changed from a 19-member Board to a 10-member skills-based Board. As well as the office bearers, the new Board includes three elected member Directors instead of members from each Division and Faculty, an elected trainee member and three non-fellow Directors with education, governance, finance and legal expertise who are appointed by the Board. The College is finalising the membership with 8 of 10 members in place. • The representative Council continues to sit under the Board, with members drawn from each of the identified education pathways (including the Chapters) within the College, a fellow appointed by each Division, Faculty, the seven Australian Regional Committees and the New Zealand Committee and two Trainees appointed by the College Trainees’ Committee. • A new governance committee is being formed to provide advice on processes, and to review bylaws and operating charters. The College is currently advertising for a chair. • The College has established a new committee of the Board, the Consumer Advisory Group, to advise on how to improve consumer engagement and patient-centred care across professional standards, education approaches, policy and advocacy activities. The Consumer Advisory Group has met twice and developed a draft work plan which includes strengthening engagement with existing RACP governance structures, increasing involvement of patients at the 2019 Congress and development of a new consumer engagement webpage to facilitate communication with patients and healthcare consumers about the College’s Consumer Engagement Strategy. • The College has developed and published the Indigenous Strategic Framework. This aims to contribute to addressing Indigenous health equity differences, growing the Indigenous workforce, equipping and educating the broader health workforce to improve Indigenous health and to foster a culturally safe and competent college. The College continues to sponsor and participate in the

AIDA conference, and published a new eLearning resource to improve healthcare experiences for Aboriginal, Torres Strait Islander and Māori patients. Liaising with AIDA, the College is also undertaking research with previous and current Australian Indigenous trainees to explore barriers in training and to identify how the College can better support Indigenous doctors. The College RAP is being updated in line with this framework.

- The College Dean, Professor Richard Doherty, has resigned and the College is in the process of recruiting a replacement. Professor Doherty will continue to be involved during the transition.
- There have been changes in the staff and structure of the Education, Learning and Assessment Directorate – and a new Director of Education Services began in May 2018. The College education staff have a range of expertise in education, policy, project management, jurisdictional and workforce experience. The Board has approved additional staff capacity and resources to facilitate and bolster the education work of the College including improvements to technology. In addition, the College has created the position of Lead Fellow for Educational Renewal to provide leadership and support for the College’s education strategy and related initiatives across the membership.
- The AMC notes the changes to the Board are not primarily education focused, and the educational strategic direction has not changed.
- The AMC notes the Board plans to approve the Strategic Plan by the end of 2018 after being reviewed by the Board and Council. It will be a two-year strategic plan, with no major changes to the current plan.
- While the College’s assessment of trainees is dealt with under Standard 5, governance and management issues arose in 2018 following the unsuccessful implementation of the College’s first computer-based Divisional Written Examination in Adult Medicine, and Paediatrics and Child Health in February 2018. A report on the event has been presented to the Board. Enhancements in the College’s project management and contracts management have resulted. The College now has a project management office with a change manager and strategic coordination group.
- The College has started implementing the new Basic Training Curricula and is undertaking a number of activities to move work forward on the advanced training curricula review. There are plans to increase staff capacity and improvement of technology resources to manage the workload of curricular renewal. Further commentary is provided under Standard 3.
- The College has indicated stakeholder consultation is very important to charting its direction and growth. This is evidenced by the formation and work of the Consumer Advisory Group and the Indigenous Strategic Framework. The College is commended for these initiatives.
- As the significant number of governance and staffing changes are continuing, the College is asked to provide a detailed update on these developments under Standard 1 in the 2019 progress report. The College is asked to provide the revised Strategic Plan when it becomes available.

Activity against Quality Improvement Recommendations

Nil remain.

2 Activity against conditions

In response to the review of the 2018 progress report, the Committee has proposed a new condition

Condition 33 – new in 2019		To be met by: 2020
Demonstrate corporate governance is in place, properly prescribed and communicated. (Standard 1.1 and 1.2)		
Finding	Nil – new condition	
AMC commentary		
The AMC notes the significant changes to College governance over the reporting period relevant to standard which are summarised above.		

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 1

The College provided data on the following for 2017:

- Reconsiderations: Total = 114 decisions (42 requests not granted; 72 partial/full requests granted)
- Reviews: Total = 11 decisions (4 requests not granted; 7 partial/full requests granted)
- No appeals were lodged in 2017.

The timeframe for notification of a decision was reduced by 30% (from 12-14 weeks to 8-12 weeks).

Summary of College performance against Standard 1

Since the 2015 accreditation assessment, the College has been through and continues to experience significant governance change. Governance structures are not yet finalised and, at the time of the assessment the Strategic Plan was being finalised. For this reason, the AMC concludes this standard is substantially met and added a new accreditation condition for Standard 1.

Standard 2: The outcomes of specialist training and education

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

Summary of accreditation status	2017: Met	2018: Substantially met
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1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 2
The College has made significant developments in relation to its program and graduate outcomes. Please see commentary against condition 4.

Activity against Quality Improvement Recommendations

Nil remain.

2 Activity against conditions

Condition 4		To be met by: 2017		
To enable the definition of consistent and clear graduate outcomes across all specialties that are aligned to community need, finalise the RACP Standards Framework and strategies for incorporating those standards into the basic and advanced training curricula. (Standard 2.3.1)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
			X	
AMC commentary				
<p>The College reported in 2017 that it had completed the Professional Practice Framework (formerly referred to as the Standards Framework) that defines ten domains of professional practice for RACP physicians. For each domain of the Framework, a Professional Standard describes the expectations for all graduates of RACP training programs. This framework is being incorporated into the renewed Basic Training Curricula Standards and also applies to the College's CPD programs. The renewal of the Advanced Training Curricula is in its early stages and the College has indicated a timeline for implementation in 2023 (previously 2020). The College has developed a clear program plan and implementation strategy for advanced training with a scoping exercise of the advanced training programs to be completed by 2018, the analysis of which will be available in early 2019.</p> <p>The AMC requests the College provide an update in the 2019 report on any outcomes from the integration of the Professional Practice Framework in the Basic Training Curricula, the progress of integration in the Advanced Training Curricula and how the framework has aligned to community needs.</p> <p>The AMC notes the College has a focus on strengthening relationships with health services and jurisdictions through consultation.</p>				

Summary of College performance against Standard 2

The College has made good progress, finalising the Professional Practice Framework and in applying this framework through the College's training and continuing professional development programs. However, as the College is yet to progress significantly with the renewal of the Advanced Training Curricula, it is unclear how the framework will be incorporated at this stage. As a result, the remaining condition remains outstanding and the standard is now substantially met.

