

Accreditation Report: The Training and Education Programs of the Australasian College for Emergency Medicine

Specialist Education Accreditation Committee

August 2025



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Australian Medical Council Limited
PO Box 4810
KINGSTON ACT 2604

Email: amc@amc.org.au
Home page: www.amc.org.au
Telephone: 02 6270 9777

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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 2024*, 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 21 August 2025 meeting of the Specialist Education Accreditation Committee resolved:

- (i) to grant an extension of the accreditation of the Australasian College for Emergency Medicine training and education program, in the recognised specialty of emergency medicine, by two years to 31 March 2028.

2. The Australasian College for Emergency Medicine

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 2013. |
| 2013: Accreditation extension submission | Accreditation confirmed until 31 December 2015. |
| 2015: Accreditation extension submission | Accreditation extended until 31 March 2018. |
| 2017: Reaccreditation assessment | Accreditation granted until 31 March 2022. |
| 2021: Follow-up assessment | Accreditation granted until 31 March 2026. |

A copy of the 2021 Australasian College for Emergency Medicine report can be found on the AMC website [here](#).

2.2 Accreditation extension submission

In its 2025 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 nine accreditation standards are summarised in the table below. Explicit feedback is available on each standard under 3.2.

| Standard | Finding in 2021 follow-up assessment (Including any requirements substantially met or not met) | Finding in 2025 (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 (Standard 3.2 Substantially Met) | Met |
| 4. Teaching and learning methods | Met | Met |
| 5. Assessment of learning | Met | Met |
| 6. Monitoring and evaluation | Substantially Met (Standard 6.2 Substantially Met) | Met |
| 7. Issues relating to trainees | Met | Met |
| 8. Implementing the training program – delivery of educational resources | Met | 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:

| | |
|-------------------------------|---|
| <i>Unsatisfactory</i> | <i>The College may not meet the related accreditation standard and AMC should investigate further.</i> |
| <i>Not Progressing</i> | <i>No progress or overly slow progress given the timeframe on the condition.</i> |
| <i>Progressing</i> | <i>Indicates satisfactory progress against the condition, with further reporting necessary.</i> |
| <i>Satisfied</i> | <i>The College has satisfied all requirements and can cease reporting against the condition. Condition is marked as closed.</i> |

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: Met | 2025: Met |
|--|-----------|-----------|

Activity against Conditions from 2021 accreditation report

Nil Conditions remain.

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 | 2025: Met |
|--|-----------|-----------|

Activity against Conditions from 2021 accreditation report

Nil Conditions remain

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: Substantially Met | 2025: Met |
|--|-------------------------|-----------|

Activity against Conditions from 2021 accreditation report

Nil Conditions remain

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 | 2025: Met |
|---------------------------------|-----------|-----------|

Activity against Conditions from 2021 accreditation report

Nil Conditions remain

Standard 5: Assessment of learning

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

| | | |
|--|-----------|-----------|
| Summary of accreditation status | 2021: Met | 2025: Met |
|--|-----------|-----------|

Activity against Conditions from 2021 accreditation report

Nil Conditions remain

Standard 6: Monitoring and evaluation

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

| | | |
|--|-------------------------|-----------|
| Summary of accreditation status | 2021: Substantially Met | 2025: Met |
|--|-------------------------|-----------|

Activity against Conditions from 2021 accreditation report

Nil Conditions remain

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: Met | 2025: Met |
|--|-----------|-----------|

Activity against Conditions from 2021 accreditation report

Nil Conditions remain

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: Met | 2025: Met |
|--|-----------|-----------|

Activity against Conditions from 2021 accreditation report

Nil Conditions remain.

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 | 2021: Met | 2025: Met |
|--|-----------|-----------|

Activity against Conditions from 2021 accreditation report

Nil Conditions remain



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