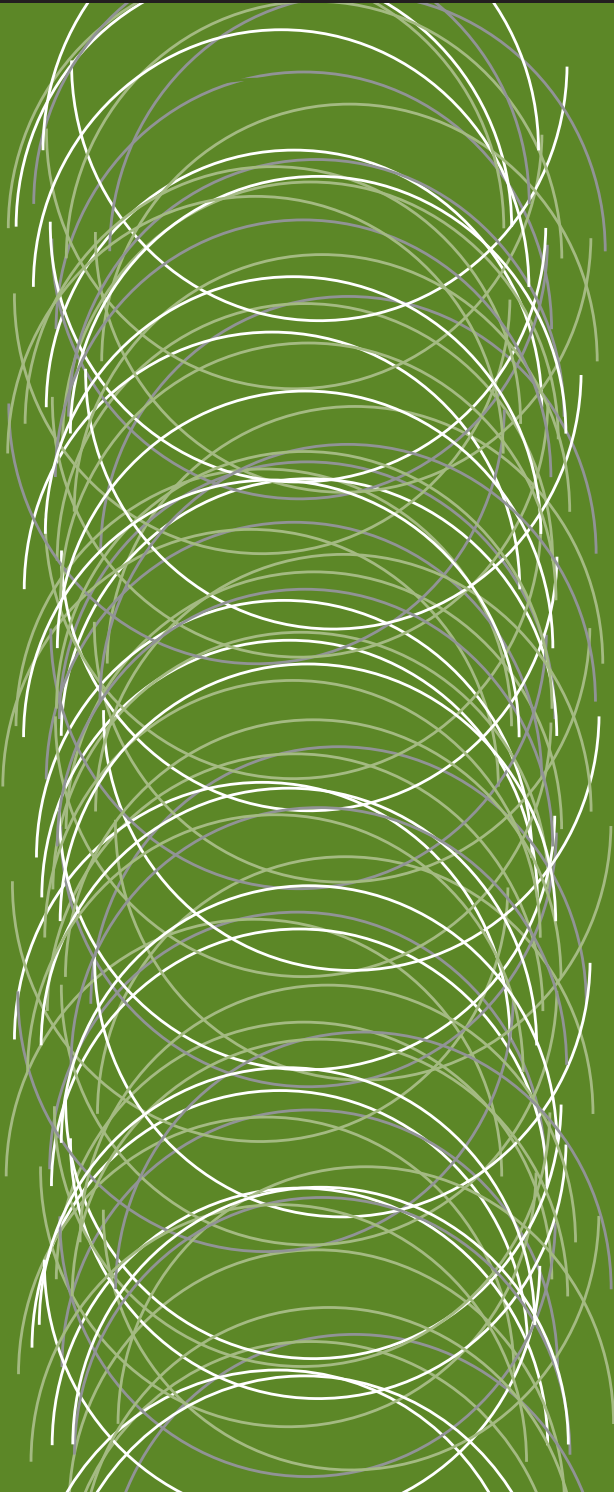


Australian Medical Council Limited

Accreditation Report: Review of the
2020 comprehensive report from
The Royal Australasian College of Physicians

AMC



Specialist Education Accreditation Committee
November 2020

April 2021

ABN 97 131 796 980

ISBN 978-1-925829-39-6

Copyright for this publication rests with the
Australian Medical Council Limited

Australian Medical Council Limited
PO Box 4810
KINGSTON ACT 2604

Email: amc@amc.org.au
Home page: www.amc.org.au
Telephone: 02 6270 9777
Facsimile: 02 6270 9799

Contents

- 1. Introduction.....1**
 - 1.1 *The process for comprehensive report for extension of accreditation*1**
 - 1.2 *Decision on accreditation*1**

- 2. The Royal Australasian College of Physicians4**
 - 2.1 *Accreditation history*4**
 - 2.2 *Royal Australasian College of Physicians Comprehensive Report*4**
 - 2.3 *Royal Australasian College of Physicians executive summary to comprehensive report*.....5**

- 3. AMC Findings.....6**
 - 3.1 *Summary of findings against the standards*.....6**
 - 3.2 *Detailed findings against the standards*.....6**

1. Introduction

1.1 The process for comprehensive report for extension of accreditation

The Australian Medical Council (AMC) document, *Procedures for Assessment and Accreditation of Specialist Medical Education Programs and Professional Development Programs by the Australian Medical Council 2018*, 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 a comprehensive report. In submitting a comprehensive report, 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.

Comprehensive reports 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 trainee committee and stakeholders along with college comprehensive reports.