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

Summary of accreditation status	2017: Substantially met	2018: Substantially met
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1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 3
<p>The College has made progress in renewing 40 curricula to align with the revised RACP curriculum model. The College reported a shift towards competency-based medical education rather than time-based (a hybrid model is being planned). The curriculum model identifies 3 domains of training – Competencies, Entrustable Professional Activities (EPA) and Knowledge Guide. The Professional Practice Framework is integrated throughout the program.</p> <p>The decision to renew the curriculum has been informed by and articulated to trainees, supervisors and health departments through the College website. The Education Renewal Pathway to 2022 document provided to the AMC outlines 13 key areas for the implementation of the curriculum including details relating to educational and procurement decisions affecting college policy development, trainees, supervisors and health departments.</p> <p>The College expects that EPAs will be an important part of this competency-based education. At present, the implementation of EPAs is being considered by many of the undergraduate medical programs and by the providers of training in PGY1 and PGY2.</p> <p>The College should consider the extent of vertical integration of EPAs through PGY1 and PGY2 and the undergraduate medical programs and how it will be incorporated into day-to-day training.</p> <p>The Educational Pathway to 2022 as provided by the College is included at Attachment 1 as a reference. The AMC seeks quarterly updates of the chart from the College, with a short explanation of any significant delays to achievement of deadlines.</p>

Activity against Quality Improvement Recommendations

Recommendation HH			
Clarify in partnership with key stakeholders the linkages between the first two years of postgraduate experience and College training programs. (Standard 3.5)			
Finding	Unrated	Progressing	Satisfied and closed
		X	
AMC commentary			
<p>The College continues to progress its collaborations with key stakeholders and the AMC looks forward to the College's update in view of the new program and the proposed selection principles.</p> <p>The College reports under its new Learning and Teaching, and Assessment programs that the selection process into the RACP Basic Training can occur during PGY2 in some jurisdictions and notes the recent reforms of Medical Intern Training will need to be considered when they are available.</p> <p>The College intends to continue its collaboration with its key stakeholders at each level and articulates its selection criteria clearly.</p>			

2 Activity against conditions

Condition 5					To be met by: 2018
Complete the basic training curricula review including the integration of the Professional Qualities Curriculum and its implementation. (Standard 3.2)					
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed	
			X		
AMC commentary					
<p>The College has progressed significantly with the Basic Training Curricula renewal. The College Education Committee finalised and approved the Basic Training curricula standards in August 2017. The standards, including Competencies, Knowledge Guides and Entrustable Professional Activities, were released to Directors of Physician Education, supervisors, and Basic Trainees in June 2018. The College's new approach integrates the Professional Qualities Curriculum into the revised RACP curriculum model (as detailed under Condition 4).</p> <p>The new Basic Training program comprises three phases: Foundation, Consolidation and Completion. The College plans to embed a selection program within Basic Training (although it has paused this based on its 2018 stakeholder consultation and the need to first finish and implement the curriculum), offer written examinations more frequently and emphasise workplace-based assessment.</p> <p>The College has demonstrated ongoing work on the implementation of the Basic Training Curricula and in mid-2018, started implementing the new Basic Training curricula with the release of the Basic Training Curricula Standards.</p> <p>As well as implementing selection plans, there remain four important curricular components (assessment program; learning and teaching programs; training requirements, policies and processes; and implementation and transition plans) to be developed along with supportive technology for the implementation of the curriculum.</p> <p>The College held a number of basic training curricula forums in September 2018 aimed at involving stakeholders in the development and implementation planning. The College stated it will be submitting assessment processes and blueprints for approval in November 2018.</p> <p>The College has progressed the renewal of the Basic Training Curricula. It was noted the College's proposed implementation date is now 2020, with an early adopter cohort from November 2019 following notice given to trainees in December 2018. The College had signalled in its 2017 progress report that it would not meet the deadline for this condition in 2018. The College is asked to consider how changes in the curriculum will be communicated to trainees planning to sit the 2020 Divisional Written Examination in Adult Medicine, and Paediatrics and Child Health.</p> <p>The AMC also notes the College still has plans to hold the Divisional Written Examinations more frequently and is considering reintroducing computer-based examinations in future to facilitate this.</p>					

Condition 6 (i)					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 and closed	
			X		
AMC commentary					
<p>The College has indicated that priority was given to the review and implementation of the new Basic Training program. The impact of this was slowed progress on reviewing the 38 new Advanced Training Curricula. The College is adopting a similar approach used in the renewal of the Basic Training Program to inform the Advanced Training Program renewal. The scoping exercise is</p>					

targeted to be completed and analysed by early 2019. The data will assist the College to make decisions about which programs to prioritise for renewal and the outcome will be presented to the College Education Committee for approval. Following the completion of the scoping exercise, a series of activities will be undertaken to review the curricula. Planning for early implementation of the Advanced Training Curricula will occur at the end of 2020 with full implementation by 2023.

The College is developing a program review plan for each specialty including:

- current state analysis including selection processes, training requirements and assessment activities
- equivalent international curricula
- known issues and risks with the current program
- numerical data including numbers of trainees and supervisors
- median, minimum and maximum time taken to complete training and completion, and withdrawal rates.

The College is aiming to build a robust common template to apply across advanced training programs to maximise alignment and efficiency in specialty-specific reviews.

