

2026 AFRM (Adult) Fellowship Clinical Examination

General Examiner Feedback

OVERVIEW

The 2026 Australasian Faculty of Rehabilitation Medicine (AFRM) Fellowship Clinical Examination (FCE) was held on Sunday, 3 May 2026 at Gold Coast University Hospital. The examination was presented in objective structured clinical examination (OSCE) format with ten (10) live stations. It covered ten (10) main topic areas based on the RACP AFRM curriculum learning objectives outlined in the RACP *Rehabilitation Medicine Advanced Training Curriculum – Australasian Faculty of Rehabilitation Medicine* and new *Advanced Training in Rehabilitation Medicine (adult) curriculum*.

This document provides feedback for candidates, outlining the characteristics of responses that achieved high marks and the areas for improvement where lower marks were achieved.

Scenarios

The FCE scenarios may include more information than necessary for answering the questions. However, this reflects the discipline of rehabilitation medicine, where important information must be gleaned from the biopsychosocial context of the patient. For examination purposes, every effort is made to present the case succinctly but with sufficient details to allow candidates to make appropriate clinical decisions.

Specialist-level knowledge

Candidates are asked to provide specific knowledge supported by the best available evidence as expected of a minimally competent rehabilitation medicine physician.

Contextualised questions

Candidates are expected to demonstrate an ability to apply their knowledge to the relevant case scenarios in their specific clinical contexts. Candidates must pay close attention to the clinical scenarios for 'real life' assessment and decision making.

Specific responses

Questions are designed to test a candidate's ability to provide specific responses. The marking guides are designed to provide marks for demonstrating specific knowledge.

Professional Competencies

Strong candidates demonstrated empathy and rapport with the role player, effective communication skills, safe and high quality physical examination technique, sound clinical judgement and decision making skills and high level medical expertise.

Result

To pass the exam, candidates must achieve, at a minimum, a total score equal to, or greater than, the overall pass mark AND must pass at least seven (7) of the ten (10) stations. This minimum requirement for passing ensures that candidates meet the standard regarding the depth of the responses and the breadth of the topics.

In 2026, the overall pass mark for this examination was 54%. The pass mark is set using the Borderline Regression method. 52 candidates sat the examination, with a pass rate of 62% of candidates.

EXAMINER FEEDBACK

STATION 1 – TBI

New Curriculum	
Knowledge Guides	11: Traumatic brain injury 13: Neurological conditions
Competencies & Entrustable Professional Activities	Communication of diagnoses and management strategies EPA 4 & 7 Diagnostic decision making EPA 4, 7 & 8 Use of pharmacological and physical therapies EPA 4 & 8 Clinical reasoning and problem solving EPA 4 & 9 Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues EPA 6 Communication and counselling skills EPA 7 & 8

PREP Curriculum	
Theme	1.1 Patient Evaluation
Learning Objective	1.1.1 Describe the potentially disabling consequences of disease, disorders and injury.
Learning Objective	1.1.2 Determine the nature and extent of disability and activity limitation or participation restriction.
Learning Objective	1.1.3 Predict the degree of functional improvement that may be achieved with appropriate rehabilitation.
Theme	2.12 Traumatic Brain Injury
Learning Objective	2.12.1 Outline the epidemiology, pathophysiology, prognostication, acute treatment and prevention of traumatic brain injury.
Learning Objective	2.12.2 Complete a comprehensive assessment of a patient with traumatic brain injury and evaluate the potential for rehabilitation.
Learning Objective	2.12.3 Formulate a management plan that specifies necessary medical, physical and functional rehabilitation goals and treatments in inpatient, outpatient and community settings.

Candidates performed well in the following areas:

- Knowledge of unresponsive wakefulness syndrome
- Knowledge of ventriculo-peritoneal (VP) shunt
- Understanding disorders of consciousness and recognition of pain
- Eye contact and non verbal communication

Candidates performed poorly in the following areas:

- Understanding differences between hydrocephalus and cerebral oedema
- Use of amantadine in unresponsive wakefulness syndrome
- Planning and practical steps involved in leaving home/hospital with a person in unresponsive wakefulness syndrome.

Other comments:

- Ask examiners to repeat questions if unsure how to answer
- Ensure to stay on topic, some candidates spoke around the specific topic meaning time spent not gaining marks.

