



## AMC response to the Royal Australasian College of Physicians 2019 Progress Report

College Name: Royal Australasian College of Physicians

Date of last AMC accreditation decision: March 2015

Periodic reports since last AMC assessment: 2015, 2016, 2017, 2018

Next accreditation decision due: 2020 via comprehensive report

Specialist Education Accreditation Committee Meeting: 14 November 2019

### **Explanation of findings**

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

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

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

**Unsatisfactory**      *The College may not meet the related accreditation standard and AMC should investigate further.*

**Not Progressing**      *No progress or overly slow progress given the timeframe on the condition.*

**Progressing**      *Indicates satisfactory progress against the condition, with further reporting necessary.*

**Satisfied**      *The College has satisfied all requirements and can cease reporting against the condition. Condition is marked as closed.*

**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.*

Please note that this response contains:

**Part A**      *Detailed responses to conditions and recommendations that were not satisfied in the 2019 report to guide reporting in 2020*

**Part B**      *Acknowledgement, including commendations on conditions and recommendations that were satisfied in the 2019 and have been closed*

**Part C**      *A summary of the overall findings relating to the College's 2019 progress report.*

# Part A – Assessment against the standards, quality improvement recommendations and accreditation conditions requiring further reporting post 2019

## 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	2018: Substantially Met	2019 : 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 Australian Charities and Not-for-profits Commission (ACNC) met with the Board of the College at its Board meeting in May 2019. At that meeting, the Board stated an undertaking to comply with the ACNC recommendations regarding concerns over the standard of governance. Specifically, these relate to a failure of the College to maintain accountability and transparency to its members and a failure to ensure that its responsible persons exercise their duties with care and diligence and act in good faith and in the best interest of the College.</p> <p>The College appointed a new CEO, Peter McIntyre in May 2019. He commences at the College later in the year. The College has also published its 2019-21 strategic plan.</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 1
<p>No appeals were lodged in 2018.</p> <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.</p>

### Summary of College performance against Standard 1

Condition 33 is satisfied and closed, however, in view of the recent commencement of the new CEO and ongoing work on the ACNC's recommendations that remain to be successfully resolved, further evidence of stability in the College's governance structure needs to be demonstrated in next year's comprehensive report. Therefore, this set of standards standard remains Substantially Met.

## Standard 2: The outcomes of specialist training and education

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

Summary of accreditation status	2018: Substantially Met	2019: 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 reports there has been no significant developments against this standard but they continue to work with jurisdictional representatives to ensure workplace requirements are properly considered in the context of planned changes to the College training programs.

Activity against Quality Improvement Recommendations

Nil remain.

### 2 Activity against conditions

<b>Condition 34 – new in 2019</b>	<b>To be met by: 2023</b>
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	Nil – new condition
AMC commentary	
Please note commentary under Condition 4.	

### Summary of College performance against Standard 2

This standard remains 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	2018: Substantially Met	2019: 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
The College continues to progress the renewal of the curricula to align with the revised RACP curriculum model. This includes the preparation of a project plan for the management of the Advanced Training Curricula renewal process.

#### 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			
The College continues to collaborate with key stakeholders in prevocational training at local, state and national level. The College is yet to define the capabilities expected from for these two years of training and how they link with entry to Basic Physician Training.			
The College is asked to demonstrate a clear link established and how this was done in the 2020 report.			

#### 2 Activity against conditions

Condition 6 (i)		To be met by: <b>2020</b> <i>(Previously due to be met by 2018)</i>		
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				
There are 30 committees involved in the renewal of the advanced training curricula. Progress is at the developmental phase with the common curricula standards for advanced training still to be determined. The draft Competencies and Entrustable Professional Activities will link directly to domains of the Professional Practice Framework and competencies are planned to be common across most Advanced Training programs. It is expected that program-specific reviews will begin in 2020. There is no specific implementation plan.				

The AMC notes the College is progressing on developments and is extending the timeline for this condition to be met in 2020.

