

# **AMA Council of Doctors in Training**

**Emerging trends and issues in  
accreditation of specialist training**



**AUSTRALIAN MEDICAL COUNCIL**

# Acknowledgement of Country

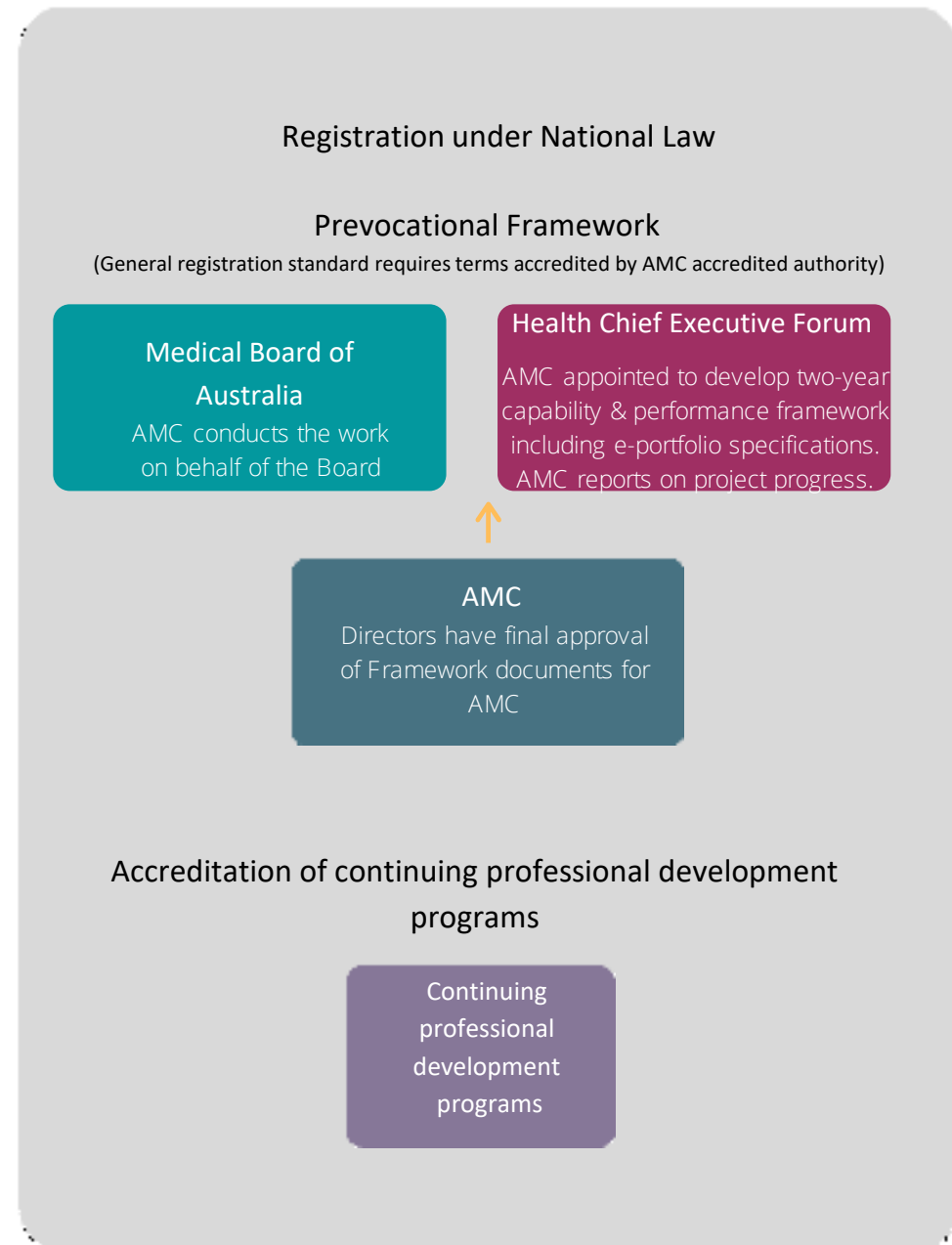