STATION 2 – HAND EXAMINATION

New Curriculum	
Knowledge Guides	13: Neurological conditions 16: Musculoskeletal conditions
Competencies & Entrustable Professional Activities	Preventative strategies EPA 3, 4 & 9 Physical examination EPA 4 Diagnostic decision making EPA 4, 7 and 8 Use of pharmacological and physical therapies EPA 4 & 8 Use and interpretation of diagnostic tests EPA 4 & 8 Clinical reasoning and problem solving EPA 4 & 9 Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues EPA 6 Communication and counselling skills EPA 7 & 8

PREP Curriculum	
Theme	1.1 Patient Evaluation
Learning Objective	1.1.2 Determine the nature and extent of disability and activity limitation or participation restriction.
Theme	1.2 Patient Management
Learning Objective	1.2.1 Plan and implement a realistic and appropriate rehabilitation program that is problem-oriented, goal-driven, time-limited and directly addresses the needs and expectation of the patient and family.
Theme	1.4 Prevention
Learning Objective	1.4.1 Promote preventive strategies with regard to diseases and injuries that may cause significant disability.
Theme	2.9 Neurological Conditions
Learning Objective	2.9.8 Assess and manage the rehabilitation of a patient with myopathy and neuropathy.
Theme	2.10 Occupational Injury
Learning Objective	2.10.2 Prescribe rehabilitation treatment for occupational injury.

Candidates performed well in the following areas:

- Communication
- Diagnosis
- Functional assessment

Candidates performed poorly in the following areas:

- Time management
- Management of carpal tunnel syndrome
- Protection of joints from damage at work
- Sensory aspect of examination
- Nerve conduction tests.

STATION 3 – AMPUTEE

New Curriculum	
Knowledge Guides	15: Amputation of limb and prosthetics
Competencies & Entrustable Professional Activities	Multidisciplinary management EPA 1, 3, 5, 6 & 9 Communication of diagnoses and management strategies EPA 4 & 7 Clinical reasoning and problem solving EPA 4 & 9 Communication and counselling skills EPA 7 & 8

PREP Curriculum	
Theme	1.1 Patient Evaluation
Learning Objective	1.1.2 Determine the nature and extent of disability and activity limitation or participation restriction.
Theme	1.2 Patient Management
Learning Objective	1.2.1 Plan and implement a realistic and appropriate rehabilitation program that is problem-oriented, goal-driven, time-limited and directly addresses the needs and expectation of the patient and family.
Theme	1.3 Administration and Leadership
Learning Objective	1.3.2 Discuss ethical and legal issues relevant to rehabilitation service management.
Theme	2.6 Lower Limb Amputation
Learning Objective	2.6.1 Recall basic knowledge of lower limb amputation.
Learning Objective	2.6.2 Complete a comprehensive patient assessment that identifies the type of lower limb amputation and any medical factors relevant to prosthetic rehabilitation.
Learning Objective	2.6.3 Prescribe appropriate temporary and definitive prostheses.
Learning Objective	2.6.4 Formulate an interdisciplinary rehabilitation management plan including review and coordination of patient care.

Candidates performed well in the following areas:

- Identification of prosthesis components
- Return to driving after amputation.

Candidates performed poorly in the following areas:

- Understanding of difficulties with a transfemoral prosthesis
- Culturally safe care.

Other comments:

- Be specific in answers
- Work on time management and be systematic in structuring responses
- Ensure responses and communication style are empathetic to patient.

STATION 4 – SCI

New Curriculum	
Knowledge Guides	14: Spinal cord dysfunction
Competencies & Entrustable Professional Activities	Physical examination EPA 4 Communication of diagnoses and management strategies EPA 4 & 7 Use of pharmacological and physical therapies EPA 4 & 8 Clinical reasoning and problem solving EPA 4 & 9 Communication and counselling skills EPA 7 & 8

PREP Curriculum	
Theme	1.1 Patient Evaluation
Learning Objective	1.1.1 Describe the potentially disabling consequences of disease, disorders and injury.
Learning Objective	1.1.2 Determine the nature and extent of disability and activity limitation or participation restriction.
Learning Objective	1.1.3 Predict the degree of functional improvement that may be achieved with appropriate rehabilitation.
Theme	1.2 Patient Management
Learning Objective	1.2.1 Describe, use and coordinate assessments and therapies of the interdisciplinary team.
Theme	2.11 Spinal Cord Injury and Disease
Learning Objective	2.11.1 Recall basic knowledge of spinal cord injury and disease.
Learning Objective	2.11.2 Complete a comprehensive assessment of a patient with stable spinal cord injury/disease and evaluate potential for rehabilitation.
Learning Objective	2.11.3 Formulate a management plan that specifies necessary medical, physical and functional rehabilitation goals and treatments in inpatient, outpatient and community settings.

