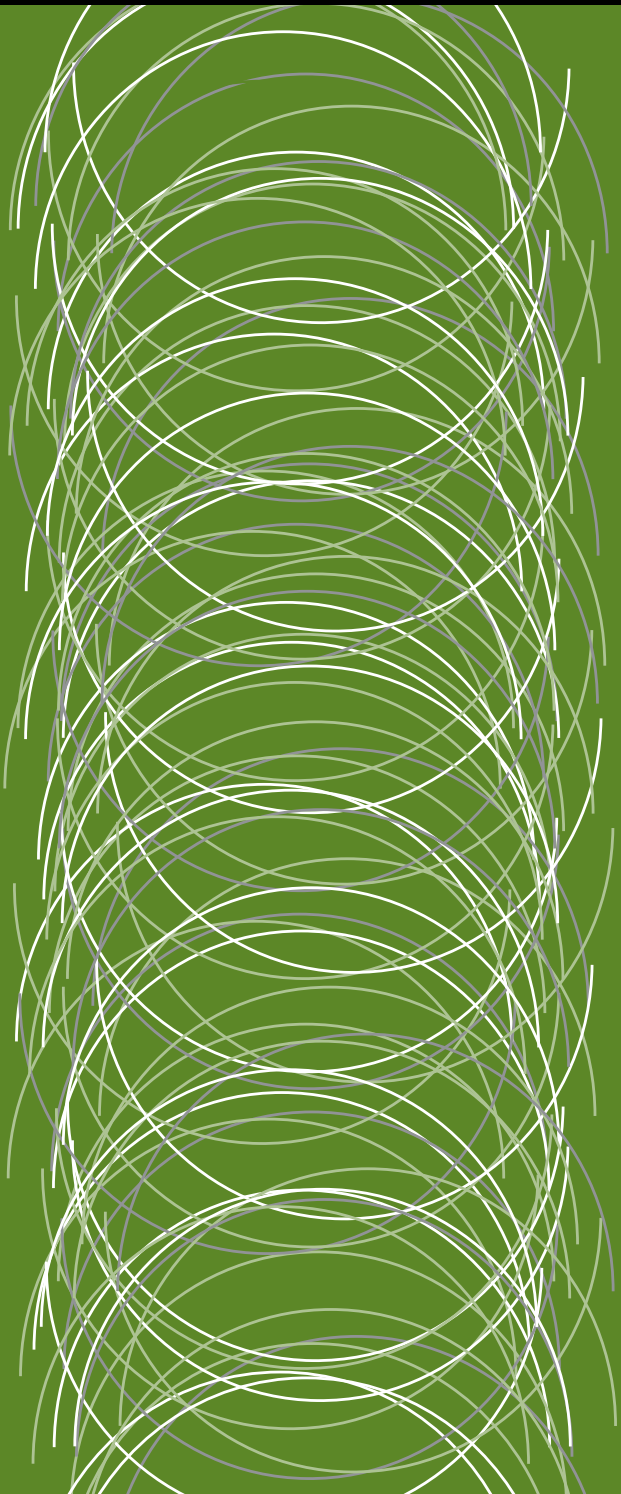


Australian Medical Council Limited

# Accreditation Report: The Training and Education Programs of the Australasian College of Dermatologists

# AMC



Specialist Education Accreditation Committee  
November 2023

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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 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.

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 2023 meeting of the AMC Directors resolved:

- (i) to grant an extension of the accreditation of the Australasian College of Dermatologists training and education program, in the recognised specialty of Dermatology, by four years to 31 March 2028.

## 2. The Australasian College of Dermatologists

### 2.1 Accreditation history

The College's training programs were first accredited by the AMC in 2007.

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

Year/Assessment Type	Outcome
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](#).

### 2.2 Australasian College of Dermatologists Accreditation Extension Submission

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:

**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. Activity against AMC conditions**

The College was asked to report on progress towards satisfying the nine remaining accreditation conditions.