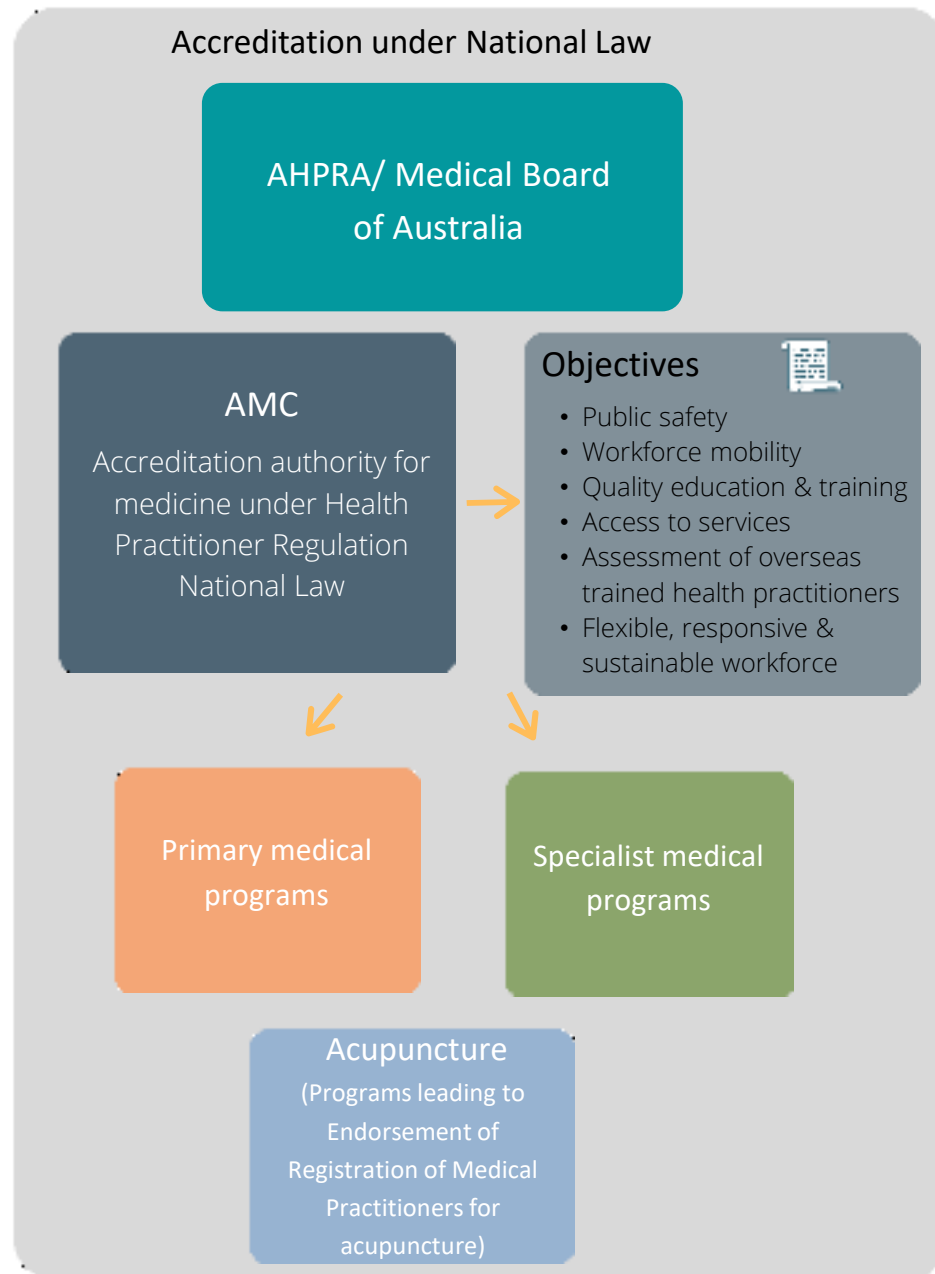


The Australian Medical Council acknowledge the Aboriginal and Torres Strait Islander Peoples as the original Australians, and the Māori People as the original Peoples of New Zealand.