It should be noted the 2015 accreditation report identified that summative assessments ensure all trainees completing training programs have met required outcomes for advanced training programs rather than simply completing the required training time. The reform of the advanced training curricula was to develop a systematic approach to integrating summative assessment tools across all training programs. The outcomes of the training program should be reflected in the College's suite of assessment tools. The supervisor report on trainee progress was highlighted as an important element of summative assessment and the monitoring of the quality of reports was raised as a concern. (Condition 12, Standard 5.1 and 5.4)

The College is making steady progress in the renewal of the advanced training program. However, it is noted this condition is unlikely to be addressed in the short term as the renewal of the advanced training program is in the early stages. In the 2019 report, the AMC requests the College provide a detailed update of the review of the advanced training program, particularly the integration of the Professional Qualities Curriculum, as well as the outcome of the scoping exercise.

Condition 6 (ii)		To be met by: 2020		
In relation to the advanced training curricula:				
i. Implement the revised advanced training curricula. (Standard 3.2)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
			X	
AMC commentary				
<p>The early implementation of the revised advanced training curricula is targeted to begin at the end of 2020 with full implementation targeted by 2023. The outcome of the scoping exercise will help identify gaps and a more definitive timeline for the roll out of the advanced training program.</p> <p>As identified in the commentary for Condition 6 (i), the review of the advanced training program is in its early stages and based on the College's own timeline, this condition is unlikely to be satisfied by the stipulated date. Once the College has completed the scoping and prioritising of advanced training curricula, it will be able to more accurately forecast the additional resources it requires and how it could work alongside implementation of the new basic training program.</p> <p>In the 2019 report, the AMC would like the College's update on the implementation of the advanced training program to have detailed timelines including any areas of potential acceleration/delay, its communication strategy - particularly to trainees, and the model of implementation chosen as well the progress of engaging the resources to support the implementation.</p>				

Summary of College performance against Standard 3

The College has focused on the renewal of the basic training program and has undertaken a large amount of work to implement the Professional Practice Framework, which has delayed the renewal of the advanced training program. While the work on the advanced training program is escalating, there is significant work to do, and College will require time and resources to complete the.

The College is to be commended for the thorough approach taken to renew the basic and advanced training programs. It has plans to incorporate the Professional Practice Framework throughout the curriculum. The AMC notes the timeframes for completion of the basic and advanced training curricula are not aligned and there may be a risk that trainees on the new basic training program will not go on to a new advanced training program.

The AMC recognises the volume of work required by the College and proposes the College continue to prioritise and closely monitor achievable targets on timelines, bearing in mind the effect of changes to the curriculum on trainees' learning and assessments.

In the 2019 progress report, the AMC asks the College to report on how the transition between basic and advanced training programs will be managed and how changes are communicated to trainees.

Standard 4: Teaching and learning methods

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

Summary of accreditation status	2017: Met	2018: Met
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1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 4
The College is to be commended for the online College Learning series, made available to all members, which provides 3,200 trainees and fellows who enrolled in the College Learning Series with access to 227 recorded lectures. The recorded lectures are delivered by fellows, clinically reviewed and mapped to the basic training curriculum.

Activity against Quality Improvement Recommendations

Recommendation 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)			
Finding	Unrated	Progressing	Satisfied and closed
		X	
AMC commentary			
<p>In the 2014 accreditation of the College’s programs, the College put forward a learning model in which 70% of trainees learning was workplace-based, 20% was learning from others and 10% was structured learning.</p> <p>The AMC set a condition “Demonstrate that the trainee experience and curricula align to the College’s 70:20:10 learning model. (4.2.1, 4.2.2 and 4.2.3)”</p> <p>The College has worked assiduously to embed the 70:20:10 model into its current curricula to recognise the importance of experiential learning in the workplace. This model is referred to in the Supervisor Handbook and Supervisor Professional Development Program.</p> <p>Whilst the 70:20:10 model is useful for curricula development, trainees do not actively use the model. Trainees provided feedback that the model is difficult to understand and better communication from the College is needed to convey its learning model to trainees. The training survey was an important tool to determine trainees’ knowledge of learning models and its application and the emphasis on EPAs should drive trainees towards learning through patient care.</p> <p>In the College’s 2019 report, the AMC requests an update on how the learning model is reflected in the Learning Needs Analysis tool and EPAs, and how this is assessed when accrediting a training site under the New Training Provider Accreditation Standards (Standard 8.2). The College should also advise how this model will be embedded in the revised Advanced Training Curricula (Standard 3) and how the learning model has been better communicated to the trainees.</p> <p>The AMC has changed this condition to a recommendation in 2019. Trainees seemed unaware of the 70:20:10 model. The College indicated it was used, mainly as guidance without exact percentages for trainees and supervisors to adhere to. Whatever model the College applies, it needs to be better communicated. The College’s primary focus should be on renewal of the Advanced Training Curricula, and the condition has been changed to a recommendation.</p>			

2 Activity against conditions

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 and closed
			X	
AMC commentary				
<p>The College's curricula renewal has focused on embedding a competency-based program, a core part of which is the introduction of Entrustable Professional Activities (EPAs).</p> <p>In 2017, the College published eight EPAs for basic trainees to use as a learning resource. An observation assessment tool is being developed and the design is expected to be submitted to the College Education Committee for approval by end of 2018. The tool will be mainly used to ensure that learning is captured and guided by the expectation trainees become more independent as they progress in training.</p> <p>As part of the Supervisor Professional Development Program, the College conducted 111 workshops across Australia and New Zealand with over 2,000 supervisors attending in 2018.</p> <p>The current Advanced Training Curricula aim to assess trainees' increasing development in the workplace and to better enable this with the introduction of EPAs over time.</p> <p>The AMC notes that the College has indicated this condition will likely be satisfied after 2019 with the renewed Basic Training Program scheduled for early adopters and then implementation by 2020.</p> <p>In the 2019 report, the College is asked to provide an update on the implementation of EPAs in the renewed basic and advanced training programs, the development of the assessment tool, as well as how this has been communicated to trainees and supervisors.</p>				