Condition 6 (ii)	To be met by: <b>2023</b> <i>(Previously due to be met by 2020)</i>
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In relation to the advanced training curricula:  
 ii. Implement the revised advanced training curricula. (Standard 3.2)

Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
			X	

AMC commentary

As yet, there is no business case referencing the project scope, timeline and resources required for the implementation of the advanced training curricula. This will require the approval of the College Board.

The AMC notes the College’s plans for the advanced training curricula and is extending the timeline for this condition to be met in 2023.

**Summary of College performance against Standard 3**

The College is on track to complete the renewal of the Basic Training Curricula and will commence implementation from 2020. Condition 5 is considered to be closed with reporting requested with the College’s comprehensive report in 2020. There is significant delay and work remaining to progress of the renewal and subsequent implementation of the Advanced Training Program. The College is asked to provide a comprehensive update for Condition 6 (i) and (ii) on its progress, including plans for implementation with its 2020 report.

This standard remains Substantially Met.

## Standard 4: Teaching and learning methods

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

Summary of accreditation status	2018: Met	2019: Substantially 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 interactive “College Learning Series” was introduced in February 2018 and is regularly reviewed to ensure training is clinically appropriate. Over 350 recorded lectures on adult medicine are available online. The College continues to expand the learning series with the intention of providing lectures on paediatrics and child health. Importantly, the recorded lectures are 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			
The College are still in the process of communicating the learning, teaching and assessment structure of the basic training program to its trainees and supervisors. Learning opportunities are still to be defined for each training rotation and these will need to be blue printed to the 10 basic training learning goals. The common learning and teaching methods for advanced training are not yet finalised.			

### 2 Activity against conditions

Condition 9				To be met by: <b>2019</b>
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				
Entrustable Professional Activities form eight of the ten learning goals that trainees are assessed against in the Basic Training Program. This forms part of the “assessment toolkit” that includes learning observations, learning capture and progress reports. The new assessment forms are being incorporated into a new online system. The College intends to provide support for the educational supervisors in helping them understand the learning goals and how these relate to the Entrustable Professional Activities.				
The College is asked to provide detail as to how EPAs will be incorporated into the Advanced Training Program.				

Condition 32 – new in 2019		To be met by: <b>2020</b>		
Articulate, in partnership with the Specialty Societies, the role of College oversight in advanced training and <del>post fellowship</del> subspecialty training. (Standard 4.1.3)				
<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 and closed
			X	
AMC commentary				
<p>The College continues to progress the Model of Collaboration schedules with the specialty societies. A total of eight schedules have been completed as of August 2019 with a further four schedules expected to be completed by March 2020. Smaller specialty societies continue to face capacity and staff resourcing issues which have hindered their progress in drafting their schedules. The College is developing a master schedule, which is designed to alleviate these resource pressures whilst continuing to allow societies to establish their own schedules.</p> <p>The College, in collaboration with the specialty societies, have also been piloting a webinar series focused on specialty specific content that can be used as a Continuous Professional Development (CPD) tool for specialty societies and their members.</p> <p><b>The AMC is amending this condition to remove “post fellowship sub specialty training” to focus the College’s attention on the renewal of the advanced training curricula. The AMC notes the College has begun collaboration with specialty societies on the webinar series for CPD. The revised Condition 32 will be:</b></p> <p><b>Articulate, in partnership with the Specialty Societies, the role of College oversight in advanced training (Standard 4.1.3)</b></p>				

Summary of College performance against Standard 4
The College is progressing in addressing the remaining conditions against this standard and it is Substantially Met.

## Standard 5: Assessment of learning

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

Summary of accreditation status	2018: Substantially Met	2019: 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
The College have planned a shift away from reliance on individual high-stakes assessments to a programmatic approach to assessment that will enable the college to make decisions based on multiple data points with the expectation that this will provide increased reliability and validity.

#### 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			
The College continues to provide pre-examination feedback to examiners through calibration sessions. These sessions are regularly reviewed to ensure that they are providing relevant and targeted examiner training. In addition, the marking guide has been reviewed with the intention of providing both candidates and examiners with improved clarity on the competencies being assessed. There is also a new marking scale linked to curriculum competencies and inter-rater reliability has been greatly improved. This remains work in progress with the College focusing on providing examiners with greater feedback with respect to their performance.			

