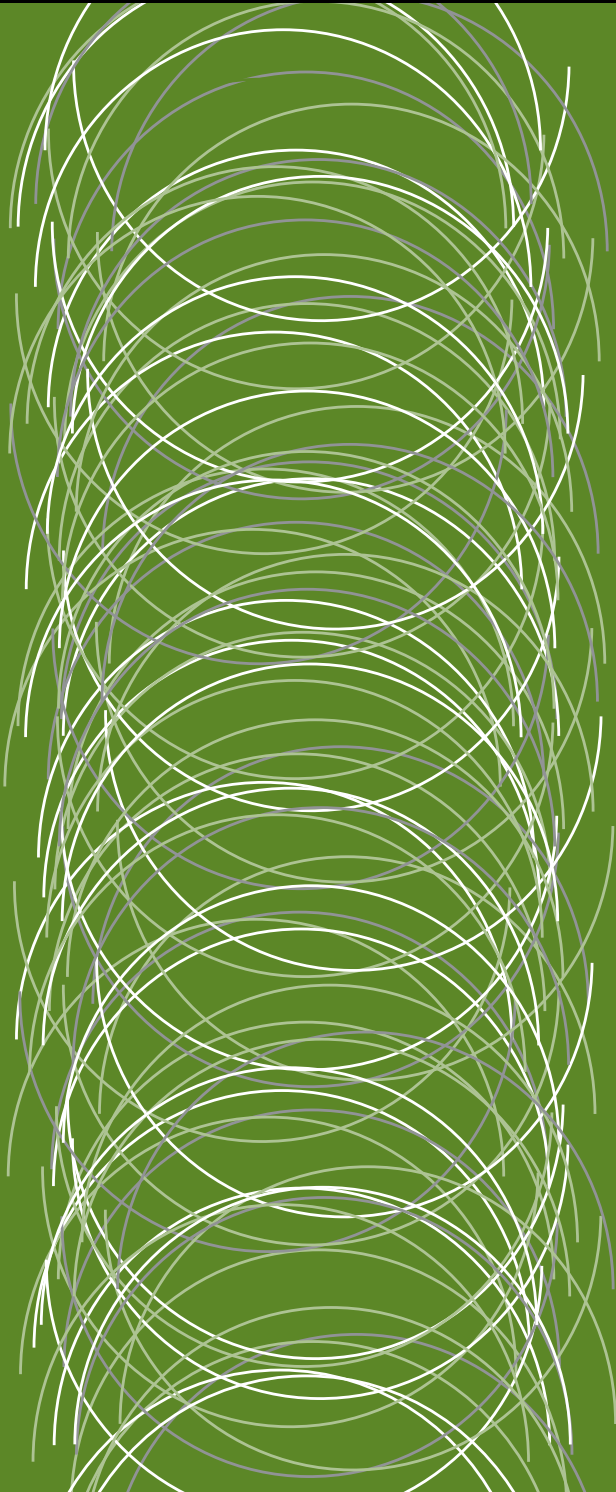


Australian Medical Council Limited

Accreditation Report:
The Education and Training of the
Royal Australasian College of Dental Surgeons
Oral and Maxillofacial Surgery Program

AMC



Specialist Education Accreditation Committee
November 2022

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1. Introduction

1.1 The process for accreditation extension submission

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 2022*, 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.

If, on the basis of the submission, the AMC's 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 accreditation extension submission provided, the AMC finds that the College's Oral and Maxillofacial Surgery program substantially meet the accreditation standards.

The November 2022 meeting of the AMC Directors resolved:

- (i) to grant an extension of the accreditation of the Royal Australasian College of Dental Surgeons training and education program and continuing professional development programs, in the field of specialty practice of Oral and Maxillofacial Surgery, by five years to 31 March 2028.

2. The Royal Australasian College of Dental Surgeons Oral and Maxillofacial Surgery Program

2.1 Accreditation history

The College's training programs were first accredited by the AMC in 2006.

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

Year/Assessment Type	Outcome
2006: Full assessment	Accreditation granted until 31 December 2019.
2009: Follow-up assessment	Accreditation extended until 31 December 2012.
2012: Accreditation Extension Submission	Extension of accreditation granted until 31 December 2016.
2015: Extension of accreditation	Extension of accreditation granted until 31 March 2018.
2018: Reaccreditation assessment	Accreditation granted for five years until 31 March 2023. 19 conditions were set on accreditation.

A copy of the 2018 Royal Australasian College of Dental Surgeons accreditation report can be found [here](#).

2.2 Royal Australasian College of Dental Surgeons Oral and Maxillofacial Surgery Program Accreditation Extension Submission

In its 2022 accreditation extension submission the College was asked to provide a report against the standards. Five 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.

3. AMC Findings

3.1 Summary of findings against the standards

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

Standard	Finding in 2018 (Including any requirements substantially met or not met)	Finding in 2022 (Including any requirements substantially met or not met)
1. Context of Education and Training	Substantially Met (Standards 1.3, 1.6 substantially met)	Substantially Met (Standard 1.6 substantially met)
2. Outcomes of specialist training and education	Substantially Met (Standards 2.2, 2.3 substantially met)	Met
3. The specialist medical training and education framework	Met (Standards 3.2.9, 3.2.10 substantially met)	Substantially Met (Standards 3.2.9, 3.2.10 substantially met)
4. Teaching and learning methods	Met	Met
5. Assessment of learning	Substantially Met (Standard 5.4 substantially met)	Met
6. Monitoring and evaluation	Substantially Met (Standard 6.2 substantially met)	Substantially Met (Standard 6.2.3 substantially met)
7. Issues relating to trainees	Met (Standards 7.1, 7.5 substantially met)	Met
8. Implementing the training program – delivery of educational resources	Met	Substantially Met (Standard 8.2 substantially met)
9. Continuing professional development, further training and remediation	Not Met (Standard 9.1 substantially met, Standards 9.2, 9.3 not met)	Substantially Met (Standard 9.3 not met)
10. Assessment of specialist international medical graduates	Met (Standards 10.1 substantially 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	2021: Substantially Met	2022: Substantially Met
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Activity against Conditions from 2018 accreditation report