If, on the basis of the report, the Specialist Education Accreditation Committee decides the education provider and the program of study continue to satisfy the accreditation standards it may recommend to the AMC Directors to extend the accreditation of the education provider and its program.

The extension of accreditation is usually for a period of three or four years, taking education providers to the full period of accreditation of ten years granted by the AMC between reaccreditation assessments. Following this extension, the provider and its programs undergo a reaccreditation assessment.

The AMC and the Medical Council of New Zealand work collaboratively to streamline the assessment of education providers that provide specialist medical training in Australia and New Zealand, and both have endorsed the accreditation standards. The two Councils have agreed to a range of measures to align the accreditation processes, resulting in joint accreditation assessments, joint progress and comprehensive reporting, and aligned accreditation periods. The AMC will continue to lead the accreditation process.

1.2 Decision on accreditation

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.

Having made a decision, the AMC reports its accreditation decision to the Medical Board of Australia to enable the Board to make a decision on the approval of the program of study for registration purposes.

Based on the comprehensive report provided, the AMC finds that the College and its programs meet the accreditation standards.

The November 2020 meeting of the AMC Directors resolved:

(i) to grant an extension of the accreditation of the Royal Australasian College of Physicians' training, education, and continuing professional development programs by four years to 31 March 2025. This accreditation decision covers the following fields of specialty practice:

- Paediatrics & Child Health
 - o Clinical genetics
 - o Clinical genetics
 - o Community child health
 - o General paediatrics
 - o Neonatal and perinatal medicine
 - o Paediatric cardiology
 - o Paediatric clinical pharmacology
 - o Paediatric emergency medicine
 - o Paediatric endocrinology
 - o Paediatric gastroenterology and hepatology
 - o Paediatric haematology
 - o Paediatric immunology and allergy
 - o Paediatric infectious diseases
 - o Paediatric intensive care medicine
 - o Paediatric medical oncology
 - o Paediatric nephrology
 - o Paediatric neurology
 - o Paediatric nuclear medicine
 - o Paediatric palliative medicine
 - o Paediatric rehabilitation medicine
 - o Paediatric respiratory and sleep medicine
 - o Paediatric rheumatology
- Physician
 - o Cardiology
 - o Clinical genetics
 - o Clinical pharmacology
 - o Dermatology (NZ only)
 - o Endocrinology
 - o Gastroenterology and hepatology
 - o General medicine
 - o Geriatric medicine

- o Haematology
- o Immunology and allergy
- o Infectious diseases
- o Medical oncology
- o Nephrology
- o Neurology
- o Nuclear medicine
- o Respiratory and sleep medicine
- o Rheumatology
- Palliative Medicine
- Addiction Medicine
- Sexual Health Medicine
- Occupational and Environmental Medicine
- Rehabilitation Medicine
- Public Health Medicine

2. The Royal Australasian College of Physicians

2.1 Accreditation history

The College's training programs were first accredited by the AMC in 2004.

An overview of the College's accreditation and monitoring history is provided below:

2004: Full assessment	Accreditation granted until 30 June 2008.
2008: Follow-up assessment	Accreditation extended until 31 December 2010.
2010: Comprehensive report	Extension of accreditation granted until 31 December 2014, subject to satisfactory progress reports.
2014: Extension of accreditation	Extension of accreditation until 31 March 2015 to allow the program to remain accredited until the new accreditation decision could be made.
2014: Reaccreditation assessment	Extension of accreditation until 31 March 2021, subject to satisfactory progress reports. 31 conditions were set on accreditation. Follow-up assessment to be held before 31 March 2019 to review the College's progress in implementing major educational changes.
2019: Progress report with visit	A new condition was added under Standard 1 due to concerns about governance. Accredited until 31 March 2021. Comprehensive due in 2020.

A copy of the 2014 Royal Australasian College of Physicians accreditation report can be found [here](#).

2.2 Royal Australasian College of Physicians Comprehensive Report

In its 2020 comprehensive report the College was asked to provide a report against the standards. Six conditions remain on the College's accreditation.

The following was to be addressed for each standard:

- 1. Analysis of strengths and challenges, and significant developments undertaken or planned.**
 - identification and assessment of factors that could influence the achievement of the College's goals over the next five years
 - a short summary of major developments since the last accreditation assessment
 - a description of the College's development plans for the next five years, and significant milestones for their implementation

- Any matters that may affect the accreditation status of the programs, such as a change to capacity to meet the accreditation standards, or any change that may meet the definition of a major change to the program.

2.3 Royal Australasian College of Physicians executive summary to comprehensive report

Since its last accreditation assessment, the Royal Australasian College of Physicians (RACP) has continued to mature as a specialist medical training provider and more broadly as an Australian and Aotearoa New Zealand organisation. Governance of its activities continues to evolve as it focuses on best practice approaches that are supported by evidence for impact and effectiveness.