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			
The College continues to explore the recommendation to conduct the written examination twice a year but have been hindered by the failure of the computer-based written examination in 2018 and the requirement for larger examination item banks. This remains “work in progress”.			

### 2 Activity against conditions

Condition 11	To be met by: <b>2018</b>
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 new Basic Training Assessment program is blueprinted against the Basic Training curricula standards. Ten learning goals have been identified for use in the assessment program and these link directly to the basic training curricula standards and form the basis of the assessment blueprint. The College have not yet mapped the learning goals to the appropriate phases of basic training.</p>				

Condition 12		To be met by: <b>2022</b> <i>(Previously due to be met by 2020)</i>		
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 College reported that due to the delays in implementing the Basic Training curriculum, very slow progress is being made with respect to the development of the Advanced Training curricula. The College have advised that it is unlikely but this condition will be met by 2020.</p> <p>The AMC has extended the timeline to satisfy this condition to 2022, and would like the College to provide details of the blueprint and methods used in the next report.</p>				

### 3 Statistics and annual updates

AMC commentary – statistics and annual updates against Standard 5
The College provided its summative assessment data from 2018.

<b>Summary of College performance against Standard 5</b>
The set of standards remains Substantially Met.

## Standard 6: Monitoring and evaluation

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

Summary of accreditation status	2018: Met	2019: Substantially Met
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### 1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 6
Throughout 2019, the College has undertaken targeted research and evaluation activities to support the development and implementation of curricula renewal. This has included an evaluation of the College Learning Series, a consensus building process for the new advanced training curricular common standards, and evaluation of the supervisor professional development program, and the development of a strategy to evaluate the basic training early adopter implementation of the new basic training program.

#### 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			
The College have developed draft accreditation requirements for basic training. The requirements include executive summary reports for all training settings with the intention that these are made available on the College website.			

### 2 Activity against conditions

Condition 18				To be met by: <b>2018</b>
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 have developed a "Health Department Engagement Plan" with the aim of updating jurisdictional health departments on developments within the curriculum. This is in conjunction with a comprehensive stakeholder analysis and mechanisms whereby appropriate feedback can be received. The College's move to include a consumer representative on its College Education Committee is noted, however, detail of how this and other consumer input is incorporated into the process of evaluation will be appreciated in the 2020 report.				

### 3 Statistics and annual updates

#### AMC commentary – statistics and annual updates against Standard 6

In late 2018, the College undertook the inaugural Trainee and Educator Physician Training Survey, to which 23% of educators and 35% of trainees responded, representing an increase of 4% and 12% respectively compared to the 2017 pilot.

The College also reported on the range of evaluation activities for 2018-19

#### Summary of College performance against Standard 6

The AMC considers this set of standards to now be substantially met, taking into account the delay in meeting Condition 18 and the work remaining.

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## 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	2018: Substantially Met	2019: 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>The College continues to work with health sector partners with the aim of ensuring a healthier "work culture" for doctors and other healthcare professionals that will ultimately benefit health and safety of patients. To facilitate this the College have developed the "Physicians Health and Well-being Strategy 2019-2012." This emphasises the importance of leadership and education, strengthened by appropriate standards and an accreditation framework with appropriate advocacy in order to add value.</p> <p>The College have released a statement promoting safe and respectful working environments and intend to develop a new online mental health training program to assist physician supervisors in supporting trainees.</p> <p>The College Indigenous strategic framework includes "growing the Indigenous physician workforce" as one of its five priority areas for addressing Indigenous health inequities.</p> <p>Effective communication with trainees has remained a key challenge for the college and the College have now developed several strategies to ensure trainees are well informed.</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 7
<p>In 2018, the College had 1,360 trainees entering basic training and a total of 1909 trainees completed basic and advanced training (this includes dual trainees). The College reported 3 Aboriginal and Torres Strait Islander and 10 Māori trainees had commenced training.</p>

### Summary of College performance against Standard 7

Condition 20 and 21 are satisfied and closed with some additional reporting requested in 2020. This set of standards is now considered to be Met.

