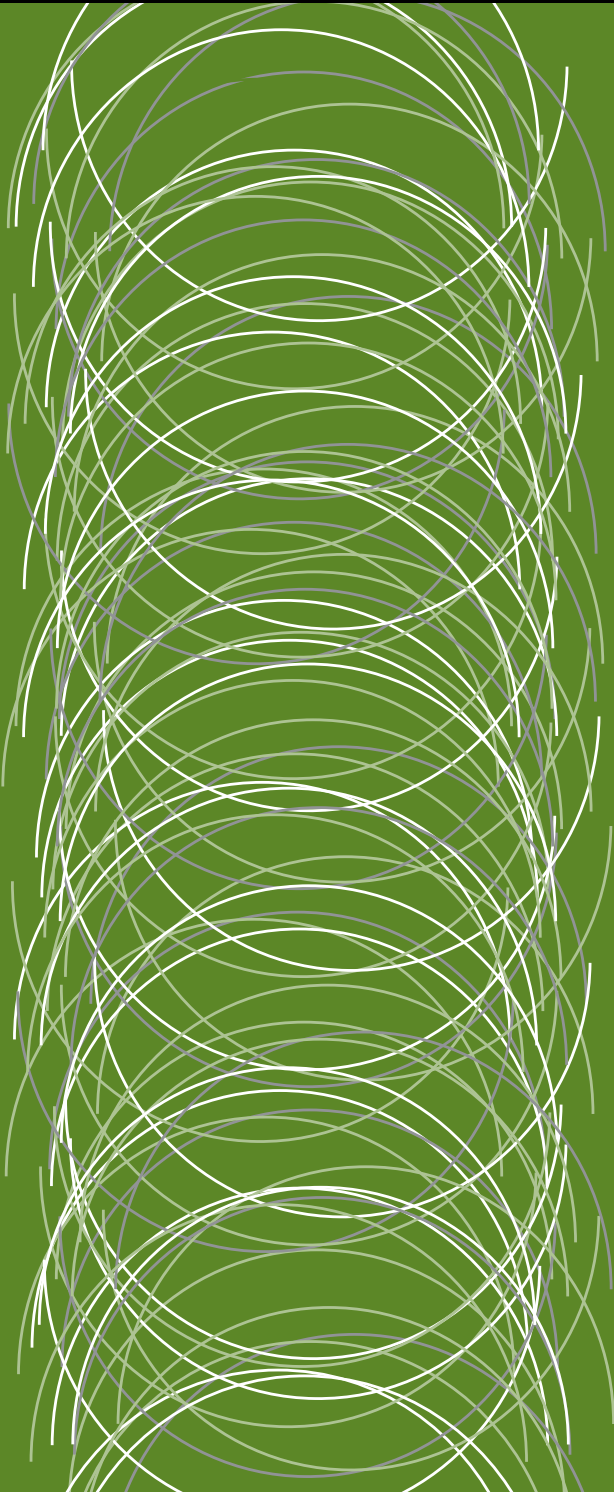


Australian Medical Council Limited

Accreditation Report: The Training and Education Programs of the Royal Australasian College of Surgeons

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 programs substantially meet the accreditation standards.

The February 2024 meeting of the AMC Directors resolved:

- (i) to grant an extension of the accreditation of the Royal Australasian College of Surgeons training and education program, in the recognised specialty of surgery, by six months to 31 October 2024.

2. The Royal Australasian College of Surgeons

2.1 Accreditation history

The College's training programs were first accredited by the AMC in 2002.

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

Year/Assessment Type	Outcome
2002: Full assessment	Accreditation granted until 31 July 2008.
2007: Assessment Visit	Accreditation extended until 31 December 2011.
2008: Follow-up assessment	Accreditation extended until 31 December 2011.
2011: Accreditation extension submission	Accreditation extended until 31 December 2017.
2017: Reaccreditation assessment	Accreditation granted until 31 March 2022.
2021: Follow-up assessment	Accreditation granted for two years until 31 March 2024. 20 conditions were set on accreditation

A copy of the 2021 Royal Australasian College of Surgeons accreditation report can be found on the AMC website [here](#).

2.2 Royal Australasian College of Surgeons 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 twenty 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	Substantially Met (Standard 1.2, 1.6, 1.7 Substantially Met)	Substantially Met (Standard 1.2, 1.6, 1.7 Substantially Met)
2. Outcomes of specialist training and education	Substantially Met (Standard 2.1, 2.2, 2.3 Substantially Met)	Substantially Met (Standard 2.1, 2.2, 2.3 Substantially Met)
3. The specialist medical training and education framework	Substantially Met (Standard 3.2, 3.2.6, 3.2.10 and 3.4.2 Substantially Met, Standard 3.2.3, 3.2.4 and 3.2.6 Not Met)	Substantially Met (Standard 3.2, 3.2.6, 3.2.10 and 3.4.2 Substantially Met, Standard 3.2.3, 3.2.4 and 3.2.6 Not Met)
4. Teaching and learning methods	Substantially Met (Standard 4.1.1 Substantially Met)	Substantially Met (Standard 4.1.1 Substantially Met)
5. Assessment of learning	Met	Met
6. Monitoring and evaluation	Substantially Met (Standard 6.1, 6.2, 6.3, 6.1.2, 6.1.3, and 6.2.3 Substantially Met)	Substantially Met (Standard 6.1, 6.2, 6.3, 6.1.2, 6.1.3, and 6.2.3 Substantially Met)
7. Issues relating to trainees	Substantially Met (Standard 7.1 and 7.3.2 Substantially Met)	Substantially Met (Standard 7.1 and 7.3.2 Substantially Met)
8. Implementing the training program – delivery of educational resources	Substantially Met (Standard 8.1.3, 8.1.5, 8.2.2 and 8.1 Substantially Met)	Substantially Met (Standard 8.1.3, 8.1.5, 8.2.2 and 8.1 Substantially Met)
9. Assessment of specialist international medical graduates	Substantially Met (Standard 9.2.1 Substantially Met)	Substantially Met (Standard 9.2.1 Substantially 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	2022: Substantially Met	2023: Substantially Met
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Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
1 Demonstrate within the College governance structure that accountability is shared by RACS Council, the Education Board, Board of Surgical Education and Training, and Specialty Training Boards to enable each of the 13 training programs meet AMC standards and conditions. Evidence of alignment and robust reporting mechanisms, between the College and specialty training boards in developing education and training policies consistently, is needed. (Standard 1.2)	2022	Progressing
2 Provide evidence of effective implementation, monitoring and evaluation of the: <ul style="list-style-type: none"> i. Reconciliation Action Plan ii. Building Respect, Improving Patient Safety (BRIPS) Action Plan iii. Diversity and Inclusion Plan iv. Rural Health Equity Strategic Action Plan (Standard 1.6 and 1.7) 	2023	Progressing

