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The Australian Medical Council (AMC) document, Procedures for Assessment and Accreditation of Specialist Medical Programs by the Australian Medical Council 2023, describes AMC requirements for accrediting specialist programs and their education providers.

Depending on the outcome of an assessment visit, the AMC can consider requests for extension of accreditation via an accreditation extension submission. In submitting an accreditation extension submission, the education provider is expected to provide evidence it continues to meet the accreditation standards and has maintained its standard of education and of resources.

Accreditation extension submissions require self-reflection, analysis of performance against the accreditation standards, and an outline of the challenges facing the college over the period of the possible extension of the accreditation. Without this assessment, the AMC does not have the evidence to determine if the college will meet the standards for the next period.

The AMC considers the submissions from the college trainee committee and stakeholders along with college accreditation extension submissions.

The November 2023 meeting of the AMC Directors resolved:

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An overview of the

2007: Full assessment	Accreditation granted until 31 December 2010.
2013: Accreditation extension submission	Accreditation extended until 31 December 2017.
2016: Extension of accreditation	Accreditation extended until 31 March 2018
2018: Reaccreditation assessment	Accreditation granted until 31 March 2022.
2021: Follow-up assessment	Accreditation granted for four years until 31 March 2024.11 conditions were set on accreditation

A copy of the 2021 Australasian College of Dermatologists accreditation report can be found on the AMC website here.

In its 2023 accreditation extension submission the College was asked to provide a report against the standards and remaining conditions.

The following was to be addressed for each standard:

The findings against the ten accreditation standards are summarised in the table below. Explicit feedback is available on each standard under 3.2.

		(Including any requirements substantially met or not met)	(Including any requirements substantially met or not met)
1.	Context of Education and Training	Met	Met
2.	Outcomes of specialist training and education	Substantially Met (Standard 2.2.1 Substantially Met)	Met
3.	The specialist medical training and education framework	Substantially Met (Standards 3.2, 3.3 Substantially Met)	Substantially Met (Standard 3.2, 3.3 Substantially Met)
4.	Teaching and learning methods	Met	Met
5.	Assessment of learning	Substantially Met (Standard 5.2.3, 5.4.1 Substantially Met)	Substantially Met (Standard 5.4.1 Substantially Met)

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.

The ACD Constitution was revised and adopted in November 2022, with work underway to redraft the accompanying Regulations. Several revised or newly introduced governance policies were adopted and published on the website. The Nominations and Governance Committee created a cyclical planned approach to committee performance and evaluation, and this has been underway since late 2022.

implementing, reviewing and updating our Aboriginal and Torres Strait Islander recruitment, retention and professional development strategies to support Aboriginal and Torres Strait Islander medical students and doctors in their pathway into specialisation, and conducting a review of policies and procedures to identify existing anti-discrimination provisions, and future needs.

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

2022: Substantially Met	2023: Met

Areas covered by this standard: or training, education and practice; and	•	culum content; continuum of
	2022: Substantially Met	2023: Substantially Met

Areas covered by this standard: teac	hing and learning approach; teaching and learning methods
	2022: Met

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

2022: Substantially Met	2023: Substantially Met

The College employed the Australian Council for Educational Research (ACER) to undertake a quality assessment review of its examinations. A number of recommendations from the review were implemented, with the most fundamental change being standardising the exam to a criterion-referenced (absolute) assessment rather than a norm-referenced assessment (relative).

The National Examinations Committee revised its blueprinting method of aligning the examinations to the curriculum to reflect a comprehensive and detailed approach in demonstrating the spread of curriculum coverage. The process for all examination components has been fully documented to ensure continuity and consistency of setting the exams when changeover of examiners occur.

With the impacts of COVID-19 requiring College to move its exams online in 2020-2021, some components have remained online based on candidate feedback and the benefits of preparing and presenting examinations in such a format.

ACER was also employed to undertake a review of the work-based assessments, which was a yearlong project involving stakeholder feedback and the creation of a Workplace Based Assessment (WBA)

Areas covered by this standard: pro	gram monitoring; evaluation; f	eedback, reporting and action
	2022: Substantially Met	2023: Substantially Met

Since the last accreditation assessment, College has undertaken evaluation of various parts of the training program including;

obtaining internal and external stakeholder feedback on the curriculum.

collecting feedback on all components of the examinations, the training program workshops, federally funded training positions in expanded settings including private and rural sites, and supervisor feedback performance.

A clinical activities survey was temporarily introduced to provide trainees with a safe method for providing feedback on their clinical training at different sites.

State based accreditation site visits took place, affording trainees and supervisors confidential, independent sessions with accreditation committee members from inter-state, and wellbeing site visits with the National Wellbeing and Engagement Manager have taken place with many training sites.

Trainees were invited to participate in the annual Medical Training Survey hosted by the Medical Board of Australia, and patient support groups attended the Annual Scientific Meeting in 2022 and 2023 as part of a roundtable discussion to provide suggestions and feedback on community needs.

The Community Engagement and Advisory Committee members sat on a number of education committees and provided regular commentary on best practices and practical improvements.

ssion policy and selection; trainee participation in education on with trainees; trainee wellbeing; resolution of training

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

2022: Substantially Met	2023: Substantially Met

The National Accreditation Standards for training positions were updated to include the mandatory requirement for supervisors to complete cultural safety training and the CPD