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

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

Summary of accreditation status	2018: Met	2019: 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 have partnered with the University of New South Wales and Black Dog Institute to develop an online mental health training program for physician supervisors to enable them to better manage and support the mental health of trainees.

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 8
The College provided data on the training sites visited and accredited.

### Summary of College performance against Standard 8

This set of standards is Met.

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## 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	2018: Met	2019: Met
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### 1 Significant developments underway or planned that relate to the accreditation standards

AMC commentary – significant developments against Standard 9
The College have introduced changes to their Continuing Professional Development Framework for 2019 in order to align with the Medical Board of Australia's professional performance framework.

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
The participation and completion rates for MyCPD was reported. A total CPD completion rate of RACP and non-RACP fellows has been noted at 98.5%.

### Summary of College performance against Standard 9

This set of standards continues to be met.

## Standard 10: Assessment of specialist international medical graduates

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

Summary of accreditation status	2018: Met	2019: 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 has streamlined the process for assessment of applications in New Zealand where the applicant holds a Certificate of Completion of Training (CCT) or Certificate of Completion of Specialist Training (CCST) from the United Kingdom or Ireland.</p> <p>The College reports that it has delivered training sessions for Fellows interviewing Overseas Trained Physician applicants with over 50 interviewers receiving training. The College notes that Fellows who have completed the training reported improved understanding of the assessment process, benefits from sharing interviewing experiences and greater confidence in conducting interviews.</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>In 2018, the College made 246 assessment decisions and recommendations. This included 173 applications in Australia and 73 applications in New Zealand covering more than 30 countries across 29 different specialties.</p>

### Summary of College performance against Standard 10

This set of standards is Met.

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## Part B – AMC feedback on conditions and recommendations satisfied and closed in 2019

### 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.

Condition 33 – new in 2019		To be met by: <b>2020</b>		
Demonstrate corporate governance is in place, properly prescribed and communicated. (Standard 1.1 and 1.2)				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
				X
AMC commentary				
<p>The College has re-established a Governance Committee to provide advice and recommendations to the College Board. In addition, an external governance expert has been appointed who will review the Board culture and governance and review the College election process.</p> <p>As part of the required improvements, the College has well written and accessible documentation encompassing aspects of communication and corporate governance. These include the Constitution, role of the Board, RACP by-laws for all College bodies, the RACP code of conduct and the well-constructed Working Together Policy that aims to ensure that the College provides a working and training environment that is safe and without risk to health.</p>				

### 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

Condition 4		To be met by: <b>2017</b>		
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)				
The College is to report on milestones in 2016 and completion in 2017.				
Finding	Unsatisfactory	Not progressing	Progressing	Satisfied and closed
				X
AMC commentary				
<p>The Professional Practice Framework (formerly known as the Standards framework) has now been integrated into the new Basic Training curriculum model. The framework defines the ten domains of professional practice for all physicians and forms the basis of the new RACP curriculum model. The framework and standards have been designed for application across the College's training and continuing professional development programs. The College have involved consumer groups to help ensure the consumer perspective informs the curricula framework and its alignment to community needs.</p> <p>The AMC considers the College has satisfied the part of the condition relating to the Basic Training program and notes the renewal of the Advanced Training Curricula remains work in progress with projected implementation in 2023. To focus the College on the developments for the Advanced Training Curricula and to recognise that the Standards Framework is now known as the Professional Practice Framework, a new condition (Condition 34) will replace Condition 4.</p>				



### 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 5		To be met by: <b>2018</b>		
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 reports that the new Basic Training Program is in the final stages of development but with several components of the curriculum still to be finalised. The College has a schedule for gradual implementation of the new Basic Training Program with all basic trainees expected to be on the program from 2023. These include training requirements, policies and processes, and implementation and transition plans. The College expect a completion date in December 2019.</p> <p>The Professional Qualities Curriculum has been incorporated into the new Basic Training curriculum. The AMC asks the College to provide an update of the implementation process in the 2020 report as part of its significant developments.</p>				