Before we begin the proceedings, on behalf of all those present, we take a moment to acknowledge and pay our respects to the Peoples, the ongoing and traditional custodians of all the lands on which we meet, and recognise their ongoing connection to the land, water and sky.

We recognise the Elders of all these Nations both past, present and emerging, and honour them as the traditional custodians of knowledge for these lands.

# ACCREDITATION & THE NATIONAL LAW



# The Australian Medical Council (AMC)

is the accreditation authority under the  
**Health Practitioner National Law 2009\***.



Appointed as the accreditation authority for the medical profession in Australia and provides accreditation services for New Zealand



Accredits over 128 primary and specialist medical programs



Oversees medical training in 40 educational providers in Australia and New Zealand



Uses accreditation as a quality assurance tool for state-based authorities that set standards for medical internships and embeds quality improvement tools to facilitate reflection and improved practice



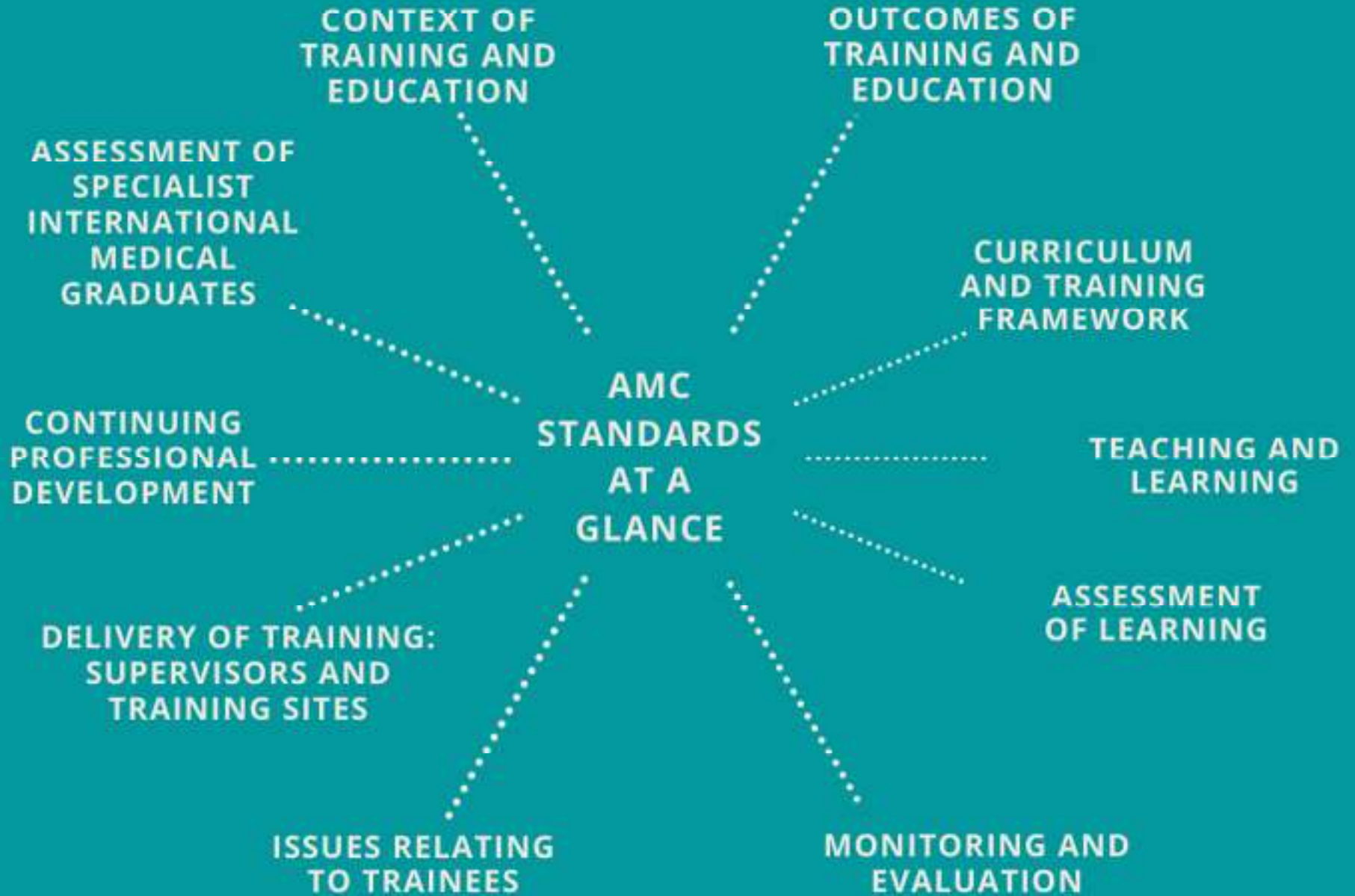
Sets and assesses standards for IMG workplace based providers and pre-employment clinical structured interview providers