### 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 2021 Follow-up visit (Including any requirements substantially met or not met)	Finding in 2023 (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)
6. Monitoring and evaluation	Substantially Met (Standard 6.1.3, 6.2.3 Substantially Met)	Substantially Met (Standard 6.2.3 Substantially Met)
7. Issues relating to trainees	Substantially Met (Standard 7.4, 7.4.2 Substantially Met)	Met
8. Implementing the training program – delivery of educational resources	Substantially Met (Standard 8.1.4, 8.2.2 Substantially Met)	Substantially Met (Standard 8.1.4, 8.2.2 Substantially Met)
9. 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.

### **Developments against Standard 1**

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.

Many activities in the College's Reconciliation Action Plan have taken place including 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.

### **Activity against Conditions from 2021 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>	2022: Substantially Met	2023: Met
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### Developments against Standard 2

Several significant projects were undertaken in relation to the educational purpose of the College including the training program and graduate outcomes. A Community Needs Framework has been developed which articulated a process by which training program outcomes are responsive to the health needs of the community, through an evidence-based approach.

The curriculum was extensively reviewed and rolled out as the new AusDerm curriculum based on the CanMEDS framework. With this new curriculum a five-year plan detailing a systematic approach to monitoring the training program's outcomes was developed to ensure they are responsive to the health needs of the community. These approaches have been and will continue to assist with mapping the changing and emerging practice trends, which may then be applied to the curriculum.

Advocacy and community engagement activities were in abundance over the last year in particular World Health Skin Day 2022, patient support group roundtable and ongoing patient engagement activities and government engagement on growing the dermatology workforce to meet community need.

### Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
1 Implement a process to ensure the program outcomes are responsive to the health needs of the community. (Standard 2.2.1)	2023	Satisfied
2 Implement a formalised approach to regularly assessing needs across rural and regional communities and evaluating the degree to which program outcomes are aligned with these needs. (Standard 2.2.1)	2023	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

<b>Summary of accreditation status</b>	2022: Substantially Met	2023: Substantially Met
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#### Developments against Standard 3

Since the last accreditation assessment, the College finalised its curriculum review and rolled out the new AusDerm curriculum based on the CanMEDS framework. A continuous rolling cycle of topic reviews has been implemented with a third of topics reviewed annually.

The Teaching and Learning Committee who are responsible for the reviews, has implemented a variety of mechanisms to monitor relevance to practice including considering extensive feedback from Fellows and trainees in Indigenous, rural, and regional settings.

A five-year stakeholder engagement action plan has also been implemented for monitoring curriculum relevance with the curricular needs to changing practice and emerging trends mapped.

Meeting the dermatological needs of Australian communities' framework has been compiled as a mechanism by which the College can respond to and adapt for the training program in a planned and proportionate manner, as and when community needs evolve.

Access to training to cover all curricular components including Indigenous populations, cosmetic procedures, lasers and surgery has been delivered and implemented via a variety of methods including workshops, online tutorials, tailored teaching sessions, and regulation via accreditation standards for training positions.

With the change to CPD Homes and independent reporting for the standard, explicit integration of the training program curriculum with the CPD curriculum has been undertaken and executed.

#### Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
3 Implement a continuous rolling cycle of curriculum review, including: i. Implementing mechanisms to monitor its relevance to practice, including feedback from fellows and trainees in Indigenous, rural and regional settings. (Standard 3.2) ii. Mapping curricular needs to changing practice, for example, teledermatology. (Standard 3.2) iii. Detailing the accessibility to training to cover all curricular components, for example Indigenous populations, cosmetic procedures, lasers and surgery. (Standard 3.2) iv. Strengthening explicit integration of the training and CPD curriculum. (Standard 3.3)	2023	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>	2022: Met	2023: Met
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### Developments against Standard 4

A variety of teaching and learning methods have been tried, tested and retained to enable trainees to experience different approaches, and to assist with ensuring equity of access to clinical teaching. These include:

- curriculum aligned National Skin School and cosmetic dermatology webinar sessions via didactic teaching and case base discussions;
- cultural safety training workshops for supervisors and trainees, self-paced learning in LGBTQIA+, dedicated Evidence Based Medicine face to face learning in lieu of online modules previously provided by college;
- Telehealth modules and the option for training sites to include up to one supervised telehealth session per week as part of accredited clinical training; and
- a review of work-based assessments with numerous recommendations to update and change as suggested by the Australian Council for Educational Research (ACER), which if implemented will lead to different approaches in supervisors providing feedback and training.