### Standard 5: Assessment of learning

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

Condition 14		To be met by: <b>2019</b>		
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 superseded by the "Professional Practice Framework" and new curricula framework. This is supported by a new assessment toolkit that includes details of learning capture whereby the trainee enters evidence of work-based learning, observation capture, and assessment of progress through a clinical rotation, and details of the written and clinical examinations.</p>				

### 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

Recommendation QQ	
<p>Improve communication with trainees by:</p> <ol style="list-style-type: none"> <li>i. Implementing a communications strategy to ensure consistent and targeted trainee oriented communication across all College training programs. (Standard 7.3)</li> <li>ii. Implementing the Online System for Administration and Reporting (OSCAR) or similar system. (Standard 7.3)</li> </ol>	

Finding	Unrated	Progressing	Satisfied and closed
AMC commentary			
The College board have approved a five-year contract for licensing and implementation services with BPAC NZ to design and build an online solution for the renewed basic training and accreditation programs.			

Condition 20		To be met by: <b>2017</b>		
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				
The "Guidelines for Training Providers on Local Selection for Training" were published in May 2019. These provide appropriate guidance to training providers on meeting RACP accreditation standards relating to local selection.				

Condition 21		To be met by: <b>2019</b>		
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 have undertaken high-level mapping and a review of the existing recruitment and selection processes for basic training in every jurisdiction. The College published <i>The Guidelines for Training Providers on Local Selection for Training</i> in May 2019. The College continues to consult with stakeholders and there are appropriate guidelines for training providers on the local selection for training on the College website.</p> <p>The College is asked to provide an update on any issues with the application of these policies, particularly in view of prospective changes to Advanced Training, in the 2020 comprehensive report.</p>				

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

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

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			
As part of the College Training Provider Accreditation Program, Basic Training requirements have been developed that include expectations that training providers will provide the required resources and capacity to support supervisors.			

Condition 25		To be met by: <b>2018</b>		
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 have implemented a formal appointment process for new supervisors. In addition, the College continues to work towards supporting their existing supervisor workforce in order to meet the requirement to complete the Supervisor Professional Development Program.				

## Part C – Overall AMC feedback on 2019 progress report

### Overall Summary of the Royal Australasian College of Physicians 2019 progress report

The College continues to make steady progress towards the completion and implementation of the renewed Basic Training Curricula. As noted in the 2018 report, greater attention and resources were needed to progress the renewal of the Advanced Training Curricula and in 2019, the College has demonstrated gradual pace to moving plans forward and towards subsequent implementation. The College also acknowledged a number of governance issues in 2019, and clear direction and continued stability is needed to enable plans to advance.

The AMC notes the 2018 Trainee Physician Training survey reported fatigue, and work and training impacting on wellbeing, as issues raised by trainees. The College is asked to provide reflection on the feedback provided under Standard 7 in the 2020 comprehensive report.

Based on the College's 2019 progress report, the AMC has made amendments to some conditions and timeframes that conditions are due to be met:

- Add Condition 34 to the College's accreditation. This Condition is to be addressed in 2023.

*Condition 34 - 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)*

- Amend the timeframe for Condition 6i to be addressed from 2018 to 2020.

*Condition 6i - In relation to the advanced training curricula: Complete the review and implementation plan for the revised advanced training curricula including the integration of the Professional Qualities Curriculum. (Standard 3.2)*

- Amend the timeframe for Condition 6ii to be addressed from 2020 to 2023.

*Condition 6ii - In relation to the advanced training curricula: Implement the revised advanced training curricula. (Standard 3.2)*

- Amend the timeframe for Condition 12 to be addressed from 2020 to 2022.

*Condition 12 - 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)*

- Revise the wording of Condition 32 to remove the post-fellowship aspect of the condition to focus the College's attention to the immense work still remaining to renew the advanced training curricula.

*Condition 32 - Articulate, in partnership with the Specialty Societies, the role of College oversight in advanced training (Standard 4.1.3)*