Conducts IMG assessments in the Standard Pathway (AMC examinations) 2500 IMGs, 2300 Clinical

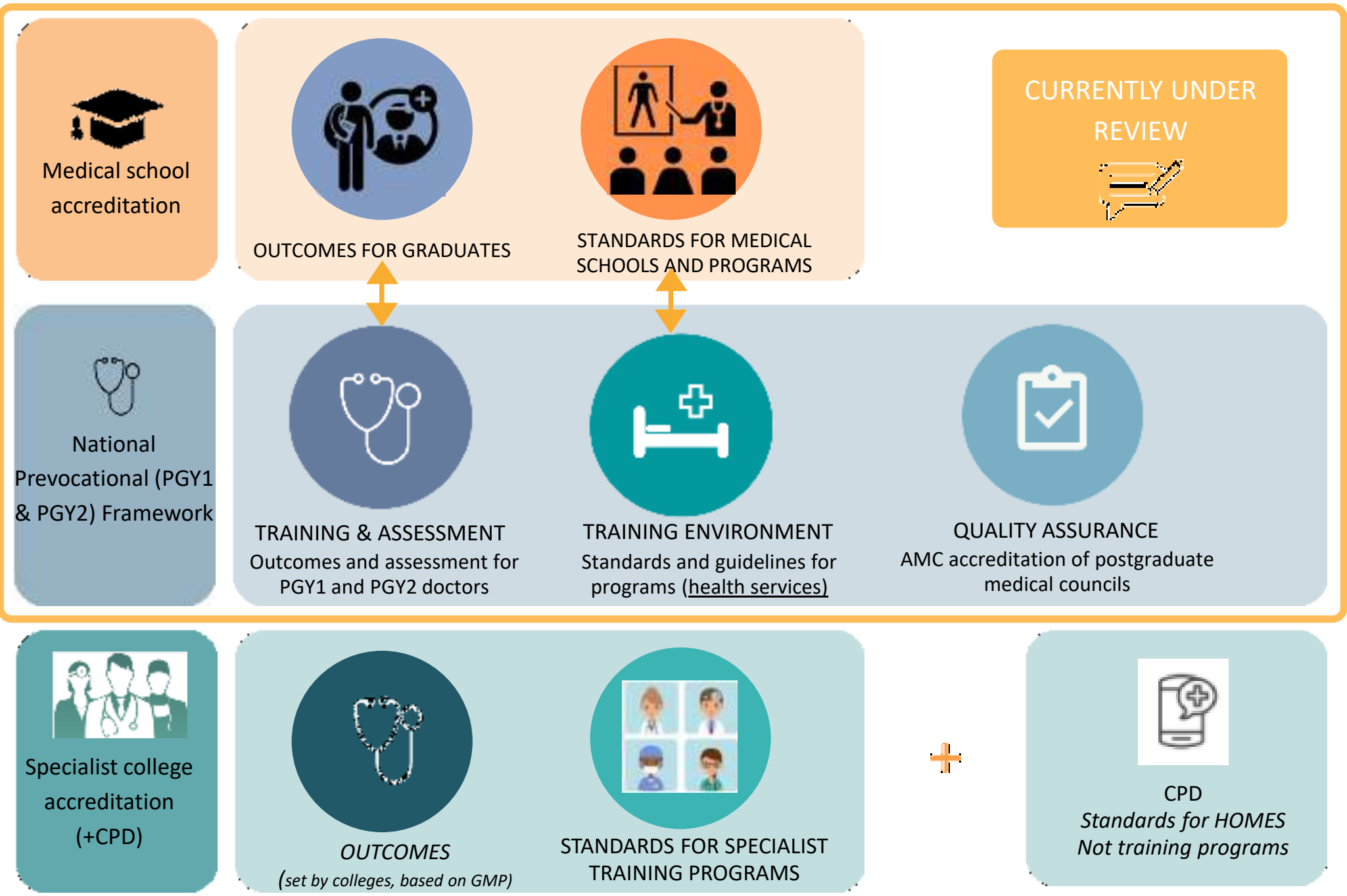


Works internationally and in partnership with other accreditation, testing and standard setting bodies.



The AMC has ten accreditation standards assessing programs of specialist medical colleges

# AREAS OF ALIGNMENT ACROSS CONTINUUM



# TWO REVIEWS - KEY AIMS/THEMES

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## Medical School standard review

### Content:

- Social accountability
- Culturally safe care
- Safety and quality
- Partnering with patients
- Emerging technologies
- Student wellbeing
- Supporting transition to practice
- Medical Program Outcomes, the curriculum and assessment
- Encouraging innovation
- Alignment with international frameworks

## Prevocational Framework review

### Content:

- Expand to PGY2
- Quality of training (incl. assessment) with EPAs
- Supervision
- Anchor in generalist clinical work
- Flexibility of training in a range of settings
- Relevance to community health needs
- Strengthening outcomes and standards Aboriginal and Torres Strait Islander health
- Longitudinal focus
- Wellbeing and workplace culture

# Challenges of the COVID-19 Pandemic

A period of disruption and change:

- Disruption to training, particularly in NSW and Victoria where health services have been under serious challenge
- College and medical school staff continuing to deliver education and training programs, sometimes from their homes
- A focus on wellbeing and flexibility in education and training, questioning existing approaches
- For colleges, a challenging/complex aspect has been delivering examinations online
- For medical schools – financial challenges and questions about how much of the medical school program can be completed online
- Requiring better leadership, engagement and communication

COVID is a circuit breaker to a new world



# The pandemic is a portal

## - by Arundhati Roy

‘Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.’

# The landscape ahead for the AMC

Reflecting on progress and refining our direction