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 and post fellowship subspecialty training. (Standard 4.1.3)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
			X	
AMC commentary				
<p>In 2014, the AMC set a recommendation: Clarify in partnership with the Specialty Societies, the role of College oversight in post fellowship subspecialty training. The AMC has converted this recommendation to a condition and changed the wording as shown above, reflecting the importance of these relationships to delivery of specialist training. The College is progressing in the completion of the work.</p> <p>In 2018, the College reported all Specialty Societies are actively progressing models of collaboration schedules – four have completed while the others are in varying stages of completion.</p> <p>A master schedule is being established to facilitate this sensitively, to respect the Societies' need to determine their own schedules. The College Education Committee Chair is meeting with Specialty Society leaders to determine timelines for collaboration objectives.</p> <p>While the College is responsible for the overall training curriculum, the AMC notes progress in this area largely depends on each Society's capacity and commitment. Given the College's overall plan of curriculum renewal, it is important that advanced training and post fellowship subspecialty training be given equal importance and priority by the College and Specialty Societies.</p> <p>The AMC requests that the College reports on its progress in engaging with the Specialty Societies to clarify the College's role and move forward the models of collaboration, providing an update on</p>				

the master schedule in the 2019 report. The College should also provide examples of post fellowship subspecialty training and how this training is delivered.

Summary of College performance against Standard 4

While the College has made progress against Standard 4, there remains significant work, largely due to the revisions to the Basic Training Program being in early stages of implementation and the Advanced Training Programs in early stages of development.

Standard 5: Assessment of learning

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

Summary of accreditation status	2017: Substantially met	2018: Substantially met
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1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 5
<p>The College experienced a major failure in the first run of a computer-based Divisional Written examination in February 2018. This had significant impact on trainees, families and workplaces. The computer-based rollout of the written examination has subsequently been delayed to 2020 pending improved risk mitigation processes, and results arising from an independent enquiry into the system's failures.</p> <p>It was noted the College provided support to the examination candidates by contacting them individually about support services available and to provide information about the alternative paper-based test scheduled in the following weeks. Candidates were invited to provide their feedback on their experience and paper-based tests were delivered in March 2018.</p> <p>At the time of the AMC visit, the College's report on this event was not finalised. The AMC encourages the College to provide clear communication to trainees on the outcome of the investigation. As evidence that the accreditation standards concerning assessment are met, the AMC asks the College to provide a copy of its response to the report, detailing changes to be made and the timing of those changes with the 2019 progress report.</p>

Activity against Quality Improvement Recommendations

Recommendation LL			
Provide enhanced structured feedback to individual examiners on their own performance to enhance the performance of the clinical examination. (Standard 5.3)			
Finding	Unrated	Progressing	Satisfied and closed
		X	
AMC commentary			
<p>The College continues to provide pre-examination calibration sessions as per the 2017 report.</p> <p>In 2017, a pilot analysis of clinical examiner feedback on their "leniency/stringency" or Hawk/Dove tendencies proved unsuccessful and was not developed in 2018. The College has started to roll out a semantic differential marking rubric. The College is still formulating a process for examiner feedback using the revised marking rubric.</p> <p>The AMC looks forward to the College's update on the rollout of the semantic differential marking scheme in the 2019 report.</p>			

Recommendation 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)			
Finding	Unrated	Progressing	Satisfied and closed
		X	
AMC commentary			

Paediatrics and Child Health have already changed timing. Adult Medicine currently has no firm plans to change timing due to not wanting to reduce the gap between the written and clinical examinations. Two factors are impacting the College's ability to conduct the written examination twice a year: the failure of the computer-based written examination in 2018 and the need for larger examination item banks. Progress is being made with both these factors. The College recognises that a computer-based testing process running twice per year in Adult Medicine will require further recruitment and item writer development to ensure that quality items are produced.

The AMC has removed the component of the recommendation concerning decoupling the Divisional written examination papers. The College has provided its case for not making this change, following feedback and consultation with the membership.

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 and closed
		X		
AMC commentary				
<p>The College is adopting a programmatic approach to assessment and the new Basic Training Assessment programs will be blueprinted to the Basic Training curricula standards consisting of ten learning goals. The shift from high stakes exams/assessment to multiple data collection points with ten learning goals increases reliability and validity. The learning goals for Basic Training will be mapped to the appropriate phases of training and form the basis of blueprinting assessment tools to the curricula.</p> <p>The College is still working on the development of a Basic Training "Assessment Toolkit", currently being consulted on more broadly. The proposed toolkit will include:</p> <ul style="list-style-type: none"> • Annual registration to enrol trainees and assess entry criteria • Monthly learning capture to show evidence of work-based learning • Monthly to quarterly EPA observations • One phase plan and progress report to plan learning and assess progress per phase • One rotation plan and progress report per rotation • Written examination, offered twice a year • Clinical examination • Situational Judgement Tests • Selection interviews to assess candidate suitability for physician training based on selection criteria <p>The College has indicated this condition will not be met in 2018 with the renewed Basic Training Program scheduled for early adopter and incremental implementation by 2020.</p> <p>In the 2019 report, the AMC requests that the College provides an update on the progress of the development of the assessment toolkit and blueprinting.</p>				

Condition 12		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 and closed
		X		

AMC commentary
<p>The development of the advanced training curricula review is progressing slowly with regard to the originally expected timeline. The project planning framework submitted by the College during the visit suggested that deadlines for this condition would be hard to accurately predict. It is unlikely that the College will be able to satisfy this condition by 2020 given the current delayed progress in implementation of the Basic Training curriculum and assessment approaches.</p> <p>The AMC requests that the College provides a detailed update in the 2019 report, including progress against planned timelines.</p>

