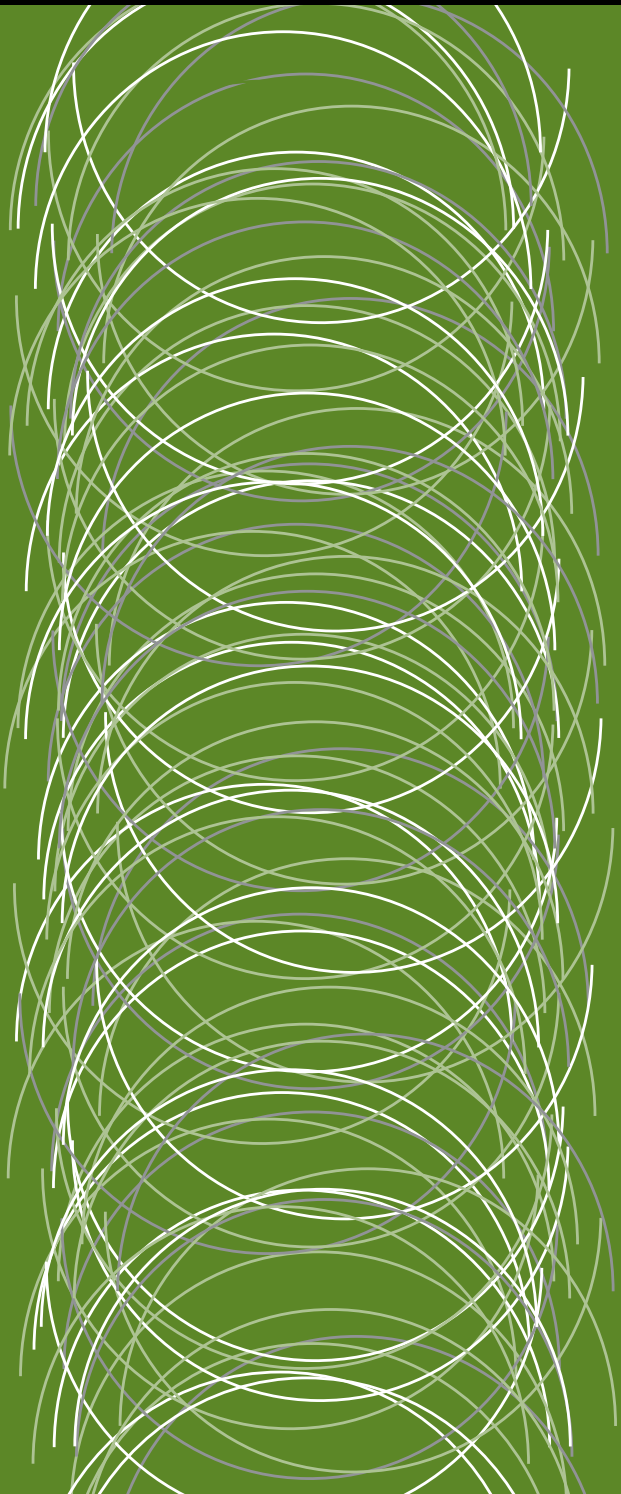


Australian Medical Council Limited

Accreditation Report: The Training and  
Education Programs of the  
Royal Australian and New Zealand  
College of Ophthalmologists

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 and its 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 Australian and New Zealand College of Ophthalmology training and education program and continuing professional development programs, in the recognised specialty of Ophthalmology, by four years to 31 March 2027.

## 2. The Royal Australian and New Zealand College of Ophthalmologists

### 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 2011.
2011: Accreditation extension submission	Accreditation extended until 31 December 2016.
2016: Reaccreditation assessment	Accreditation granted until 31 March 2020.
2017: Monitoring Submission with visit	The College continues to substantially meet the accreditation standards. Accreditation was confirmed to 31 March 2020.
2019: Follow-up assessment	Accreditation granted for four years until 31 March 2023. 17 conditions were set on accreditation

A copy of the 2019 Royal Australian and New Zealand College of Ophthalmologists accreditation report can be found [here](#).

### 2.2 Royal Australian and New Zealand College of Ophthalmologists Accreditation Extension Submission

In its 2022 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:

- 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. Explicit feedback is available on each standard under 3.2.

<b>Standard</b>	<b>Finding in 2019 Follow-up visit</b> (Including any requirements substantially met or not met)	<b>Finding in 2022</b> (Including any requirements substantially met or not met)
1. Context of Education and Training	Met	Met
2. Outcomes of specialist training and education	Met	Met
3. The specialist medical training and education framework	Substantially Met (Standards 3.1.1, 3.2.5, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 3.3.1, 3.4.1 Substantially Met)	Substantially Met (Standards 3.4.1 Substantially Met)
4. Teaching and learning methods	Substantially Met (Standard 4.2.2 Substantially Met)	Met
5. Assessment of learning	Not Met (Standards 5.2.1, 5.2.3 Substantially Met, 5.4.1, 5.4.2 Not Met)	Substantially Met (Standards 5.2.1, 5.4.1, 5.4.2 Substantially Met)
6. Monitoring and evaluation	Not Met (Standards 6.2.3 Substantially Met, 6.1.2, 6.3 Not Met)	Met
7. Issues relating to trainees	Met	Met
8. Implementing the training program – delivery of educational resources	Substantially Met (Standards 8.1.3, 8.1.4 Substantially Met)	Met
9. Continuing professional development, further training and remediation	Met	Met
10. Assessment of specialist international medical graduates	Substantially Met (Standard 10.3.3 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.