Candidates performed well in the following areas:

- Completion of ASIA scoring sheet
- Physical examination skills
- Understanding of ASIA impairment scale.

Candidates performed poorly in the following areas:

- Knowledge of erectile dysfunction and neural pathways involved
- Knowledge of universal cuff.

Other comments:

- Listen to the question carefully or ask examiner to repeat if unsure – some candidates mentioned management of erectile dysfunction rather than physiology
- Ensure to complete 3 attempts of pinprick sensation in each dermatome during physical examination.

STATION 5 – PARKINSON

New Curriculum	
Knowledge Guides	13: Neurological Conditions 16: Musculoskeletal Conditions 19: Rehabilitation of older people 20: Rehabilitation of specific conditions
Competencies & Entrustable Professional Activities	Diagnostic decision-making EPA 4, 7 & 8 Clinical reasoning and problem-solving EPA 4 & 9 Multi-disciplinary management EPA 1, 3, 5, 6 & 9 Communication of diagnoses and management strategies EPA 4 & 7 Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues EPA 6

PREP Curriculum	
Theme	1.1 Patient Evaluation
Learning Objective	1.1.1 Describe the potentially disabling consequences of disease, disorders and injury.
Theme	1.2 Patient Management
Learning Objective	1.2.1 Describe, use and coordinate assessments and therapies of the interdisciplinary team.
Theme	2.5 Illness and Injury in Older People
Learning Objective	2.5.1 Outline the basis and management of illness and injury in older people.
Learning Objective	2.5.2 Complete a comprehensive patient assessment that identifies disability resulting from illness and/or injury in old age and evaluate the potential for rehabilitation.
Theme	2.8 Musculoskeletal Conditions
Learning Objective	2.8.1 Recall basic anatomy and physiology of the musculoskeletal system.
Learning Objective	2.8.2 Complete a comprehensive assessment of a patient presenting with musculoskeletal disease or injury, and evaluate the potential for rehabilitation.
Theme	2.9 Neurological Disease
Learning Objective	2.9.2 Complete a comprehensive assessment of a patient with neurological disease and evaluate the potential for rehabilitation

Candidates performed well in the following areas:

- Non-pharmacological strategies for Parkinson Disease gait.

Candidates performed poorly in the following areas:

- Gait analysis
- Demonstration of pull/Retropulsion Test
- Understanding of REM sleep disorders in Parkinson Disease
- Understanding of how to assess executive dysfunction using history taking.

Other comments:

- Listen to the question carefully or ask examiner to repeat if unsure
- Ensure to use appropriate language for audience (e.g. medical student).

STATION 7 – Musculoskeletal hip

New Curriculum	
Knowledge Guides	16: Musculoskeletal conditions
Competencies & Entrustable Professional Activities	Physical examination EPA 4 Diagnostic decision making EPA 4, 7 and 8 Communication of diagnoses and management strategies EPA 4 & 7 Use of pharmacological and physical therapies EPA 4 & 8 Use and interpretation of diagnostic tests EPA 4 & 8 Clinical reasoning and problem solving EPA 4 & 9 Communication and counselling skills EPA 7 & 8

PREP Curriculum	
Theme	1.1 Patient Evaluation
Learning Objective	1.1.1 Describe the potentially disabling consequences of disease, disorders and injury.
Learning Objective	1.1.2 Determine the nature and extent of disability and activity limitation or participation restriction.
Theme	2.8 Musculoskeletal Medicine
Learning Objective	2.8.1 Recall basic anatomy and physiology of the musculoskeletal system.
Learning Objective	2.8.2 Complete a comprehensive assessment of a patient presenting with musculoskeletal disease or injury, and evaluate the potential for rehabilitation.

Candidates performed well in the following areas:

- Communication and bedside manner.

Candidates performed poorly in the following areas:

- Internal and external rotation during physical examination
- Errors with normal range of motion
- Interpretation of X-ray
- Causes of osteonecrosis.

Other comments:

- Review structured and systematic examination techniques
- Review radiology readings and increase radiology interpretation skills.