Condition 14		To be met by: 2019		
Develop and implement an assessment strategy for domains in the Professional Qualities Curriculum. (Standard 5.4)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
		X		
AMC commentary				
<p>The Professional Qualities Curriculum has been integrated into the Professional Practice Framework.</p> <p>The current Basic Training and Advanced Training program requirements are underpinned by relevant curricula and the Professional Qualities Curriculum. Assessment is done through the Professional Qualities reflection tool and Supervisor's reports.</p> <p>The new Basic Training curricula is mapped to domains in the Framework as the renewed Advanced Training curricula will be. Integrating professional qualities within the new Competencies will enable better assessment of these domains.</p> <p>The progress against this condition is overly slow. The College is relying on EPAs largely to satisfy this requirement. EPA development is at an early stage consisting of a 'prototype' development. The full EPA development may require a deadline of 2020 – 2021 and the development of the EPA methodology will need to be accompanied by new supervisor training, this is recognised but yet to be developed. The EPAs may not be suitable for measuring all domains, and the College may need to consider other assessment types. Engagement of supervisors and trainees will be critical to a successful roll out.</p>				

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 5
The College provided data on the 2017 Divisional Written and Clinical Examination results and faculty assessment results.

Summary of College performance against Standard 5

The College has undertaken a number of consultations as a strategy, however, again progress is generally overly slow and appears to be slower in its trajectory than it was last year. This may be due in part to experienced senior educationalist staffing losses in the Education Directorate. The AMC notes the impending departure of the Dean of Education and that a new Dean has not been appointed.

Standard 6: Monitoring and evaluation

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

Summary of accreditation status	2017: Substantially met	2018: Met
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1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 6
The College will be implementing feedback tools in late 2018, detailed under condition 15 and condition 16, following a successful pilot in 2017 of the Annual Physicians Training Surveys for Trainees and Educators. The overarching strategy for evaluating the impact of the Education Renewal program was approved by the College Education Committee in November 2017.

Activity against Quality Improvement Recommendations

Recommendation NN			
Share information about the quality of training by uploading training site accreditation reports to the College's website. (Standard 6.1)			
Finding	Unrated	Progressing	Satisfied and closed
		X	
AMC commentary			
There is a plan to pilot a new Training Provider Accreditation Program in 2019, which will include executive summary reports for all training settings being available to trainees and fellows on the College website. The College is asked to provide updates in the 2019 report.			

2 Activity against conditions

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 and closed
			X	
AMC commentary				
The College is engaging consumers through the Consumer Advisory Group and the consumer engagement webpage. Significant work is underway in this area.				
The Education Renewal project has a stakeholder consultation register and engagement with health departments through Basic Training Curricula Renewal Forums in Sydney and Auckland in September 2018. The College plans targeted engagement of health departments in 2019. The AMC looks forward to the College's update on developments in the 2019 report.				

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 6
The College has provided a summary of evaluation activities from 19 August 2017 to 1 October 2018, including the findings and actions undertaken.

Summary of College performance against Standard 6

The College is making good progress against this standard, satisfying two conditions, and this standard is now considered to be 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

Summary of accreditation status	2017: Substantially met	2018: Substantially met
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1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 7
<p>A Doctors' Health and Wellbeing Strategic Roadmap and Action Plan was developed and a Health and Wellbeing Reference Group was established to progress implementation of the strategic roadmap. Trainee wellbeing is incorporated into Training Provider Accreditation Standards and Annual Physician Training Surveys, and the Colleges published resources including a webpage with linked resources.</p> <p>In 2016, the College launched its engagement of the Converge service, a fully confidential and independent helpline available 24 hours a day to support member wellbeing. This service was available during the failure of the computer-based written examination in February 2018. The College has indicated uptake of the service is increasing over time and trainee wellbeing is emphasised in the College.</p> <p>Feedback from trainees indicated there were cases of discriminatory questions asked during the process of selection into advanced training and the AMC notes the College is putting together policies to guide supervisors on acceptable interview practices. The new Training Provider Accreditation Standards include selection processes and there are procedures to deal with inappropriate behaviour, including conducting out of cycle visits. The College also indicated a business case is being put together to review the selection process.</p> <p>Feedback from trainees also indicated the College has improved in its communication processes, however, trainees have faced delays in receiving responses from the College (for instance, outcomes of the written examination investigation) and many seemed unaware of the welfare support available to them. Trainees also commented that their feedback to the College regarding concerns about the computer-based written examination may not have been fully considered by the College. Trainees in smaller states commented that they felt left out when it comes to communication and consultation process. The College indicated that developing good communication strategies with trainees, including the use of social media, is a priority.</p> <p>The AMC requests the College provide updates on the progress of the developments under Standard 7 in the 2019 progress report.</p>

Activity against Quality Improvement Recommendations

Recommendation QQ			
Improve communication with trainees by:			
i. Implementing a communications strategy to ensure consistent and targeted trainee oriented communication across all College training programs. (Standard 7.3)			
ii. Implementing the Online System for Administration and Reporting (OSCAR) or similar system. (Standard 7.3)			
Finding	Unrated	Progressing	Satisfied and closed
		X	
AMC commentary			
The College has made significant steps towards the development of an online system for administrators, trainees and supervisors. The process for this development has been well			

documented. A successful vendor has been engaged, in September 2018. New technology is expected to be piloted in 2019.

2 Activity against conditions

Condition 20		To be met by: 2017		
Develop and publish the College's selection criteria, including the weighting and marking system of the various elements. (Standard 7.1.2)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
			X	
AMC commentary				
<p>In April 2018, the College Education Committee agreed to consultation on a revised selection model for basic training. The College's proposed model has selection into training occurring in PGY2 for commencement in PGY3. The College's consultation found that the elements of the proposed selection process were supported, but that there was considerable additional detail to be worked out given the current variation in selection across jurisdictions.</p> <p>Under the new proposed Learning, Teaching and Assessment structure (Condition 5), the first year will act as a selection phase and embedding selection into the Basic Training Program, rather than act as a point in time event.</p> <p>The College is currently consulting broadly on the structure of the new Basic Training Program, including the proposed selection phase with members and stakeholders – consultation was scheduled to close in October 2018.</p> <p>The College is drafting an entry criteria and selection criteria as part of its 'co-design' approach and expects to complete this as part of the Basic Training, Learning, Teaching and Assessment programs in late 2018.</p> <p>There is a clear outline on the website of College expectations of its members in recruitment and selection for its training programs, including Advanced Training Programs.</p> <p>The College is making progress in developing the selection criteria and the AMC notes the College indicated it expects to pilot in 2019 with a progressive rollout in 2020. The AMC looks forwards to an update from the College in the 2019 report.</p>				