- Developing our Assessment Strategy – our own experience of clinical exams of workplace based assessment
- Developing our Indigenous Strategy

Applying our values and improving our accreditation processes

- Using standards and processes to create a closer connection between education, training and the needs of our communities and health equity
- Embedding our use of the medical training survey data in our processes – so we are investigating where trainee feedback identifies concerns
- Value for money – hybrid models of assessment with more online

Increased focus on sharing learning

- Assessment workshops, digital health, a capability framework for people with disability

# The landscape – colleges

Training and assessment that meets the needs of Australian and NZ communities – and reflects health strategy

- Extending training into regional and rural areas
- Developing generalism
- Promoting health equity in your specialty practice, and how as leaders you can lead/support change for underserved communities and patients – ‘It’s not about treating everybody the same’

## Cultural safety

- Training programs that increase Aboriginal, Torres Strait Islander and Māori trainees – and graduates
- Training programs that reflect cultural needs so that treatment options are understood in the context of their lives and values, eg, Māori model of health

# The landscape – colleges

## Developing programs of assessment

- Moving away from the single high stakes OSCE to broader assessment, with greater assessment over time (NZ IMGs) – assessment in the actual work environment is increasingly seen as a gold standard
- Focusing on skills, knowledge and attributes
- Questioning of low pass rates

New requirements for CPD – and the introduction of CPD Homes

# The landscape – colleges

## Legal and values

- Responding to Health Services' concerns about accreditation processes and making sure our processes have opportunities for health services to provide meaningful feedback
- The role of colleges in accrediting training sites
- Values such as transparency – colleges publishing clear and accessible information about their training programs, including costs, appeals etc

# QUESTIONS