### Activity against Conditions from 2021 accreditation report

Nil Conditions

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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>	2022: Substantially Met	2023: Substantially Met
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### Developments against Standard 5

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) Taskforce to guide and recommend implementation of any proposed changes by ACER for 2024 and beyond.

### Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
4 Implement, document and publicise valid pass/fail standard setting procedures for all examinations, including specific procedural details of how pass/fail decisions are determined for borderline candidates. Methods used must be consistent with current best practice in medical education. (Standard 5.2.3)	2022	Satisfied
5 Develop and document a systematic approach to quality assurance methods with respect to all types of College assessments. (Standard 5.4.1)	2023	Progressing

## Standard 6: Monitoring and evaluation

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

<b>Summary of accreditation status</b>	2022: Substantially Met	2023: Substantially Met
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### Developments against Standard 6

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.

### Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
6 Implement regular and safe processes for trainees and other stakeholders to provide feedback about program delivery and development, and their perception of the achievement of graduate outcomes. (Standard 6.1.3)	2023	Satisfied
7 Implement regular and safe processes for external stakeholders, including consumers, Indigenous peoples, medical specialties and health jurisdictions to provide feedback about program delivery and development. (Standard 6.2.3)	2023	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

<b>Summary of accreditation status</b>	2022: Substantially Met	2023: Met
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### Developments against Standard 7

Several new improvements have been implemented to the selection process including introducing mini-multiple interviews as part of assessment, which supports authenticity in interviews; enhanced measures to support rural candidates be successful in their selection application who have a demonstrated long-term commitment to living and working in rural and regional areas, and representation from the Aboriginal and Torres Strait Islander Affairs Committee.

The College undertook and completed its federally funded Induction Project for First Nation candidates and trainees, which involved reviewing the selection and recruitment information with recommendations to the selection process and created a program guide and videos specifically for First Nations trainees.

Various wellbeing activities took place involving wellbeing site visits nationwide, hosting several Mental Health First Aid workshops to trainees and supervisors to raise their awareness and literacy in mental health, IMG specific and Parent Support Groups were established, and College involvement in a federally funded consortium collaboration with AIDA and eleven other medical colleges to support First Nations doctors applying for and in specialist training.

### Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
8 Review and implement the goals and actions of the 2016 Action Plan to address bullying, discrimination and harassment with related timelines. (Standard 7.4)	2023	Satisfied
9 Create safe, accessible and formally documented internal pathways for trainees experiencing personal and/or professional difficulties to seek advice about appropriate support. (Standard 7.4.2)	2022	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

<b>Summary of accreditation status</b>	2022: Substantially Met	2023: Substantially Met
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### Developments against Standard 8

The National Accreditation Standards for training positions were updated to include the mandatory requirement for supervisors to complete cultural safety training and the CPD supervisor module hosted on the College's learning management system.

The College employed AIDA to facilitate cultural safety training workshops at the Annual Scientific Meeting, which continued in 2023. Comparable workshops with other providers have been approved to enable supervisors to meet this accreditation requirement. The Supervisor modules have been undergoing a review to reflect modern day language and scenarios.

Accreditation terms and definitions have been revamped to minimise confusion surrounding accreditation outcomes after formal reviews.

### Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
10 Develop and implement a process for evaluating the performance of supervisors including a mechanism for the provision of feedback to supervisors. (Standard 8.1.4)	2023	Progressing
11 Review and revise training accreditation standards to increase opportunities for trainees in all regions to gain relevant experience in settings for provision of care to Aboriginal and Torres Strait Islander peoples. This should include requirements for appropriate cultural safety training. (Standard 8.2.2)	2022	Progressing

## Standard 9: 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>	2022: Met	2023: Met
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### Developments against Standard 9

Processes for the assessment of specialist international medical graduates (IMG) remains largely unchanged. Additional information on the website has been provided regarding accreditation requirements and timelines for IMGs requiring accredited training positions to complete any period of upskilling, and an interview guidelines document to assist IMGs with preparation and expectations of interview assessment.

### Activity against Conditions from 2021 accreditation report

Nil Conditions

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