Condition 21		To be met by: 2019		
Monitor the consistent application of selection policies across all training sites. (Standard 7.1.5)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
		X		
AMC commentary				
<p>The College's Training Provider Accreditation Standards (noted under Standard 4) obligate training providers to comply with principles set out in the Selection into Training policy and Recruitment Practices statement. The College has a clear selection and training policy, and recruitment practice statement. The Selection into Training policy has a staged implementation from 1 January 2017 and has been published to allow training providers' time to comply with new standards when they are progressively implemented from 2020.</p> <p>The development of the Selection into Training Guide, currently undergoing stakeholder consultation, is commendable. The College indicated there are plans to monitor consistent application of selection policies across all training sites. Trainees had provided feedback of being asked discriminatory interview questions and the College is asked to demonstrate how it monitors the application of the selection policies for both basic and advanced training.</p> <p>The College is making gradual progress and considering this condition relates to the progress of Condition 20, the AMC requests that the College provide further update in the 2019 report.</p>				

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 7

The College has provided data showing trainee numbers in Australia and New Zealand in basic and advanced training programs.

In the 2018 report, it was reported 2681 new trainees (Basic and Advanced) commenced training while 1657 trainees completed training.

The College indicated it was looking at local sites to ensure there was sufficient capacity to support supervision for the increased numbers of trainees

In 2017, the College reported 1073 new trainees commencing training while 1015 completed training. This figure includes only Basic Trainees and the College indicated it has improved its data reporting from 2018; going by calendar year rather than from June.

Summary of College performance against Standard 7

While the College is making progress against the standard, the rate of development and implementation is slow. The College should consider the priority setting needed to satisfy the conditions, and improve in its communication and connection with trainees in order to progress further in this standard. The College is commended for including trainee input in its governance structures (Standard 1) and considering and implementing processes to assist with trainee welfare.

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

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

Summary of accreditation status	2017: Met	2018: Met
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1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 8
The College has evaluated the Supervisor Professional Development Program. This program, consisting of three workshops, will be compulsory for supervisors in the future. Supervisor attendance at Modules 1 and 2 is high. Compliance with Module 3 is lagging behind and is being promoted. Modules are now being offered flexibly online.

Activity against Quality Improvement Recommendations

Recommendation TT			
Work with employers to develop processes that ensure supervisors at each training site have adequate resources, including time, to undertake supervisory activities and that allow a sufficient amount of contact per week with each trainee. (Standard 8.1.1)			
Finding	Unrated	Progressing	Satisfied and closed
		X	
AMC commentary			
There has been recent discussion at a basic training curriculum implementation meeting in September 2018 about the new training provider accreditation standards, specifically 4 and 5 which are about resources. The College expects to be able to further evaluate the issues from the annual physician training survey for educators.			

2 Activity against conditions

Condition 25				To be met by: 2018
Develop and implement a formal selection process for supervisors including criteria for selection. (Standard 8.1.3)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
			X	
AMC commentary				
The College has developed the Framework for Educational Leadership and Supervision, which includes eligibility criteria, selection criteria, and desired skills for each supervisor position. It also includes a process for selection, self-assessment, confirmation, appointment and accreditation. The College is offering additional opportunities to meet the eligibility criteria of completing the three Supervisor Professional Development workshops prior to 2020, when the formal selection process will begin.				
In the meantime, there is an appointment process with clear expectations, which is supported by anti-bullying, anti-discrimination and harassment policy. The appointment process for supervisors now includes a process to assess and determine the status of supervisors that do not meet requirements, and there is a new complaint management policy and procedure.				
It is expected that the College could reasonable satisfy this condition by end of 2019.				

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 8

The data for this standard was provided - 69 sites assessed and accredited for Basic Training and 337 sites assessed and 335 accredited for Advanced Training.

Summary of College performance against Standard 8

Good progress in this area and will need follow up in 2019 to ensure implementation has gone smoothly. The condition should then be satisfied.

Standard 9: Continuing professional development, further training and remediation

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

Summary of accreditation status	2017: Met	2018: Met
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1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 9
<p>The College reported upgrading its online CPD program to make it more user-friendly and easy to use on mobile devices. The College is preparing for changes to the 2019 Continuing Professional Development framework to support transition to the MBA's Professional Performance Framework. The College is asked to report on how the CPD program will meet the three component requirements of 'Strengthened Continuing Professional Development' and how Fellows are adapting to the changes.</p> <p>An hours-based system is to be subsequently introduced to meet MBA and MCNZ CPD requirements. The College should continue to provide updates on progress in further reports.</p> <p>The College delivers a wide range of educational resources for its members and has received positive feedback on its initiatives from both trainees and fellows. The College is commended for its comprehensive suite of online resources, e-learning portal and well-received monthly podcast, Pomegranate Health.</p>

Activity against Quality Improvement Recommendations

Nil remain.

2 Activity against conditions

Nil remain.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 9
<p>The College's statistics on CPD show a completion rate of 98.4% and an annual audit is conducted on 5% of participants.</p>

Summary of College performance against Standard 9

The College is performing well against in this standard and is commended in its management of the CPD program.

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

Summary of accreditation status	2017: Met	2018: Met
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1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 10
<p>The College reported the RACP Guidelines for Overseas Trained Physician applicants are aligned with the MBA’s Good Practice Guidelines. The Deloitte external review of specialist medical colleges’ assessment of international medical graduates (2017), found them to substantially comply with the Board’s guidelines. The College indicated that the area where changes were required related to integrating community representation into the process, which the College plans to achieve through community representation on high level committees.</p> <p>The College has improved its orientation program and other resources to better support applicants and reconsiderations, with reviews and appeals decreasing from 19 in 2016 to 10 in 2017.</p>

Activity against Quality Improvement Recommendations

Nil remain.