<b>Summary of accreditation status</b>	2021: Met	2022: Met
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#### **Activity against Conditions from 2019 accreditation report**

Nil Conditions

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**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

<b>Summary of accreditation status</b>	2021: Met	2022: Met
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**Activity against Conditions from 2019 accreditation report**

Nil Conditions

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### 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

<b>Summary of accreditation status</b>	2021: Met	2022: Met
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#### Activity against Conditions from 2019 accreditation report

Condition:	Year to be met:	2022 Status:
1 Enhance the curriculum by adding curriculum themes (such as malignancy or trauma that overarch subspecialty areas) and map teaching and learning resources and assessments to the curriculum outcomes. (Standard 3.1.1)	2021	Satisfied
2 Develop explicit learning outcomes for leadership and teamwork in interdisciplinary and interprofessional teams and link these to teaching and learning resources. (Standard 3.2.5 and 3.2.7)	Learning outcomes by 2020 Link to resources by 2021	Satisfied
3 Develop explicit learning outcomes for reflective practice, clinical audit, quality improvement and critical appraisal and link these to teaching and learning resources and assessment. (Standard 3.2.8)	Learning outcomes by 2020 Link to resources by 2021	Satisfied
4 Develop explicit learning outcomes in cultural competence and Indigenous health and include specific teaching and learning resources, and appropriate assessments related to cultural competence and safety. (Standards 3.2.9 and 3.2.10)	Learning outcomes by 2020 Link to resources by 2021	Satisfied
5 Revise the curriculum to indicate where and how spiral learning is to be achieved across the learning outcomes and key roles, acknowledging the constraints of the available training posts in Australia and New Zealand. (Standard 3.3.1)	2021	Satisfied
6 Revise the curriculum to indicate how training is to be realistically achieved and delivered throughout the five-year period, in terms of the sequence and duration of rotations. (Standard 3.4.1)	2021	Progressing

## Standard 4: Teaching and learning approach and methods

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

<b>Summary of accreditation status</b>	2021: Met	2022: Met
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### Activity against Conditions from 2019 accreditation report

Condition:	Year to be met:	2022 Status:
7 Develop or provide access to methods for consistently delivering cultural safety training. (Standard 4.2.2)	2021	Satisfied

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## Standard 5: Assessment of learning

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

<b>Summary of accreditation status</b>	2021: Met	2022: Met
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### Activity against Conditions from 2019 accreditation report

Condition:	Year to be met:	2022 Status:
8 Train work based assessors, monitor the application of workplace based assessment s and evaluate the validity and the reliability of these assessments. (Standards 5.2.1, 5.4.1 and 5.4.2)	2022	Progressing
9 Conduct a review of the standard setting methods for all examinations and ensure that the methods used are valid for determining passing scores. (Standard 5.2.3)	2021	Satisfied
10 Institute a systematic program of statistical analysis to evaluate assessment quality, consistency and fairness. (Standard 5.4.1)	2021	Satisfied

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## Standard 6: Monitoring and evaluation

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

<b>Summary of accreditation status</b>	2021: Met	2022: Met
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### Activity against Conditions from 2019 accreditation report

Condition:	Year to be met:	2022 Status:
11 Implement regular and safe processes for supervisors to provide feedback about program delivery and program development. (Standard 6.1.2)	2021	Satisfied
12 Implement regular and safe processes for external stakeholders, including consumers and Indigenous people, to provide feedback about program delivery and program development. (Standard 6.2.3)	2020	Satisfied
13 Develop a regular monitoring and evaluation report that describes how feedback was evaluated, what actions were taken and whether goals for improvement were met. (Standard 6.3)	2021	Satisfied

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### **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

<b>Summary of accreditation status</b>	2021: Met	2022: Met
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#### **Activity against Conditions from 2019 accreditation report**

Nil Conditions

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**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

<b>Summary of accreditation status</b>	2021: Met	2022: Met
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**Activity against Conditions from 2019 accreditation report**

Condition:	Year to be met:	2022 Status:
14 Develop and implement a process for defining the required capabilities for selection of supervisors. (Standard 8.1.3)	2020	Satisfied
15 Develop and implement a complete suite of supportive programs for supervisors and assessors in more easily accessible formats, with a consideration of mandating participation. (Standard 8.1.3)	2021	Satisfied
16 Develop and implement a process for evaluating the performance of supervisors. (Standard 8.1.4)	2022	Satisfied

**Standard 9: Continuing professional development, further training and remediation**

Areas covered by this standard: continuing professional development; further training of individual specialists; remediation

<b>Summary of accreditation status</b>	2021: Met	2022: Met
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**Activity against Conditions from 2019 accreditation report**

Nil Conditions

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**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

<b>Summary of accreditation status</b>	2021: Met	2022: Met
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**Activity against Conditions from 2019 accreditation report**

Condition:	Year to be met:	2022 Status:
17 Update the policy and/or processes supporting the assessment of specialist medical graduates so that there is alignment between the documentation and the approach applied in practice. (Standard 10.3.3)	2020	Satisfied