The challenges faced by the RACP this year have been unprecedented with the global pandemic disrupting its training programs, accreditation activities and delivery of examinations. The RACP have responded swiftly, expediting careful consideration and consultation processes to ensure that it takes timely and appropriate action to address the impacts of the pandemic on its members. The fellows and trainees involved in this consultation and decision making have generously given their time providing valuable input to ensure that responses are compassionate, supportive, flexible, and importantly maintain physician training standards.

Key achievements

- The RACP has advanced its commitment to incorporating Indigenous skills, values and knowledge systems at Board level with the Board endorsing the Joint Statement of Principles on Justice and Equity, and reaffirming that Indigenous health and education equity are core business of the RACP.
- The RACP continues to invest in and progress the renewal of its training, education and continuing professional development programs with a future focus. This is occurring in parallel to maintaining the standards and delivery of its current programs and making continuous improvements to these.
- A significant area of achievement for the RACP this year is the progress it has made in renewal of Advanced Training curricula. The RACP has published the common curricula standards for Advanced Training, finalised the curriculum structure, and developed a draft common Learning, Teaching and Assessment program.
- Significant progress has been made towards implementing the RACP's new Basic Training program. The training requirements for trainees at early adopter settings are published and a training plan to support trainees, educators, and staff to implement the program has been developed.
- Addressing the concerns about Board governance through the Voluntary Compliance Agreement with the Australian Charities and Not-for-Profits Commission, the RACP has developed an action plan to address improvement recommendations from an independent review of the Board culture and governance.

The RACP has established a clear roadmap to achieve its goals with resourcing in place to deliver initiatives. It expects to deliver the significant proportion of its program of education renewal, and planned improvements to support continuous professional development over the next five years.

The RACP affirms its commitment to realising its goal of improving physician education, to reflect the ever-changing nature of medicine and inculcate its physicians with the knowledge, skills and behaviours needed for the future.

3. AMC Findings

3.1 Summary of findings against the standards

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

Standard	Finding in 2018 (including any requirements substantially met or not met)	Finding in 2020
1. Context of Education and Training	Substantially Met (Standards 1.1, 1.2 substantially met)	Substantially Met
2. Outcomes of specialist training and education	Substantially Met (Standard 2.3.1 substantially met)	Substantially Met (Standard 2.3.1 substantially met)
3. The specialist medical training and education framework	Substantially Met (Standards 3.2 substantially met)	Substantially Met (Standards 3.2 substantially met)
4. Teaching and learning methods	Met (Standards 4.1.3, 4.2.6 substantially met)	Substantially Met (Standards 4.2.3, 4.2.6 substantially met)
5. Assessment of learning	Substantially Met (Standards 5.1, 5.4 substantially met)	Substantially Met (Standards 5.1, 5.4 substantially met)
6. Monitoring and evaluation	Met (Standards 6.2 substantially met)	Met
7. Issues relating to trainees	Substantially Met (Standards 7.1.2, 7.1.5 substantially met)	Met
8. Implementing the training program – delivery of educational resources	Met (Standard 8.1.3 substantially met)	Met
9. Continuing professional development, further training and remediation	Met	Met
10. Assessment of specialist international medical graduates	Met	Met

3.2 Detailed findings against the standards

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.*

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	2019: Substantially Met	2020: Substantially Met
--	-------------------------	-------------------------

College developments against Standard 1

The College has made progress in implementing the RACP Indigenous Strategic Framework that aims to achieve improved health outcomes for Aboriginal and Torres Strait Islander, and Māori peoples.

In 2019, the College entered into a voluntary compliance agreement with the Australian Charities and Not-For-Profits Commission (ACNC) to review the College's Board and broader governance practices. The College subsequently engaged Effective Governance PTY Ltd to undertake a Board and governance review. The review included 179 recommendations that were accepted by the RACP Board.

Activity against Conditions from 2014 accreditation report

Condition:	Year to be met:	2020 Status:
1 Clarify the role of state committees, including their role in managing the engagement with health departments and other providers, and disseminate this information to both internal and external stakeholders. (Standard 1.1.1)	2016	Satisfied
33 Demonstrate corporate governance is in place, properly prescribed and communicated. (Standards 1.1 and 1.2) – <i>Added in 2018</i>		Satisfied

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	2019: Substantially Met	2020: Substantially Met
---------------------------------	-------------------------	-------------------------

College developments against Standard 2

The College has made some notable developments since the 2014 accreditation assessment. In early 2020, the College released the common curricula standards for advanced training. The College is applying these standards in the planned program-specific review process and to define the graduate outcomes for each advanced training program.