2 Activity against conditions

Nil remain.

3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 10
<p>The College provided data on this standard: Total final assessments (recommended for specialist recognition) : 86 Total area of need decisions: 14 New applications since 2017: 165 (Australia), 65 (New Zealand)</p>

Summary of College performance against Standard 10

The College continues to perform well against the standard, investing in enhancing procedural fairness, has a sophisticated view on recognition of limited scope of practice and is responding to the outcomes of the Deloitte report on SIMGS– integrating community representation in the process.

Part B – AMC feedback on conditions and recommendations which were satisfied and closed in 2018

Standard 5: Assessment of learning

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

Condition 13				To be met by: 2017
Pending the adoption of the new curricula and linked assessments:				
i. Blueprint the basic training written examination to the basic training curricula.				
ii. Review and revise the College's current clinical examination calibration processes.				
iii. Review and revise the marking methodology for the clinical examination to ensure that the assessment as currently constructed performs optimally. (Standard 5.4)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
				X
AMC commentary				
While the blueprinting in (i) was seen as completed, it was against the old curriculum; therefore the College has to start again for the new curriculum. The College expects to consider a draft blueprint for the new written examinations by the end of the 2018 ready for 2019.				
Calibration processes have been reviewed. A revised marking methodology for the clinical examination has been implemented. The College has strengthened the review process of examinations by adopting a calibration process through the Clinical Examination Assessment Review (CLEAR) Project. The results suggest that this rollout has been effective, and the College is now implementing this strategy. The College is to be commended for this.				
The AMC requests that the College provides an update in the 2019 progress report on blueprinting the 2019 written exams to the new basic training curricula.				

Standard 6: Monitoring and evaluation

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

Condition 15				To be met by: 2017
Develop and implement methods for systematic and confidential trainee feedback on the quality of supervision, training and clinical experience and use this information for analysis and monitoring. (Standard 6.1)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
				X
AMC commentary				
The College is to be commended for the comprehensive pilot survey and study undertaken in 2017.				
The Annual Physician Training Survey for Trainees was rolled out in October 2018. The College has engaged an external provider to facilitate the survey and ensure confidential responses and feedback from the survey have been conveyed to each training program and committee.				
The College is encouraged to continue to consult with trainees to improve the survey and the AMC requests an overview of the 2018 survey results and outcomes in the 2019 report.				

Condition 16				To be met by: 2017
Develop and implement structured methods for supervisors of training to contribute to the ongoing monitoring of the training program. (Standard 6.1)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
				X
AMC commentary				
The College has implemented an Annual Physician Training Survey in 2018 for supervisors and has adopted an evidence-based model to inform and contribute to the training experience. The College is encouraged to continue to consult with supervisors to improve the survey and the AMC requests an overview of the 2018 survey results and outcomes in the 2019 report.				

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

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

Condition 24				To be met by: 2017
Promulgate and implement the revised educational supervision policy that defines the new responsibilities of supervisors. (Standard 8.1.2)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
				X
AMC commentary				
The policy (RACP Framework for Educational Leadership and Supervision) is comprehensive and has been published. It will be implemented over the next two years. The requirement for completing training workshops is not fully effective until 2020, but implementation will occur gradually for new supervisors/educational leaders from December 2018 in New Zealand and from January 2019 in Australia. The College continues to promote the three supervisor professional development workshops - to enable all supervisors to complete full accreditation by 2020 as a mandatory requirement.				

Part C – Overall AMC Summary on 2018 progress report

Overall Summary of Royal Australasian College of Physicians 2018 progress report

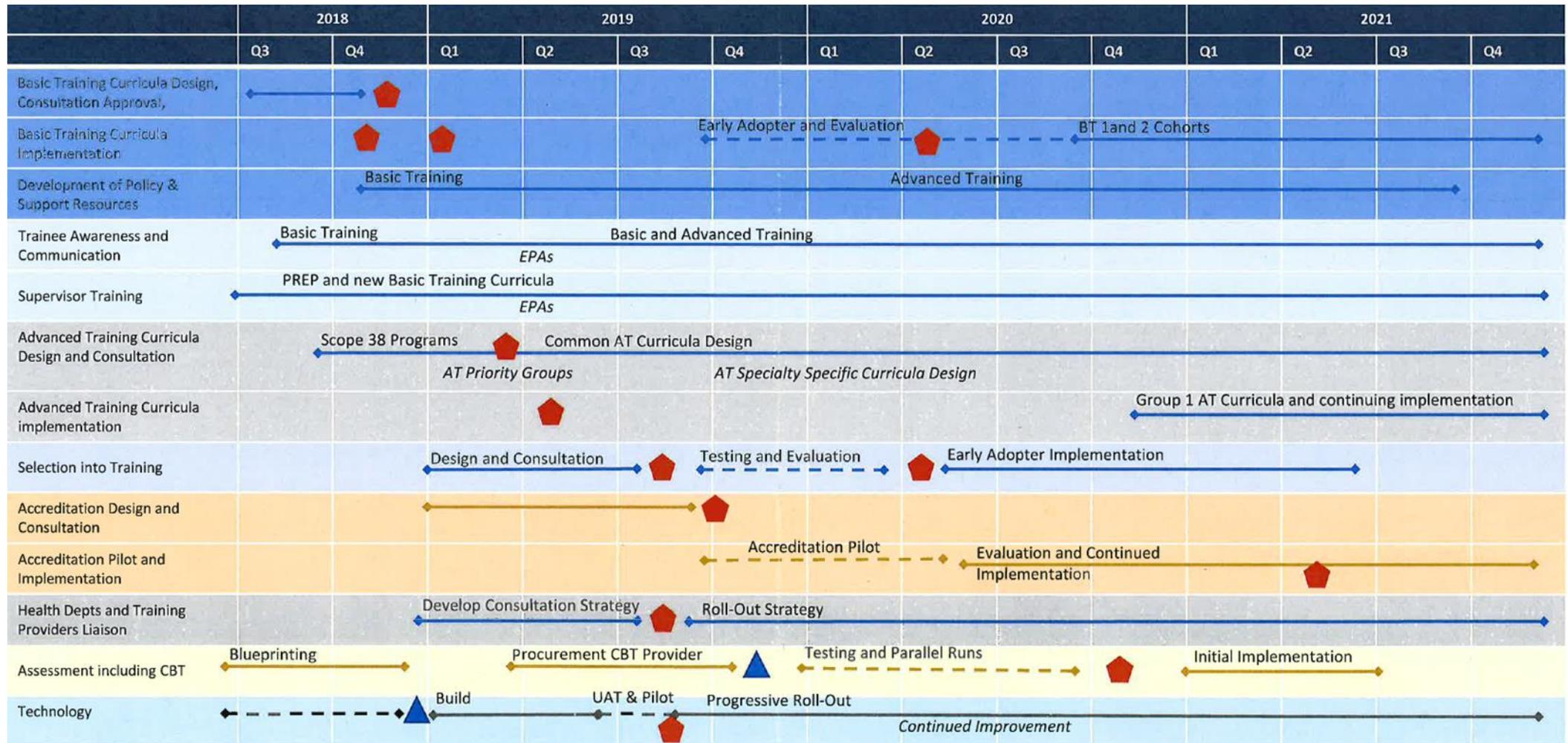
The College has provided a comprehensive report to the AMC and there has been considerable improvement in many areas since the 2017 report review.