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	2022: Substantially Met	2023: Substantially Met
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Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
3 Broaden consultation with consumer, community, surgical and non-surgical medical, nursing and allied health stakeholders about the goals and objectives of surgical training, including a broad approach to external representation across the College. (Standard 2.1)	2023	Progressing
4 Clearly and uniformly articulate program and graduate outcomes (for all specialties) which are publicly available, reflecting community needs and mapped to the ten RACS competencies. (Standard 2.2 and 2.3)	2022	Progressing

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	2022: Substantially Met	2023: Substantially Met
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Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
5 Enhance and demonstrate how non-technical competencies are or will be aligned across all surgical specialties including a consideration of the broader patient context. (Standard 3.2)	2023	Progressing
6 As it applies to the specialty training program, expand the curricula to ensure trainees contribute to the effectiveness and efficiency of the healthcare system, through knowledge and understanding of the issues associated with the delivery of safe, high-quality and cost-effective health care across a range of settings within the Australian and/or New Zealand health systems. (Standard 3.2.6)	2023	Progressing
7 Document the management of peri-operative medical conditions and complications in the curricula of all specialty training programs. (Standard 3.2.3, 3.2.4 and 3.2.6)	2023	Not Progressing
8 Include the specific health needs of Aboriginal and Torres Strait Islanders and/or Māori, along with cultural competence training, in the curricula of all specialty training programs. (Standard 3.2.10)	2023	Progressing
9 In conjunction with the Specialty Training Boards, develop a standard definition across all training programs of 'competency-based training' and how 'time in training' and number of procedures required complement specific observations of satisfactory performance in determining 'competency'. (Standard 3.4.2)	2023	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	2022: Substantially Met	2023: Substantially Met
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Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
10 For all specialty training programs develop curriculum maps to show the alignment of learning activities and compulsory requirements with the outcomes at each stage of training and with the graduate outcomes. This could be undertaken in conjunction with the curricular reviews that are currently planned or underway. (Standard 4.1.1)	2023	Progressing

Standard 5: Assessment of learning

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

Summary of accreditation status	2022: Met	2023: Met
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Activity against Conditions from 2021 accreditation report

Nil Conditions

Standard 6: Monitoring and evaluation

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

Summary of accreditation status	2022: Substantially Met	2023: Substantially Met
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Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
11 Develop an overarching framework for monitoring and evaluation, which includes all training and educational processes as well as program and graduate outcomes. (Standard 6.1, 6.2 and 6.3)	2023	Progressing
12 Establish methods to seek confidential feedback from individual supervisors of training, across the surgical specialties, to contribute to the monitoring and development of the training program. (Standard 6.1.2)	2022	Progressing
13 Develop and implement completely confidential and safe processes for obtaining—and acting on—regular, systematic feedback from trainees on the quality of supervision, training and clinical experience. (Standard 6.1.3 and 8.1.3)	2022	Progressing
14 Develop formal consultation methods and regularly collect feedback on the surgical training program from non-surgical health professionals, healthcare administrators and consumer and community representatives. (Standard 6.2.3)	2022	Progressing
15 Report the results of monitoring and evaluation through governance and administrative structures, and to external stakeholders. It will be important to ensure that results are made available to all those who provided feedback. (Standard 6.3)	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

Summary of accreditation status	2022: Substantially Met	2023: Substantially Met
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Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
16 Promote, monitor and evaluate the Diversity and Inclusion Plan through the College and Specialty Training Boards to ensure there are no structural impediments to a diversity of applicants applying for, and selected into all specialty training programs. (Standard 7.1 and 6.1 and 6.2)	2022	Progressing
17 Increase transparency in setting and reviewing fees for training, assessments and training courses by the College and all specialty training boards, while also seeking to contain the costs of training for trainees and specialist international medical graduates. (Standard 7.3.2 and 10.4.1)	2022	Progressing

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	2022: Substantially Met	2023: Substantially Met
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Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
18 Mandate cultural safety training for all supervisors, clinical trainers and assessors. (Standard 8.1.3, 8.1.5 and 8.2.2)	2022	Progressing
19 In conjunction with the Specialty Training Boards, finalise the supervision standards and the process for reviewing supervisor performance and implement across all specialty training programs. (Standard 8.1)	2023	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

Summary of accreditation status	2022: Substantially Met	2023: Substantially Met
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Activity against Conditions from 2021 accreditation report

Condition:	Year to be met:	2023 Status:
20 Develop and implement alternative external assessment processes such as workplace-based assessments to replace the Fellowship Examination for selected specialist international medical graduates. (Standard 10.2.1)	2023	Progressing