Condition:	Year to be met:	2022 Status:
1 Review the Reconsideration, Review and Appeals policy with appropriate legal input to develop a process for evaluating de-identified appeals and complaints to determine if there is a systems problem. (Standard 1.3)	2018	Satisfied
2 Develop effective partnerships with organisations and individuals within the Indigenous health sector to ensure that the training program, and its graduates, are having a positive impact on these communities. (Standard 1.6)	2020	Progressing
3 Strengthen College relationships with key external stakeholders such as jurisdictional health departments to support OMS training. (Standard 1.6)	2019	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	2021: Met	2022: Met
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Activity against Conditions from 2018 accreditation report

Condition:	Year to be met:	2022 Status:
4 Define how the College's educational purpose connects to its community responsibilities. (Standard 2.1)	2019	Satisfied
5 Broaden consultation with external stakeholders, including jurisdictions, other related professions, consumers, and the community about the College's educational purpose and the outcomes of the OMS program. (Standards 2.1, 2.2 and 2.3)	2020	Satisfied

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	2021: Met	2022: Met
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Activity against Conditions from 2018 accreditation report

Condition:	Year to be met:	2022 Status:
6 Develop explicit learning outcomes in cultural competence and Indigenous health and embed in the curriculum Aboriginal and Torres Strait Islander and Maori health, history and cultures to demonstrate clearly how trainees will acquire a substantive understanding, and link these requirements to learning resources and assessment. (Standards 3.2.9 and 3.2.10)	2020	Progressing

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	2021: Met	2022: Met
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Nil Conditions.

Standard 5: Assessment of learning

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

Summary of accreditation status	2021: Met	2022: Met
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Activity against Conditions from 2018 accreditation report

Condition:	Year to be met:	2022 Status:
7 Demonstrate how the assessments are blueprinted against the curriculum, ensuring that the content of the examinations is representative of the curriculum content. (Standard 5.4)	2019	Satisfied
8 Introduce and evaluate valid methods of standard setting for all forms of assessment. (Standard 5.4)	2019	Satisfied

Standard 6: Monitoring and evaluation

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

Summary of accreditation status	2021: Substantially Met	2022: Met
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Activity against Conditions from 2018 accreditation report

Condition:	Year to be met:	2022 Status:
9 Develop an overarching framework for monitoring and evaluation, which includes all training and educational processes as well as program and graduate outcomes. (Standards 6.1, 6.2 and 6.3)	2019	Satisfied
10 Develop formal consultation methods and regularly collect feedback on the OMS program from other health professionals, healthcare administrators and consumer and community representatives. (Standard 6.2.3)	2019	Progressing

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	2021: Substantially Met	2022: Met
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Activity against Conditions from 2018 accreditation report

Condition:	Year to be met:	2022 Status:
11 Develop strategies to support recruitment and selection of Aboriginal and Torres Strait Islander and/or Māori trainees in the OMS program. (Standard 7.1)	2020	Satisfied
12 Ensure there are effective mechanisms for trainees to raise issues and safely resolve disputes during training without jeopardising their ongoing participation in the training program. (Standard 7.5)	2019	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	2021: Substantially Met	2022: Met
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Activity against Conditions from 2018 accreditation report

Condition:	Year to be met:	2022 Status:
13 Develop formal quality assurance processes for clinical supervision. (Standard 8.1)	2019	Satisfied
14 Identify and develop training opportunities for trainees to work with rural, regional and Indigenous communities. (Standard 8.2)	2021	Progressing
15 Collaborate with education providers within the health services to support common accreditation processes and share relevant information. (Standard 8.2)	2019	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	2021: Substantially Met	2022: Met
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Activity against Conditions from 2018 accreditation report

Condition:	Year to be met:	2022 Status:
16 Review the arrangement with the Australian and New Zealand Association of Oral and Maxillofacial Surgeons in relation to provision of continuing professional development to ensure that the RACDS meets the standards for assessment and accreditation of professional development programs implemented by the AMC in 2016, and in particular: <ul style="list-style-type: none">• the structure of the CPD, with an emphasis on requirements for individual participants to select CPD activities relevant to their learning needs, based on their current and intended scope of practice• quality assurance of the CPD program• recording and audit of CPD participation, and counselling and action when participants fail to meet CPD cycle requirements. (Standard 9.1)	2020	Satisfied
17 Develop formal processes to respond to requests for further training of individual OMS specialists. (Standard 9.2)	2021	Satisfied
18 Develop formal processes to identify and respond to requests for remediation of individual OMS specialists who have been identified as underperforming in a particular area. (Standard 9.3)	2021	Not Progressing

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	2021: Met	2022: Met
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Activity against Conditions from 2018 accreditation report

Condition:	Year to be met:	2022 Status:
19 Review the Overseas Trained Oral and Maxillofacial Surgery Specialist Assessment Policy to ensure it satisfies the revised Medical Board of Australia and the Medical Council of New Zealand guidelines for assessment of specialist international medical graduates. (Standard 10.1)	2018	Satisfied