Activity against Conditions from 2014 accreditation report

Condition:	Year to be met:	2020 Status:
2 To facilitate consumer input in defining the purpose of the College: (i) Finalise the consumer engagement plan. (ii) Implement the consumer engagement plan. (Standard 2.1.2)	2016 2017	(i) Satisfied (ii) Satisfied
3 Develop and implement strategies to engage more broadly with organisations such as Aboriginal and Torres Strait Islander and Māori health groups, not for profit health organisations, public health organisations, jurisdictional health bodies and other key health providers in the development of education policy and curricula. (Standard 2.1.2)	2018	Satisfied
4 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. (Standards 2.2.1 and 2.2.2)	2017	Replaced with Condition 34 in 2019.
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) – <i>Added in 2019 to replace Condition 4</i>	2023	Open

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	2019: Substantially Met	2020: Substantially Met
--	-------------------------	-------------------------

College developments against Standard 3

The College is undertaking a significant curricula renewal project across the phases of its training program.

The basic training curricula review was completed in 2019 however implementation was delayed by the COVID-19 pandemic and will begin in February 2021.

The renewal of the advanced training curricula is set to begin in late 2020 with completion projected for late 2026.

Activity against Conditions from 2014 accreditation report

Condition:	Year to be met:	2020 Status:
5 Complete the basic training curricula review including the integration of the Professional Qualities Curriculum and its implementation. (Standard 3.2)	2018	Satisfied
6 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. (ii) Implement the revised advanced training curricula. (Standard 3.2)	(i) 2018 – Changed to 2020 (ii) 2020 – Changed to 2023	(i) Satisfied (ii) Open
7 Define the minimum requirements for research outcomes in the revised curricula, and improve training and educational resources where required. (Standard 3.3)	2016	Satisfied

Standard 4: Teaching and learning approach and methods

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

Summary of accreditation status	2019: Substantially Met	2020: Substantially Met
---------------------------------	-------------------------	-------------------------

College developments against Standard 4

The College has progressed initiatives in the areas of work-based/experiential learning, supervision and feedback, and formal/structured learning.

Through the basic training curricula renewal project, the College has implemented progression criteria for each phase of training.

Activity against Conditions from 2014 accreditation report

Condition:	Year to be met:	2020 Status:
8 Demonstrate that the trainee experience and curricula align to the College's 70:20:10 learning model. (Standards 4.1.1 and 4.1.2)	2019	Changed to Recommendation ZZ in 2018.
9 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 4.1.3)	2019	Open
32 Articulate, in partnership with the Specialty Societies, the role of College oversight in advanced training. (Standard 4.1.3) – <i>Added in 2018, previously Recommendation JJ</i>	2020	Open

Standard 5: Assessment of learning

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

Summary of accreditation status	2019: Substantially Met	2020: Substantially Met
--	-------------------------	-------------------------

College developments against Standard 5

The College is planning to shift from reliance on a few 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 increase reliability and validity.

The COVID-19 pandemic significantly affected the College's ability to prepare for, and deliver, the 2020 examinations, particularly the clinical examinations.

Activity against Conditions from 2014 accreditation report

Condition:	Year to be met:	2020 Status:
10 Ensure that all College educational supervisors have access to longitudinal data on their trainee's progress in previous terms. (Standard 5.2)	2017	Satisfied
11 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 5.3)	2018	Open
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. (Standards 5.1 and 5.3)	2020 – Changed to 2022	Open
13 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 basic training clinical examination calibration processes. (iii) review and revise the marking methodology for the basic training clinical examination to ensure that the assessment as currently constructed performs optimally. (Standard 5.3)	2017	Satisfied
14 Develop and implement an assessment strategy for domains in the Professional Qualities Curriculum. (Standard 5.3)	2019	Satisfied

Standard 6: Monitoring and evaluation

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

Summary of accreditation status	2019: Substantially Met	2020: Met
--	-------------------------	-----------

College developments against Standard 6

The College has made considerable improvements in monitoring and evaluation since the 2014 AMC accreditation, which is evidenced in satisfying all conditions against this standard. Of note is the College's broadening of stakeholder involvement in physician training, which has included working with the College Consumer Advisory Group and increased dialogue with the Aboriginal and Torres Strait Islander Health Committee and the Māori Health Committee.

The College has monitored the impact of COVID-19 on training from the trainees' perspectives with multiple mechanisms. The responses to an online survey is being used to inform program-specific responses to the impacts of the pandemic on training.