The curriculum review process has been a large undertaking and there is clear evidence that the curriculum review process has been thoughtful with clear frameworks, blueprinting and mapping. Development and the implementation of the Advanced Training Program, however, remains an area of work. While the IT issues in early 2018 were considerable, the management process and the response to the issues were well managed under the circumstances. This process, however, could have been mitigated further if contingencies were made for a potential IT disaster.

It is evident that most of the remaining conditions will not be met in the timeframes initially set in 2014 in discussion between AMC and the College.

The College provided a document showing its progress against conditions and likely timeframes to meet those still outstanding and, provided to the Committee below at Attachment 2, as well as the curriculum renewal project plan with milestones (Attachment 1). As noted above, the AMC requests the College provide a regular updated version of the curriculum renewal plan every quarter (March, June, September and December) identifying any areas where deadlines are falling behind.

Education Renewal Pathway to 2022



AMC Outstanding Conditions

(26 November 2018 AMC Progress Visit)

	Remaining Conditions	Year Due	Current Status
C4	Finalise the RACP Standards Framework and strategies for incorporating those standards into the basic and advanced training curricula.	2017	2018 Framework and Standards Complete <i>2020 Basic Training (BT) implementation (announce early adopters December 2018)</i> <i>2023 Advanced Training (AT) implementation</i>
C5	Complete the basic training curricula review including the integration of the Professional Qualities Curriculum and its implementation.	2018	2018 Integration complete <i>2020 Basic Training (BT) implementation (announce early adopters December 2018)</i>
C6	In relation to the advanced training curricula: (i) Complete the review and implementation plan for the revised advanced training curricula. (ii) Implement the revised advanced training curricula.	2018 2020	<i>2019 AT review / plan</i> <i>2023 AT implementation</i>
C8	Demonstrate that the trainee experience and curricula align to the College's 70:20:10 model.	2019	2018 new BT program (complete) Promulgated in 2019
C9	Develop and implement a structured approach to ensure the trainee's increasing degree of independence is systematically evaluated.	2019	<i>2020 Basic Training (BT) implementation (announce early adopters December 2018)</i>
C11	Ensure that the summative assessments apply reliable and valid methodologies and are aligned to both basic training curricula.	2018	<i>2020 Basic Training (BT) implementation (announce early adopters December 2018)</i>
C12	Ensure that the summative assessments apply reliable and valid methodologies and are aligned to all advanced training curricula.	2020	<i>2021 new Advanced Training Programs approved (curricula & learning, teaching & assessment)</i>
C13	Pending the adoption of the new curricula and linked assessments: (i) blueprint the basic training written examination to the basic training curricula. (ii) review and revise the College's current clinical examination calibration processes. (iii) review and revise the marking methodology for the clinical examination.	2017	2018 Blueprint complete 2018 Calibration complete <i>2019 Implement CLEAR / Division Clinical Examination</i>
C14	Develop and implement an assessment strategy for domains in the Professional Qualities Curriculum.	2019	2018 Development complete <i>2020 Basic Training (BT) implementation (announce early adopters December 2018)</i>
C15	Develop and implement methods for systematic and confidential trainee feedback on the quality of supervision, training and clinical experience and use this information for analysis and monitoring.	2017	2018 Physician Training Survey for Trainees (live – closes 2 December 2018)

C16	Develop and implement structured methods for supervisors of training to contribute to the ongoing monitoring of the training program.	2017	2018 Physician Training Survey for Educators (live – closes 2 December 2018)
C18	Implement processes for health care administrators, other health care professionals and consumers to contribute to evaluation.	2018	2017 Pilot Physician Training Survey reports & follow up to hospital administration (complete) 2018 Consumer Advisory Group (in operation) 2019 Health Dept & other training providers engagement strategy developed & implemented
C20	Develop and publish the College's selection criteria, including the weighting and marking system of the various elements.	2017	2018 Development of selection criteria (complete) <i>2019 Published criteria and marking system, testing</i> <i>2020 rollout progressively</i>
C21	Monitor the consistent application of selection policies across all training sites.	2019	<i>2020 Pilot of new accreditation standards</i> <i>2021 Transition to accreditation standards</i>
C24	Promulgate and implement the revised educational supervision policy that defines the new responsibilities of supervisors.	2017	2018 Promulgated (complete) 2018 Implementation (in progress)
C25	Develop and implement a formal selection process for supervisors including criteria for selection.	2018	<i>2019-20 Develop & roll out</i>