STATION 8 – STROKE AND SPASTICITY

New Curriculum	
Knowledge Guides	12: Stroke management 13: Neurological conditions 22: Orthotics and footwear 23: Spasticity and its management
Competencies & Entrustable Professional Activities	Supervision and teaching of professional colleagues EPA 2 Preventative strategies EPA 3, 4 & 9 Multi-disciplinary management EPA 1, 2, 5, 6 & 9 Diagnostic decision making EPA 4, 7 and 8 Use of pharmacological and physical therapies EPA 4 & 8 Use and interpretation of diagnostic tests EPA 4 & 8 Clinical reasoning and problem solving EPA 4 & 9 Communication and counselling skills EPA 7 & 8

PREP Curriculum	
Theme	1.1 Patient Evaluation
Learning Objective	1.1.1 Describe the potentially disabling consequences of disease, disorders and injury.
Learning Objective	1.1.2 Determine the nature and extent of disability and activity limitation or participation restriction.
Learning Objective	1.1.3 Predict the degree of functional improvement that may be achieved with appropriate rehabilitation.
Theme	2.9 Neurological Conditions
Learning Objective	2.9.4 Assess and manage the rehabilitation of a patient with cerebrovascular disease.

Candidates performed well in the following area:

- MRI interpretation
- Goals of botulinum toxin injections in managing lower limb spasticity after stroke
- Description of ankle foot orthosis (AFO)
- Time management.

Candidates performed poorly in the following areas:

- Mechanism of action of botulinum toxin in treatment of spasticity
- Reasons for using ultrasound guidance for botulinum toxin injections.

STATION 9 – CRPS

New Curriculum	
Knowledge Guides	21: Pain
Competencies & Entrustable Professional Activities	Multi-disciplinary management EPA 1, 2, 5, 6 & 9 Diagnostic decision making EPA 4, 7 and 8 Use of pharmacological and physical therapies EPA 4 & 8 Communication of diagnoses and management strategies EA 4 & 7 Clinical reasoning and problem solving EPA 4 & 9 Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues EPA 6 Communication and counselling skills EPA 7 & 8

PREP Curriculum	
Theme	2.2 Chronic Pain
Learning Objective	2.2.2 Complete a comprehensive assessment of a patient presenting with chronic pain and determine the potential for rehabilitation.
Learning Objective	2.2.3 Formulate a rehabilitation management plan specifying appropriate modalities of assessment and treatment.

Candidates performed well in the following areas:

- Knowledge of Budapest criteria
- Knowledge of graded motor imagery program

Candidates performed poorly in the following areas:

- Knowledge and understanding of spinal cord stimulation to manage CRPS
- Return to work strategies

Other comments:

- Ensure to relate answers to patient needs and diagnosis
- Listen to the question carefully or ask examiner to repeat if unsure – some candidates focused on general management strategies rather than return to work.

STATION 10 – KNEE REPLACEMENT

New Curriculum	
Knowledge Guides	16: Musculoskeletal conditions
Competencies & Entrustable Professional Activities	Multi-disciplinary management EPA 1, 2, 5, 6 & 9 Physical examination EPA 4 Use of pharmacological and physical therapies EPA 4 & 8 Clinical reasoning and problem solving EPA 4 & 9 Communication and counselling skills EPA 7 & 8

PREP Curriculum	
Theme	2.8 Musculoskeletal medicine
Learning Objective	2.8.1 Recall basic anatomy and physiology of the musculoskeletal system.
Learning Objective	2.8.3 Formulate a rehabilitation management plan specifying appropriate modalities of assessment and treatment.

Candidates performed well in the following areas:

- Time management
- Rapport with role player
- Equipment for self-care with managing stairs.

Candidates performed poorly in the following areas:

- Knowledge of goniometer use
- Knowledge and understanding of manipulation under anaesthetic
- Exercise prescription for knee flexion.

Other comments:

- Ensure to relate answers to patient needs and diagnosis
- Engage more with allied health team members to increase knowledge of aids.

STATION 11 – ADMINISTRATION

New Curriculum	
Knowledge Guides	12: Stroke management 13: Neurological conditions
Competencies & Entrustable Professional Activities	Supervision and teaching of professional colleagues EPA 2 Quality improvement EPA 3 Communication and counselling skills EPA 7 & 8

PREP Curriculum	
Theme	1.7 Quality Management
Learning Objective	1.7.1 Monitor the quality of processes and outcomes of rehabilitation and undertake quality activities to improve service delivery and clinical management.

Candidates performed well in the following areas:

- Knowledge of key safety and quality performance indicators for rehabilitation services
- Factors contributing to increased length of stay.

Candidates performed poorly in the following areas:

- Knowledge of Australasian Rehabilitation Outcome Centre (AROC) and what they do
- FIM efficiency.

Other comments:

- Improve knowledge of quality standards and AROC dashboard interpretation
- Improve knowledge of FIM language component of the cognitive subscale.