Activity against Conditions from 2014 accreditation report

Condition:	Year to be met:	2020 Status:
15 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)	2017	Satisfied
16 Develop and implement structured methods for supervisors of training to contribute to the ongoing monitoring of the training program. (Standard 6.1)	2017	Satisfied
17 Publish each year on the public College website the number of trainees completing each of the basic and advanced training programs. (Standard 6.2.1)	2015	Satisfied
18 Implement processes for healthcare administrators, other healthcare professionals and consumers to contribute to evaluation. (Standard 6.2)	2018	Satisfied

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	2019: Met	2020: Met
--	-----------	-----------

College developments against Standard 7

The College reported that the development of a "Strategic Framework for Indigenous Selection into Training" will be an important step towards growing the Indigenous workforce.

Improving communications and communicating effectively with trainees, and improving the trainee experience of selection into training have also been a focus of College reports.

Activity against Conditions from 2014 accreditation report

Condition:	Year to be met:	2020 Status:
19 In relation to selection to the College training programs: (i) Develop, approve and publish a College-wide selection policy. (ii) Develop a plan for the selection process for all programs that adheres to the selection policy principles. (Standards 7.1.1 and 7.1.2)	2017 2018	(i) Satisfied (ii) Satisfied
20 Develop and publish the College's selection criteria, including the weighting and marking system of the various elements. (Standard 7.1.3)	2017	Satisfied
21 Monitor the consistent application of selection policies across all training sites. (Standard 7.1.5)	2019	Satisfied
22 Introduce systems to ensure that reconsideration, review and appeal processes occur in a timely manner, and report on the number of these conducted and the time taken to resolve such processes. (Standard 7.4)	2016	Satisfied
23 Develop and disseminate policy and procedures on how trainees seek assistance from the College when they have difficulties with their supervisor. (Standard 7.4)	2016	Satisfied

Standard 8: Implementing the training program – delivery of education and accreditation of training sites

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

Summary of accreditation status	2019: Met	2020: Met
--	-----------	-----------

College developments against Standard 8

The College has reported a number of significant developments against this standard in recent years to support its supervisors. This includes continuing to offer the College Supervisor Professional Development Program.

Each year, the College reviews about 400 training settings that deliver basic and advanced training. The College is reviewing its training provider accreditation program.

Activity against Conditions from 2014 accreditation report

Condition:	Year to be met:	2020 Status:
24 Promulgate and implement the revised Educational Supervision Policy that defines the new responsibilities of supervisors. (Standard 8.1.1)	2017	Satisfied
25 Develop and implement a formal selection process for supervisors including criteria for selection. (Standard 8.1.2)	2018	Satisfied
26 To support high-quality training, increase participation in Supervisor Professional Development Program workshops and strengthen facilitation skills of workshop presenters. (Standard 8.1.2)	2018	Satisfied
27 Strengthen formative assessment processes by increasing training for supervisors including how supervisors can incorporate workplace-based assessments within the normal working day. (Standard 8.1.2)	2018	Satisfied
28 Develop strategies to ensure consistency in workplace-based assessments until workshop participation by supervisors becomes mandatory. (Standard 8.1.2)	2017	Satisfied
29 Monitor and ensure that trainees are exposed to an appropriate range of clinical environments that enable them to meet the curricula objectives including procedural exposure, ambulatory care and both subspecialist and regional rotations. (Standard 8.2.2)	2017	Satisfied
30 Publish the accreditation criteria and a list of accredited sites for all programs and specialties on the College's website. (Standard 8.2.1)	2015	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	2019: Met	2020: Met
--	-----------	-----------

College developments against Standard 9

Since the release of the Medical Board of Australia's Professional Performance Framework and the 2019 CPD framework, the College has informed members of expected changes that will be implemented over the next few years.

The College has adopted a flexible approach to the issues surrounding CPD requirements during the COVID-19 pandemic. The College will not take action if members cannot meet CPD requirements in 2020.

Activity against Conditions from 2014 accreditation report

Condition:	Year to be met:	2020 Status:
31 Achieve compliance with the Medical Council of New Zealand requirements regarding College notification of fellows who do not satisfy their continuing professional development requirements. (Standard 9.3)	2016	Satisfied

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	2019: Met	2020: Met
--	-----------	-----------

College developments against Standard 9

The College reported further work to streamline its processes and significantly reduce Specialist International Medical Graduate assessment timeframes. As part of this, the College aimed to improve the transparency of the assessment process. The College also reported a range of new resources to improve support for Specialist International Medical Graduates, assessors, and supervisors.

Activity against Conditions from 2014 accreditation report

Nil Conditions on accreditation.

