

Specialist Medical Programs Standards Review

High-level summary - feedback on the consultation on the scope of the review and direction for change

Theme	Summary of stakeholder feedback
Cultural safety	Stakeholders identified opportunities to embed cultural safety across training and governance, elevating Aboriginal and/or Torres Strait Islander and Māori voices in decision-making and support culturally safe training sites.
Alignment with community needs	Stakeholders identified opportunities to better align training with health system priorities including distribution of workforce in rural and regional areas, and generalist skill needs. The importance of colleges forming local and national relationships and partnerships was noted, acknowledging colleges are not 'place-based' in the same way other education providers are.
Collaboration	Stakeholders identified opportunities for increased collaboration to reflect the shared responsibility of colleges and training setting providers. In addition, feedback supported greater cross-college and interdisciplinary collaboration, including development of shared resources. This was particularly noted in colleges progressing work in the area of cultural safety.
Governance	Feedback indicated a preference to increase diversity of governance and strengthen partnerships with trainees, consumers and Aboriginal and/or Torres Strait Islander and Māori people. Increased transparency in governance and training selection processes.
Flexibility in meeting standards	Feedback strongly called for revised standards to not stifle innovation and be adaptable for community-based, rural, and remote training settings. To ensure standards are scalable and applicable across colleges' different, sizes, specialty types, training contexts. Promoting flexible training approaches to support workforce needs and community health needs. Innovative supervision models were also noted as an opportunity.
Resourcing and capacity	<p>Most stakeholders noted resourcing and capacity as a challenge. In addition to financial costs, human resourcing challenges were noted including workforce shortages, volunteer fatigue, limited Fellow pools and limited access to Aboriginal and/or Torres Strait Islander and Māori expertise.</p> <p>Related to resourcing and capacity challenges, stakeholders repeatedly raised concerns about the potential to increase burnout among Aboriginal and/or Torres Strait Islander and Māori doctors, college staff and consumers. There is also the challenge of shifting organisational culture and ensuring safety across devolved training environments and the binational context.</p>
Multifaceted role of the college	It was noted that challenges may arise for colleges in meeting revised standards due in part to their structure as a membership organisation.
Trainee wellbeing	Stakeholders strongly reiterated the importance of a psychologically safe training environment for trainees, support systems at the local and college level and safe and trusted pathways for reporting. There was general agreement for the need for a framework for managing concerns and complaints about training settings.

Assessment	Stakeholder preference for flexible standards and AMC guidance about how to include cultural safety and consumer perspectives in assessment.
Selection	In general, stakeholders supported increased transparency in selection criteria and process. Strong support for standardised data definitions, collection, review and sharing.
Supervision	Acknowledgement of the strain on the current model. Stakeholders suggested lots of alternative supervision models for consideration, these alternative models were presented in addition to or to supplement traditional models of supervision. There was significant feedback highlighting the need for increased supervisor support, many of these suggested protected times.
Graduate outcomes	Some stakeholders supported the introduction of non-specialty specific outcome statements, stating that they would increase quality and consistency across specialties, other stakeholders noted the extensive work that has gone into developing existing frameworks.
New Zealand context	Some stakeholders called for increased New Zealand and Māori representation in governance. It was noted New Zealand has unique workforce considerations and cultural and historical contexts. Requests were made for rural and regional classifications that are appropriate for the binational context.
Implementation and guidance	Colleges requested guidance from the AMC in relation to new standards including examples of evidence that may indicate a standard is met, in particular in relation to standards about meaningful engagement.
AMC model and cycle of accreditation	Stakeholders identified that a possible thematic approach to accreditation could promote more focused, aligned and collaborative work across colleges to meet particular standards in their differing contexts. Feedback did warn of the potential risks of losing broad context if accreditation become too focused and considerations of the resource requirements of accreditation regardless of potential model.